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# Project Compendium

»Best practice results from Erasmus+«

A European conference on Dissemination and  
Impact in the School Sector

17<sup>th</sup> - 19<sup>th</sup> of May 2017 in Bonn



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## Project profile : 23% who cares? youth unemployment in Europe



<b>Type of the project:</b> Strategic school-to-school partnership, KA2
<b>Duration of the project:</b> 24 month
<b>Name and country of the coordinating institution:</b> HBLA Oberwart, Austria
<b>Contact coordinating institution (email):</b> office@hbla-oberwart.at
<b>Name of the project coordinator:</b> Bernhard Zangl
<b>Names and countries of partner institutions:</b> Oberstufenzentrum Ostprignitz-Ruppin Germany Vittoria Colonna Italy Escola Secundaria de Moura Portugal IES Alfonso XIII Spain
<b>Project website:</b> 23whocares.jimdo.com
<b>Link to Project Results Platform (if applicable):</b>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The aim of the project "23% who cares?" is to point out the problems of youth unemployment and to find possible solutions against it. This international teamwork of young students is one out of twelve Erasmus+ projects, sponsored by the EU, in Austria.</p> <p>All the participating students had the possibility to meet their fellow students from abroad.</p> <p>The title of the project "23% who cares" refers to the statistical youth-unemployment-rate in the EU in 2014, when the project started. The question "23% who cares" is answered in the brochure that includes national and private organizations and supporting opportunities that of the countries involved.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>A "Job-Box" was created along with the Erasmus project "23% who cares". It helps schools and other users to deal with the subject of youth unemployment. To support students it's recommended to offer three info-days at the school, and a Master-Plan should help to organize these info-days.</p> <p>A film and a brochure in the Job-Box are the result of the Erasmus+ project that is supported by the European Union. These results give information about youth unemployment in the countries involved in the project: Austria, Germany, Italy, Portugal, and Spain.</p> <p><b>23whocares.jimdo.com</b></p>

## Strip to Identity



<b>Project Title: Strip to Identity</b>
<b>Type of the project:</b> (Strategic school-to-school partnership)
<b>Duration of the project: 2014-2017</b>
<b>Name and country of the coordinating institution: Miniemeninstituut, Leuven (Belgium)</b>
<b>Contact coordinating institution (email): dirk.staf@min.ksleuven.be</b>
<b>Name of the project coordinator: Dirk Staf</b>
<b>Names and countries of partner institutions: Sandnessjøen videregående skole (Sandnessjøen, Norway), Einstein Gymnasium (Potsdam, Germany), IES Alto Palancia (Segorbe, Spain), Gimnazija Antona Askerca (Ljubljana, Slovenia), Ahmet Kabaklı Anatolian High School (Elazığ, Turkey), St. Joseph's Secondary School (Rush, Ireland), ISS Podesti Calzecchi Onesti (Ancona, Italy)</b>
<b>Project website: <a href="http://www.striptideidentity.eu">www.striptideidentity.eu</a></b>
<b>Link to Project Results Platform (if applicable): -</b>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The project scope is literacy, i.e. the importance of reading skills, the pleasure of reading, solutions to possible reading difficulties and eventually new opportunities to secondary school pupils to study in the interesting, inspiring and motivating environment of a school partnership run by eight schools from all over Europe.</p> <p>Together with 7 partners in Europe and 2 in Asia we developed a comic book collection of local identity-based stories translated into English, each of them explaining the cultural, social and religious background necessary to understand each other's identity and to find common characteristics of a European identity.</p> <p>Strip to Identity has been a multilayered project giving opportunities to students (through transnational project meetings and individual pupil mobilities) and teaching and management staff (through joint-staff training mobilities and long-term individual teaching mobilities) to foster educational professionalism.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="https://www.striptideidentity.eu/comic-book-order-form/">https://www.striptideidentity.eu/comic-book-order-form/</a> is the link to the order form for the comic book collection and the pedagogical files.</p> <p><a href="https://www.striptideidentity.eu/">https://www.striptideidentity.eu/</a> contains press articles and downloadable project activity reports.</p>

## Smart Methods and Ideas for Learning in Europe (SMILE)



<b>Type of the project:</b> KA2 (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 3 years
<b>Name and country of the coordinating institution:</b> HTL Perg, Austria
<b>Contact coordinating institution (email):</b> c.reisinger@htl-perg.ac.at
<b>Name of the project coordinator:</b> Christian Reisinger
<b>Names and countries of partner institutions:</b> Talentenschool Turnhout Campus Zenit – Belgium Sjöängsskolan – Sweden St-Dominics Ballyfermot – Ireland IES Selgas - Spain
<b>Project website:</b> <a href="https://twinspace.etwinning.net/16877/home">https://twinspace.etwinning.net/16877/home</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The SMILE (Smart Methods and Ideas for Learning in Europe) project originated from an actual need in the five partnerschools. We all tackle similar problems and we all try it our own way. Combining our strengths will lead to better results and faster grow. For this reason our schools are engaged in this endeavour. These major topics we are going to work on are:</p> <p>*) Early School dropout: all partners feel that the school dropout rate in their country/region/school is too high. Lowering this rate at our school, and sharing our best practices to make an overall impact are our aims.</p> <p>*) Individualised learning: Our schools' mission is to get the best out a every pupil. We think that a more individualised approach on learning can help us reaching this mission. We will develop individualised learning tracks and materials. We will work with pupils within these tracks and measure their results. In the end we will obviously share all experiences and materials.</p> <p>*) Internationalisation: all our schools are convinced that we need to teach our pupils and train our staff in an international context. This will prepare the pupils for a future in a more and more globalising world. And it'll allow our staff to learn and experience best practices from around the world. Which will enhance the quality of their work.</p> <p>To make all this happen we will first do an investigation into several subjects related to these topics. This should give us a clear overview of where we are now. (baseline measurement) It'll also allow us to understand differences between our schools and why maybe certain solutions won't work or just aren't allowed.</p> <p>As soon as we have these results we can start working on the topics. We will have three project meetings (spread over 3 years) During these meetings we will demonstrate best practices to each other, discuss them, learn from them and work out new plans to implement in our schools. Every six months these topic teams will have formal evaluation meetings online. In the "individualised learning" topic we will also organise long-term learning mobilities for pupils. These are ideal situations where we can create individualised learning tracks.</p> <p>y the end of the project we will have a lot of materials and results which will be publically shared as Open Educational Resources (Best practice book, dropout prevetntation protocol)</p> <p>In our view this project is not an end product but only the beginning of a process where we want to make significant changes in our schools to improve on the topics at hand. Our schools are engaged to keep on working on these topics together, even after the project has ended, as an eTwinning partnership.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="https://twinspace.etwinning.net/16877/home">https://twinspace.etwinning.net/16877/home</a></p>

## Project profile: Bioplastics – Nature@Work – New research and learning methods



<b>Type of the project:</b> School mobility project (KA1)- 2015-1-BE02-KA101-012133
<b>Duration of the project:</b> 2 years : 1 <sup>st</sup> of June 2015 until 31 <sup>st</sup> of May 2017
<b>Name and country of the coordinating institution:</b> Bernardusscholen 2
<b>Contact coordinating institution (email):</b> cathy.demaertelaere@bernardusscholen.be
<b>Name of the project coordinator:</b> Cathy De Maertelaere
<b>Names and countries of partner institutions:</b> University Research Center Wageningen UR – Food and Biobased Research (The Netherlands)/ ICT Pro s.r.o (Tsjech Republic) / Synbra (The Netherlands)/ 10 <sup>th</sup> International conference on Biobased materials (Germany)/ Conference (Germany)
<b>Project website:</b> <a href="https://twinspace.etwinning.net/11525/home">https://twinspace.etwinning.net/11525/home</a> .
<b>Link to Project Results Platform (if applicable):</b> <a href="https://twinspace.etwinning.net/11525/home">https://twinspace.etwinning.net/11525/home</a> .
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Bernardusscholen 2 in Oudenaarde is a school with 1500 students who will continue their studies in higher education. An important development in this context is the fact that the government draws more attention to research skills. On the one hand there is a need for a new, innovative approach with sufficient knowledge of research competences and their appropriate teaching methods with room for self, entrepreneurial learning and co-teaching, also in the Department of Science, on the other hand there is the implementation of the new topic in the curriculum of chemistry in the third degree: plastics and bioplastics.</p> <p>Moreover, we want to deepen the research competences and expand our internationalization efforts to all sectors and make teachers and students more aware of environmental impact of the recent developments.</p> <p>Our objectives are to increase the competences of teachers and students for research in general and specifically about bioplastics and biodegradable plastics and making the tuition interactively by integrating knowledge, skills and research skills in an interactive app that can be used during lessons or in guided self-study.</p> <p>In total there are 12 participants, selected from the pole Science and ICT support of the school. Per activity four participants have participated and afterwards they have shared their results with the rest of the group through eTwinning and Google Docs. With this project we want to continue expanding the internationalization of our school by involving teachers who had not had the opportunity until now to participate in our international initiatives. At the beginning, each participant followed an eTwinning training at school or in an external workshop in Flanders. Mixed teams have followed the three-day training "Bioplastics" at the University of Wageningen and one of the conferences on Bioplastics either in Cologne or Düsseldorf. To consolidate the knowledge of the research competences on plastics and bioplastics another team brought a two-day visit to a Dutch industrial company where these bioplastics are already being processed. Thereafter a number of scientific colleagues who already had programming knowledge with the IT support staff followed a course to learn to make apps: Java fundamentals for Android development in the Czech Republic because it was found at a reasonable price / quality ratio.</p> <p>We hope to develop through these activities the research skills, develop and improve teaching and learning, raise ICT skills and encourage language development and intercultural awareness.</p> <p>Project Number: 2015-1-BE02-KA101-012133</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="https://twinspace.etwinning.net/11525/home">https://twinspace.etwinning.net/11525/home</a>. and selfmade app.</p>



## Project profile: Towards a more effective remedial teaching based on efficient European practices



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> SGEFWB ( <i>Service général de l'enseignement organisé par la Fédération Wallonie-Bruxelles = General Department of Education organized by the Wallonia-Brussels Federation</i> ) - BELGIUM
<b>Contact coordinating institution (email):</b> Sabine Haot - <a href="mailto:sabine.haot@cfwb.be">sabine.haot@cfwb.be</a>
<b>Name of the project coordinator:</b> Sabine Haot
<b>Names and countries of partner institutions:</b> <ul style="list-style-type: none"> <li>- <i>Quarter mediation</i>, Netherlands</li> <li>- <i>International Study Programmes</i>, United Kingdom</li> <li>- <i>Istituto comprensivo statale "Filippino Lippi"</i>, Italie</li> </ul>
<b>Project website:</b> <a href="http://www.wallonie-bruxelles-enseignement.be/erasmus">http://www.wallonie-bruxelles-enseignement.be/erasmus</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://www.wallonie-bruxelles-enseignement.be/erasmus">http://www.wallonie-bruxelles-enseignement.be/erasmus</a> , presenting several types of results in its different sections, i.e. "Recueil des bonnes pratiques", "Formation".
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The consortium consists of five schools organised by the Wallonia-Brussels Federation and coordinated by its General Department of Education. The project allows the schools to improve its practices for remediation at the secondary level by observing three school systems well known in Europe for the quality of their teaching. Three groups of eight people consisting of at least one principal and teachers known for being very involved in remediation activities, have received training on the three school systems and have observed the teaching practices of learning support in one or two schools. This has led to the establishment of a compendium of good practices in remedial teaching. The compendium has been tested by the consortium's schools within their possibilities, and has led to the development of a training module for principals and teaching staff. Both productions are likely to reach more than 80,000 teachers who can improve their daily practice for the benefit of their students.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <ol style="list-style-type: none"> <li>1. <u>Good practices compendium</u>  (<a href="http://www.wallonie-bruxelles-enseignement.be/index.cfm?page=ErasmusBonPrat&amp;profil=visiteur">http://www.wallonie-bruxelles-enseignement.be/index.cfm?page=ErasmusBonPrat&amp;profil=visiteur</a>)  At an early dissemination stage, the compendium contained practices that have been observed in the three visited countries. After its first dissemination, Belgian schools reacted and sent some of their own practices to the European department in charge of managing the project. These were also transformed in good practice sheets and have been added to the website.</li> <li>2. <u>Training module</u>  <a href="http://www.wallonie-bruxelles-enseignement.be/docs/ERAS-module_formation_consortium_WBE.pdf">www.wallonie-bruxelles-enseignement.be/docs/ERAS-module_formation_consortium_WBE.pdf</a>  The training module, presented as a Power Point, explains what an Erasmus+ project is as well as how this particular project was led. The presentation highlights some remarkable elements observed in the three countries in which the mobilities were held. Besides offering a short summary of all the 34 good practice sheets that are on the project's website, the training module is foreseen to help teachers and principals improve their remedial teaching.</li> </ol>

## Project profile: Out of the Box



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Lagavellskoli, Mosfellsbaer in Iceland
<b>Contact coordinating institution (email):</b> larat@lagavellskoli.is
<b>Name of the project coordinator:</b> Lara Torfadottir/ Joost Vercaemst
<b>Names and countries of partner institutions:</b> Basisschool Sint-Lodewijkscollege afd. Immaculata, Brugge, Belgium Istituto comprensivo 1 Bassano del Grapp, Italy Grundschule an der Oberföhringer Strasse, München, Germany
<b>Link to Project Results Platform (if applicable):</b> <a href="https://twinspace.etwinning.net/14679/home">https://twinspace.etwinning.net/14679/home</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>„Out of the box“ is a project where three schools with experience in former Comenius projects and one newcomer school bring together their pedagogical background of their countries. In all European countries lately there have been changes in the school curricula. The focus in the schools is on a stronger development of the basic skills of the pupils. The four subjects of STEM (Science, Technology, Engineering an Maths) need a stronger promotion in school and the competences of the pupils in these subjects are more and more important to grant European pupils a good position in future professional competition.</p> <p>The expertise of each country plays an important role. Each school can provide special knowledge on one of the four subjects. The teachers of the schools have already taken part in teacher trainings connected with these topics and the school programmes include already activities linked with these topics. Our project is innovative because it combines knowledge, skills and attitudes appropriate to the context.</p> <p>„Out of the box“ means also thinking of a new angle, a new perspective. Here all the partners bring in their knowledge about learn theory, compare their practical realization of learn theories in the schools and find a common way of establishing a simple and easy to use pattern for teachers and pupils to cope with the tasks in the STEM topics. Learning theories as the self-instruction training of Meichenbaum are found in all the tasks and the pupils can develop a strategy to work on the different challenges.</p> <p>Finally „Out of the box“ means that a concrete material, 4 real boxes will be developed during the project work. This collection of tasks and experiments, the pupils in all countries can use, will ensure that the project can be multiplied in several other countries and has a great value and a sustainability much further than the two project years and for much more countries than the four project partners’.</p> <p>„Out of the box“ is therefore a project which is combining current progress in schools, latest developments of curricula, results from psychological and pedagogical research, cooperation of highly motivated teachers to give our pupils the chance to develop competences for lifelong learning and professional success. By the dissemination of best practices we are fostering the provision and the assessment of key competences.</p> <p>The result of the project are 4 boxes with each 6 STEM-activities/lesson from grade 1 to 6.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="https://twinspace.etwinning.net/14679/home">https://twinspace.etwinning.net/14679/home</a>

## Project profile: V.I.S.I.ON – Visual Impairment Social Inclusion ON



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)	
<b>Duration of the project:</b> 24 months	
<b>Name and country of the coordinating institution:</b> Foundation for development of the cultural and business potential of civil society	
<b>Contact coordinating institution (email):</b> cubufoundation@gmail.com, zornitsastaneva@gmail.com	
<b>Name of the project coordinator:</b> Zornitsa Staneva	
<b>Names and countries of partner institutions:</b> School for visually impaired students "Louis Braille", Bulgaria Association "Hope for all", Veliko Tarnovo, Bulgaria Music'Arte, Palermo, Italy I Bohemiens, Italy Comitato Estero Societa Dante Alighieri in LUX, Luxembourg UCAN Productions, Wales, United Kingdom INFOREF, Belgium	<b>Official associated partners :</b> European Blind Union Unione Italiana dei Ciechi e degli Ipovedent
<b>Project website:</b> <a href="http://www.vision-erasmusplus.eu">www.vision-erasmusplus.eu</a>	
<b>Link to Project Results Platform (if applicable):</b> <a href="http://vision-erasmusplus.eu/pages/reports.php">http://vision-erasmusplus.eu/pages/reports.php</a> <a href="http://vision-erasmusplus.eu/pages/training.php">http://vision-erasmusplus.eu/pages/training.php</a> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/bbe938d5-fadd-4241-8b2c-ac046a794f63">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/bbe938d5-fadd-4241-8b2c-ac046a794f63</a>	
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Our way to be and to behave is deeply influenced by our visual perception, which to a great extent determines our understanding of the situation and the space that surrounds us. Visually impaired (v.i.) people can easily become isolated from their community because they do not feel confident with themselves and this makes them feel inappropriate in whatever context. This affects their everyday life because they generally find it harder to get employment, to attend school, or to take part in day-to-day community activities. V.I.S.I.ON aimed to help v.i. children to overcome the barriers that they easily build to brace themselves from society and to give them the confidence and skills to believe in themselves and to "spread" their self-assurance and confidence around them.</p> <p>VISION created a training method for "teaching confidence, self-awareness and consciousness of the space around" to v.i. kids through the expression of theatre.</p> <p>The project developed this training method with the participation of v.i. children from Sofia &amp; Veliko Tarnovo in BG, Palermo in IT and Hereford and Cardiff in the UK and tested it in a number of workshops – both local/national and international ones. The number of children participating actively in our workshops (70) went beyond our initial expectations (45).</p> <p>The project responded most directly to the following aims of strategic partnerships for the 2014 call:</p> <ul style="list-style-type: none"> <li>- enhancing the quality and relevance of the learning offer in education by developing new and innovative approaches and supporting the dissemination of best practices in the field of theatric and artistic approaches for building confidence and awareness of visually impaired children;</li> <li>- promoting take-up of innovative practices in education by supporting personalized learning approaches, collaborative learning and critical thinking, open and flexible learning and other innovative learning methods;</li> <li>- enhancing the professional development of those working or active in the field of education by innovating and increasing the quality and range of initial and continuing training, including new pedagogies in support to traditional education methods;</li> <li>- improving the capacities of organizations active in the field of education notably in the areas of quality of learning provision, equity and inclusion;</li> <li>- fostering equity and inclusion in education to enable quality learning for all as well as to prevent drop-out and promote participation of disadvantaged groups in society.</li> </ul>	

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The main scientific results – the intellectual outputs under the project – are the following:

**IO1** The first intellectual output includes **national reports on the experiences of the partners and empirical evidence** (good practices organized in the form of case studies published on the project web-site, page: <http://vision-erasmusplus.eu/pages/caseStudies.php>) **demonstrating the potential positive relation between visual impairment and theatre**. We had to look first into our own existing practices and then research external good practices in the sphere. The transnational report outlines some main points in the national reports and deeper analyses the topic, giving further evidence and examples at a much wider scale. The national and transnational reports are available here: <http://vision-erasmusplus.eu/pages/reports.php> (IO1). The national reports are available in the respective national language and in EN. The transnational report is available in EN as well as in EN Braille.

**IO2** The scientific efforts under the project continued with common work of a selection of researchers addressing different points of view of the visual impairment situation: psychologists, tiflopedagogists (experts / educators, specialized in the field of visual impairment) + experts in theatrical techniques. The deliverable, which their efforts resulted in, consists of a **scientific report analyzing the visual impairment situation through the prism of the possibilities, which theatre creates for developing confidence in vocal and physical communication and self-expression**. In addition to this report, the Luxembourg partner developed a report with national specifics, due to the peculiarities of the situation in the country. Output 2 is considered as the main pillar for the development of the training program under IO3. In order to develop the respective sections, the experts from the different categories met several times online via flashmeetings and also worked non-synchronously via email. All language versions can be discovered at link REPORTS on the project web-site under IO2.

**IO3 A training program, using theatrical exercises and techniques for developing vocal and physical confidence** among visually impaired young people. The creation of the training program as structure and methodology, starting from the reports that have been developed within the first two activities and based on the partners' experiences with the children, was developed by the synergy of the efforts of the involved experts from the partner organizations – researchers with specific expertise (psychology, tiflopedagogists), theatre directors, and experts on the issues related to visual impairment. The training program is ready with complete trainer guidance inserted for each separate exercise. The training programme is available here: <http://www.vision-erasmusplus.eu/pages/training.php> in text and audio files with all exercises. The videos from the workshops are available in the VIDEOS page. Another part of the IO3 are the regional reports on the activities with the v.i. participants and the transnational report. These are available at the REPORTS pages, under IO3.

**IO4 A fully functional multilingual project web-site, accessible by visually impaired users** - adaptable text size and font/background coloring; all files published in both pdf and word versions in order for reading text to speech software applications to function normally. Checked regularly by visually impaired representatives of UCAN Productions and students from the "Louis Braille" school in Sofia. The web-site is connected to the social media and a functional and very informative / widely used Facebook page has been developed. All videos and photos are posted regularly online - both on the web-site and on the Facebook page and Youtube channel. Each partner has the possibility to publish photos, dissemination events, news with a user name and password.

**IO5** During the project life, the partners recorded a large number of **videos** showing moments from the pilot testing, the workshops and events, video tutorials, the majority edited by INFOREF. The project boasts the following: the smiles and the hugs videos, demonstrating the happiness of all participating children from their involvement and at the same time the sadness due to the end of the C2 collective event in Palermo; also two edited and texted videos from the first pilot testing in Palermo; edited and texted videos from the workshops in the participating regions; video tutorials with instructions from experts involved in the project – 5 videos from the 5 different workshops with the children implemented by the theatrical teams; videos from the demo workshops accompanying the final conferences; quite a few more – including interviews with participants and theatre experts from Palermo 2 and videos from daily activities in Sofia – and in particular the dance process with a part of the group. The videos are available to the media, uploaded on the project web-site, facebook page and youtube channel as well as in the Erasmus+ Project Results portal.

Other important results, achieved under the project:

**C1 Short term joint staff training event:** Pilot testing workshop, organized in Nov 2015 in Palermo over 5 working days with 10 local v.i. children. It was attended by experts from all partners. We consider as an overachievement that fact that this testing, which initially planned to involve the Italian team as practitioners and have the other teams as observers, evolved into everyone getting a chance to practice theatrical workshops with the involved Italian children.

**National/local workshops with v.i. participants:** The initially envisaged five one-month local workshops with activities organized during Fri-Sun period for groups of children evolved into a much greater number of meetings,

creating a completely profound bond between participants and facilitators and supporting in consistent, sustainable manner the development of vocal and physical expression confidence. As of Feb 2015 until June 2016 inclusive (17 months) were carried out a total of 112 meetings with a total of about 70 children and young people (22 in Sofia, 13 in Veliko Tarnovo, 20 in Palermo and 15 in the UK):

- 30 meeting days (when we either met with the children divided into two consecutive groups or joined in one big group) in Sofia with the Sofia children and local theatre experts

- 27 meetings in Veliko Tarnovo with the local all participants and a number of volunteers and theatre experts from "Theatre Vesel"

- 40 in Palermo, where one meeting accounts for interaction with one of the two age groups, into which the participants were divided

- 15 intense meetings in the UK took place in several different locations due to the expansion of the territory and the v.i. group. The meetings were taking place at the OPTOM in Cardiff, Wales, as well as at the RNC of the Blind in Hereford, England.

**C2 Short term exchange of groups of pupils:** At the end of this process came the international workshop-closure week (coinciding with school holidays – Catholic Easter), organized in Palermo within 27 March – 2 April 2016, which gathered all practicing groups within the premises of the Institute for the blind in Palermo - selected as an appropriate location from safety and convenience points of view.

**V.I.S.I.ON page in Facebook** - <https://www.facebook.com/Vision-Erasmus-494509684023726/> - **plus a You-tube channel** - [https://www.youtube.com/channel/UCvq317gb\\_JmWsXzdN4zb97A/feed](https://www.youtube.com/channel/UCvq317gb_JmWsXzdN4zb97A/feed)

**Multiplier events – conferences** - in BG, IT, UK and LUX, including WE SHARE THE VISION demonstrational workshops: <http://vision-erasmusplus.eu/pages/events.php>.

## Project profile: VEAC; Values, the Essence of an Active Citizen



<b>Project Title:</b> VEAC; Values, the Essence of an Active Citizen
<b>Type of the project:</b> Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Kuusalu Keskkool, Kuusalu, Estonia
<b>Contact coordinating institution (email):</b> kool@kuusalu.edu.ee
<b>Name of the project coordinator:</b> Piia Palge-Lepik
<b>Names and countries of partner institutions:</b> Osnovna škola Otona Ivekovića, Zagreb, Croatia Istituto Comprensivo Laura Lanza, Carini, Italy Kvåle skule, Sogndal, Norway Zespół Szkół w Pobiedziskach, Poland Agrupamento de escolas Cego do Maio, Póvoa de Varzim, Portugal Şehit Sait Ertürk Ortaokulu, Istanbul, Turkey
<b>Project website:</b> <a href="https://twinspace.etwinning.net/5992/home">https://twinspace.etwinning.net/5992/home</a> ; <a href="https://www.facebook.com/veac.values">https://www.facebook.com/veac.values</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Our project is focused on the adaptation of the European Commission's Policy on the field of Early School Leaving (ESL) within participating schools. Taking the statement "...Early school leaving is linked to unemployment, social exclusion, and poverty. The way the education system is set up and the environment in individual schools are also important factors..." ("http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm") as a starting point, our purpose is to exchange ideas and practices of learning Values, increase them by creating new methodological Curricula and share it among partners.</p> <p>The project stands for Europe, Values and Motivating School all in one. Values are the root of everything, but also the key that opens many doors.</p> <p>Values as the main theme are addressed in 6 topics:</p> <ol style="list-style-type: none"> <li>1. Values in local area (environment - village/town, industry/farming etc)</li> <li>2. Options to spend free time in and around (incl, youth clubs etc)</li> <li>3. Cultural values and traditions in local area (historical etc)</li> <li>4. Nature around local area (ecology, green area, power plant, green air etc)</li> <li>5. Values inside me - self-esteem, feeling safe, showing tolerance</li> <li>6. Values inside me - team-work, take initiative. introducing cultures,</li> </ol> <p>The project is designed to enhance the educational experience across all curriculum areas. Students have lessons and learn practically doing and living the world around them.</p> <p>A significant aspect is setting up guidelines to safely deal with social networks in order to help students to protect themselves from the dangers involved.</p> <p>We organize teaching and learning activities at partnerschools. activities such as Storytelling and Animation/Film are participated by student groups. It has been created 3 training events for teachers and staff. The</p>

significant part of training sessions is planning and creating the new methodology for dealing the ESL issue. We also take a closer look to a cooperation between institutions inside a community and find ways to prevent ESL. Every school partner is collecting their experiences and describing them step by step in a final catalogue in order to disseminate it as samples of dealing with ESL at schools.

By the end of the project we hope to have installed a strong sense of Values in everyone involved that will continue to be shared within the school networks, the families, the adjoining communities and the lifelong learning group to ensure that the essence of this project lives on.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The issue of Early School Leaving is raised and discussed at every partner school. Everyone involved in this project is gaining wider understanding of the problem and sharing strategies about how to deal with that.

Each school has hosted visits from partners, giving the opportunity for staff and students to see how similar institutions operate in different countries

An open letter has been given to decision-makers on the ways on preventing ESL

Students emerged in Storytelling as a powerful tool for inclusion and are creating a story themselves by using ICT tools and working in groups (*Portugal/Croatia*) and an ebook after The Storytelling Festival.

[https://issuu.com/erasmusveac/docs/keepers\\_of\\_the\\_values/1?e=0](https://issuu.com/erasmusveac/docs/keepers_of_the_values/1?e=0)

Students have studied their local surroundings and met opportunities how to create the local surrounding to an giving learning environment (*Estonia*)

Students have learned to communicate in English as this is the language of communication during the project but also how to welcome partners in different languages of the participant countries

Students have learned how to work in a team and how to negotiate and co-operate within a team

Students have presented their work on Internet (twinspace) and learned about Safe Internet and safe Social Media.

An animated film is in progress for free public use, also film-documentary about the project and activities.



# Project profile: Nova znanja i kompetencije za europski vrtić (New knowledge and competences for European kindergarten)



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 12 months, 1 <sup>st</sup> June, 2014 – 31 <sup>st</sup> May, 2015
<b>Name and country of the coordinating institution:</b> Dječji vrtić Petar Pan, Croatia
<b>Contact coordinating institution (email):</b> vrtic-petarpan@zagreb.hr
<b>Name of the project coordinator:</b> Zorica Durman Marijanović
<b>Project website:</b> <a href="http://erasmusplusdvpetarpanenglish.weebly.com/">http://erasmusplusdvpetarpanenglish.weebly.com/</a>
<b>Link to Project Results Platform (if applicable):</b> EU Dissemination Platform
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks): The importance of early childhood education is visible in lifelong learning, social integration, later employment and personal growth. Achieving firm foundation in the early years results in effective learning ability which is more likely to continue longer through life. High quality Early education creates qualified human resources who's work will follow technology development. It can achieve long-term challenges as well as professional competencies for future EU citizens. Staff key competencies are the key for high quality of early years education. Innovations in education, child-centered learning environment and professional development of educational staff are assurance for fulfillment of European education system demands in the future.</p> <p>The objectives of our project - the improvement of linguistic and digital competencies of our teachers, comprehension of multiculturalism, the opportunity for creating the international teachers network and building the European identity of our organization - will help us create activities and programs which will correspond with European society and educational system. Therefore we chose two key areas of development for our organization. First area includes the implementation of innovations, new educational methods and models and direct teaching-learning process with children. We would like for our teachers to get information and knowledge about models and approaches focused on learners individual abilities and learning styles, about natural and innovative learning environments that stimulate creativity in education, to learn about models of excellence in education. The second key area is learning and development of digital competencies as well as utilization of interactive media in education. The proper usage of computers can enhance child cognitive and social skills, creative play, problem – solving skills and language skills. Due to understanding of the importance of computer literacy and interactive media in learning process, we created a new program called „Computer Science: The First Steps“ which is unique in Croatian Early Years educational system. Except upgrading its quality, our goal is to compare our experience with other colleagues in the field on the international level.</p> <p>Nine of our employees are engaged in five different professional training courses. Their profiles are: school principal who is Early Years teacher and pedagogue, psychologist, speech therapist and six pre-school teachers.</p> <p>The expected results of the project are: development and improvement of basic competencies of our employees – digital competencies, English language competencies, communication and presentation skills, new theoretical and practical knowledge in different fields of education. Secondly, bringing innovative activities and upgrading quality of Early Years and Pre-School curricula and Special Needs Education. Our plan is implementation of the acquired knowledge: from project-based learning, surveys, anecdotal and narrative notes to systematic observing, monitoring and recording of child learning development. Long-term effects of participating in this project will be acquired knowledge and skills integrated in school curricula with teachers as creators of their own professional development as the final objective. The new methods will be presented via different workshops and lectures inside and outside the</p>



school: through professional organizations, local, regional and national conferences. It can stimulate the changes in Croatian educational system and contribute to its adaptation to the European models. Our strategic objectives within this project are: internalization and modernization of the curricula according to the European practice, the development of high quality early childhood programs, learner-centered education, stimulation of creativity and exploration, support for children with special education needs and implementing the European dimension in kindergarten curricula.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Project results are visible on project webpage: <http://erasmusplusdvpetarpanenglish.weebly.com/>

1. Development and improvement of staff key competences: digital, linguistic (English), communication and presentation skills, intercultural competences, new theoretical and practical knowledge in different fields of education. All participants were doing digital presentations, were using English language for communication, were organizing lectures and workshops for other colleagues inside and outside of our organization, presented innovative activities at parent-teacher assemblies, wrote articles for digital magazines and project webpage, organized the exhibition of project results in the local community. Several participants had finished English Language Course as part of linguistic preparation and gained B2 level diploma. Europass Mobility Documents were issued for all participants. Network with European colleagues has been established for further cooperation and good practice exchange.
2. Acquired knowledge, experience and ideas had been implemented in Early Years, Pre-School and SEN curricula, in teaching of children and parent education. Special programs for gifted children, digital education and English language had been upgraded in terms of quality and innovation. Official confirmation of the new curricula was given by Ministry of Education. Transfer of knowledge was provided for all teachers and professional staff in our kindergarten by organizing lectures, workshops and teams for project-based learning. Project-based learning was implemented in the field of digital education, outdoor learning, special education for speech and language difficulties. Intercultural learning about Europe and other European countries was integral part in several class projects.
3. Our kindergarten has been recognized as the organization which builds on its European identity and strives for internalization and modernization of its curricula. Participants provided dissemination and transfer of knowledge and their European experience outside of our kindergarten intensively. Many presentations and workshops had been organized at local, regional and even national level – for educational professionals in Early Years and Pre-School education system, policy makers, local community organizations. Dissemination articles were published in digital and paper magazines, online dissemination is provided on project webpage, school webpage, eTwinning and Facebook social networks.

## Project profile: Action English


**Type of the project:**

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) eTwinning project (best eTwinning project in Croatia in 2015 for classes 5-8)

**Duration of the project:** 1 school year

**Name and country of the coordinating institution:** OŠ braće Radića – Bračević, Croatia

**Contact coordinating institution (email):** marinvuletin@gmail.com

**Name of the project coordinator:** Alenka Miljević

**Names and countries of partner institutions:** Irena Navikiene – Lithuania, Kerim Sivrikaya – Turkey, Kezban Cimentepe – Turkey, Pawel Targosz – Poland, Eipnhn Tampoypatzh – Greece, Jerome Junisson – France, Tim Vuylsteke – Belgium

**Project website:** <https://twinspace.etwinning.net/1449/home>

**Project summary** (please do not exceed 2.500 characters including blanks):

The project was created to foster mainly communication skills, speaking and writing with innovative and creative use of ICT (video) to do the tasks and to collaborate with partners. The main activities of the project were:

SPEAKING SELFIES – students created short videos to introduce themselves to each other

MY WAY TO SCHOOL – students created short documentary videos about their way to school

PARTY TIME – students created lip sync videos

THE VOICE OF AUTUMN – students took photos, exchanged the photos with their partner schools and the task was to create an image video about other countries with the use of the received photos

MY FREE TIME – students created videos about how they spent their free time

MY FAVOURITE ENGLISH LESSON ACTIVITY – students chose their favorite activity and created videos

EVALUATION – videos where students and teachers speak about their activities and tasks in the project and evaluate the tasks by choosing their favorite one

LESSON PLANS – lesson plans were created with the use of the materials/videos that had been created during the project

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Project results, materials and lesson plans can be seen on the project Twinspace.

## Project profile: “IT or not IT?”- Reaching our goals equipped with modern tools


**Type of the project:**

Strategic partnership in the field of school education (KA2)

**Duration of the project:** 1. 9. 2014. – 31. 8. 2016.

**Name and country of the coordinating institution:** Vyšší odborná škola a Střední odborná škola  
Březnice, Rožmitálská 340, The Czech Republik

**Contact coordinating institution (email):** [skola@sbrez.cz](mailto:skola@sbrez.cz), [luftova@centrum.cz](mailto:luftova@centrum.cz)

**Name of the project coordinator:** Simona Luftova

**Names and countries of partner institutions:** PERIFEREIAKO LYKEIO PALAIOMETOCHOU M. KOUTSOFTA - A. PANAGIDI 1, CHRISTOU KARYOU STREET, PALIOMETOCHO 2682, Cyprus; Maria Reina Eskola, Ametzagaña 58, 20012 San Sebastián, Spain; ZESPÓŁ SZKÓŁ „SILESIA” 43-500 Czechowice- Dziedzice ul. Nad Białką 1 E, Poland; Srednja škola Bedekovčina, Ulica Ljudevita Gaja 1, Bedekovčina, Croatia

**Project website:** <http://itornotit.weebly.com/>

**Project summary** (please do not exceed 2.500 characters including blanks):

We are five schools from different parts of Europe (Czech Republic, Poland, Cyprus, Croatia and Spain) drawn together around a common problem that we are experiencing in our schools - low student motivation and lesson participation, their decreasing capability for effective learning and declining responsibility for their lives and studies. Our schools are fairly well equipped with digital technologies, but they are not being used to their full potential and students are bored with conventional and traditional lessons. In view of these facts we have decided to join our experience and work collaboratively to find fresh and innovative solutions to these problems.

Our aim was to enhance the impact of modern ICT tools on the learning process and develop students' social skills. We wanted to transform the learning/ teaching process into something more enticing with the use of multiple and varied digital tools, materials and approaches which were developed through different activities of the project. We have assisted students' active participation in discovering more effective and enjoyable learning methods through collaborative project work and cooperation. Further, we motivated them to participate in the wider society by developing their social skills and encouraged them to be more active in achieving their personal goals in life. Our teachers aim was to find innovative and effective teaching tools that we will be able to integrate into lessons.

The name of the project, “IT or not IT?”- Reaching our goals equipped with modern tools, highlights our main goal: to enhance the impact of modern technologies on students learning and social skills development. All activities of the project were focused around these 5 key goals:

1. Knowing others better - knowing myself better
2. Effective, enjoyable, collaborative learning
3. Developing our interests using ICT-based tools
4. “Back to the future” - investigating how ICT has changed our live and how it influences our future.
5. My digital country – My digital Europe

Student teams have prepared presentations pertaining to each one of the goals using different ICT tools. The usefulness and practicality of ICT tools used in the project were assessed and evaluated through questionnaires, oral/ written feedback, blogs, diaries and open discussions. The new software with documentations and evaluation was added to the “bank of ICT tools” on the project website. Regular evaluation and monitoring of goal achievement and task fulfilment was done by country coordinators.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

<http://itornotit.weebly.com/>  
<http://itornotitcro.weebly.com/>  
[http://www.ss-bedekovcina.skole.hr/erasmus\\_/it\\_or\\_not\\_it](http://www.ss-bedekovcina.skole.hr/erasmus_/it_or_not_it)  
<https://www.youtube.com/watch?v=HYiRei7NQLY>  
<https://www.youtube.com/watch?v=hY6FDkjmTKQ>  
<https://www.youtube.com/watch?v=QN5LuHHZJKQ>  
[http://ss-bedekovcina.skole.hr/?news\\_hk=1&news\\_id=10095&mshow=1155#mod\\_news](http://ss-bedekovcina.skole.hr/?news_hk=1&news_id=10095&mshow=1155#mod_news)  
<https://answergarden.ch/view/238604>  
<http://linoit.com/users/ddanci/canvases/Code%20hour%20-%20dojmovi>  
<http://linoit.com/users/ddanci/canvases/Code%20hour%20-%202G%20-%20dojmovi>  
[http://ss-bedekovcina.skole.hr/?news\\_hk=1&news\\_id=9467&mshow=1155#mod\\_news](http://ss-bedekovcina.skole.hr/?news_hk=1&news_id=9467&mshow=1155#mod_news)  
<https://www.youtube.com/watch?v=eriFzGRHefA>  
[https://docs.google.com/forms/d/1RWJchio619KyXgDwXdbd2Fi4XhPKip6\\_2UBTf7ptCGE/edit](https://docs.google.com/forms/d/1RWJchio619KyXgDwXdbd2Fi4XhPKip6_2UBTf7ptCGE/edit)  
<http://linoit.com/users/163tatjanapm/canvases/IT%20day%20in%20SS%20Bedekov%C4%8Dina?inner=1>  
<http://itornotit.weebly.com/second-learning-activity-croatia-june-2015.html>  
<http://linoit.com/users/163tatjanapm/canvases/IT%20day%20in%20SS%20Bedekov%C4%8Dina?inner=1>  
<http://hrjt.weebly.com/the-lazy-wave.html>  
<http://posebnostihrvatske.weebly.com/>  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3Z1VVUUFaTzFBekk&usp=sharing>  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3akFlZmtNLTf5cHc&usp=sharing>  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3VDIYT19IWENrTEk&usp=sharing>  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3bWlzUVFCN2lFSVE&usp=sharing>  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3dEt3SGhBd3p6Snc&usp=sharing>  
<https://live.etwinning.net/projects/project/109870>  
[http://ss-bedekovcina.skole.hr/erasmus\\_/it\\_or\\_not\\_it?news\\_hk=5919&news\\_id=10093&mshow=1625#mod\\_news](http://ss-bedekovcina.skole.hr/erasmus_/it_or_not_it?news_hk=5919&news_id=10093&mshow=1625#mod_news)  
<https://live.etwinning.net/projects/project/109870>  
[http://ss-bedekovcina.skole.hr/?news\\_hk=1&news\\_id=10095&mshow=1155#mod\\_news](http://ss-bedekovcina.skole.hr/?news_hk=1&news_id=10095&mshow=1155#mod_news)  
<https://live.etwinning.net/projects/project/109870>  
<https://twinspace.etwinning.net/3790/materials/images>  
[http://ss-bedekovcina.skole.hr/?news\\_hk=1&news\\_id=10093&mshow=1155#mod\\_news](http://ss-bedekovcina.skole.hr/?news_hk=1&news_id=10093&mshow=1155#mod_news)  
<https://twinspace.etwinning.net/3790/home>  
[http://ss-bedekovcina.skole.hr/erasmus\\_/it\\_or\\_not\\_it?news\\_hk=5919&news\\_id=6302&mshow=1625#mod\\_news](http://ss-bedekovcina.skole.hr/erasmus_/it_or_not_it?news_hk=5919&news_id=6302&mshow=1625#mod_news)  
<https://twinspace.etwinning.net/3790/home>  
<https://twinspace.etwinning.net/3790/home>  
[https://www.youtube.com/watch?v=H1MpT5-hK9A&list=PLQzvqHqaCB\\_v4Ykq5lluR08IdyLBr5fgP&index=1](https://www.youtube.com/watch?v=H1MpT5-hK9A&list=PLQzvqHqaCB_v4Ykq5lluR08IdyLBr5fgP&index=1)  
<https://twinspace.etwinning.net/3790/home>  
[https://www.youtube.com/watch?v=08ptyn11ip4&index=2&list=PLQzvqHqaCB\\_v4Ykq5lluR08IdyLBr5fgP](https://www.youtube.com/watch?v=08ptyn11ip4&index=2&list=PLQzvqHqaCB_v4Ykq5lluR08IdyLBr5fgP)  
<https://twinspace.etwinning.net/3790/materials/videos>  
<https://www.youtube.com/watch?v=CI6uDFXESjg>  
[http://itornotit.weebly.com/uploads/3/1/6/5/31650489/brochure\\_cro\\_meeting.pdf](http://itornotit.weebly.com/uploads/3/1/6/5/31650489/brochure_cro_meeting.pdf)  
<https://drive.google.com/folderview?id=0BwPZzJC3WLM3WmduYnUwWjByX2c&usp=sharing>  
[http://itornotit.weebly.com/uploads/3/1/6/5/31650489/it\\_day\\_-\\_flyer.pdf](http://itornotit.weebly.com/uploads/3/1/6/5/31650489/it_day_-_flyer.pdf)

# Project profile: Early Childhood Music Education in the Mediterranean; raising children's musicality, evaluating music learning and enabling teacher's preparation (acronym MusiChild)



<b>Type of the project:</b> Key Action 2 Strategic Partnership in the field of school education
<b>Duration of the project:</b> September 2014 – February 2017
<b>Name and country of the coordinating institution:</b> C.C.R.S.M. CYPRUS CENTRE FOR THE RESEARCH AND STUDY OF MUSIC, Nicosia, Cyprus
<b>Contact coordinating institution (email):</b> avraps@ccrsm.org.cy
<b>Name of the project coordinator:</b> Dr Avra Pieridou SKoutella
<b>Names and countries of partner institutions:</b> Scuola Popolare di Musica Donna Olimpia in Italy, Granada University in Spain, Ionian University in Greece and the Cyprus Private Preschool Association in Cyprus
<b>Project website:</b> <a href="http://www.ccrsm.org.cy">www.ccrsm.org.cy</a> (under the link projects) and the project's music education manual in four Languages <a href="http://www.ecmeinmediterranean.com/index.php/en/">http://www.ecmeinmediterranean.com/index.php/en/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>MUSICHILD raises early childhood music education (=ECME) to the status of a professional specialized subject in early childhood education and care, offering direction and order, flexibility and versatility in ECME and teacher preparation. Ample research in musical psychology, anthropology and education has concluded that ECME is fundamental in the psychokinetic, emotional, psychological, social, mental and imaginative development of children. Musical communication and development of musical processes in humans develop in parallel with language as fundamental parts of the human evolutionary potential for socio-cultural growth. Although there is unprecedented expansion of provision of ECME in kindergartens, early childhood care centres and afternoon music schools in Europe and recently in the Mediterranean the Need Analyses in our countries concluded that: there is a chaotic and unrelated offering of different programmes, official and unofficial, that are not adequately efficient and do not correspond to the cultural context, often disconnected from children's and teachers' musical abilities, interests and identities incorporating inappropriate material from teaching practices for older children from imported commercial ECME programmes from US and UK. Teaching practices are governed by western ethnocentrism and ideologies of musical talent that do not allow all young children to enter into meaningful musical discourses of participating and creating. Teacher training is very poor; Early childhood educationalists and musicians understand the importance of music but lack the proper pedagogical skills, knowledge and confidence to teach music to young children.</p> <p>MUSICHILD is a firm response to the above. It joins forces by acclaimed ECME specialists from Cyprus, Greece, Italy, Spain with an international ECME authority from Israel. It takes into account the voices of children, teachers, researchers, rich and diverse Mediterranean musical traditions and practices and international perspectives in ECME in order to establish multicultural and intercultural ECME curricula, methodologies and material and devise child-led, playful, music-centered, agency-focused, integrated and appropriate ECME. MUSICHILD's research, by travelling through all the steps of multiculturalism and interculturalism develops more global musically-oriented educational methodologies – the ways structured sounds have created musical meaning out of features of the culture from which music springs - to direct the content, structure and methodology of ECME. These all-encompassing methodologies aim for developing in young children intelligence of poly-musicality, multicultural confidence and deeper understanding of the sonorous expressiveness of music and how the musical experience is related to cultural values and experiences. MUSICHILD intercepts and connects with children's creative processes, thereby allowing music education to advance and enrich children's creative capabilities. MUSICHILD focuses on human agency in ECME teacher education as well and aims to bridge the gap between generalist and music specialists in teacher's preparation. Therefore it extends to a large ethnographic research on teachers' identities and best practices in educating them.</p> <p>Integration of the practical and theoretical knowledge emerging from this partnership in Mediterranean, European and worldwide graduate music education institutions' and training centres' coursework and in-service training music education courses can provide opportunities to large numbers of professionals to gain skills and knowledge. This will transform their awareness about young children's musical behaviours and learning as well as critical thinking needed now and in the future, thus improving their professional quality creativity and performance in early childhood music education; their future employability in formal, semi-formal or informal learning environments and educative contexts and activities. Hundreds of educationalists and stakeholders in ECME will be reached through diverse, multiple and systematic dissemination activities in local, European and International, via Music education associations (EAS, MERYC, ISME, ECME) and the formation of a Mediterranean forum and Euro-Mediterranean network with subsequent regular activities in order to impact thousands of children's music education in the present and for the forthcoming</p>

generations. (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The project has produced nine research-based intellectual outputs:

1. Results from comparative academic research in early childhood music education in our countries in order to (a) identify cross-cultural commonalities and differences (b) identify lessons to be taken, (c) increase awareness of child musical learning from different cultural, social, religious, national, ethnic, ideological, educational contexts in the Mediterranean basin, (d) cultivate cross-cultural understanding of the complexity of different religious, social, cultural, ethnic, ideological and interactional issues that define early childhood music education in these geographical areas (e) to investigate how global circumstances and local changes, tradition and modernity impact early childhood music education in Mediterranean countries and affect the formation of musical identities of formal music education practices, children and teachers and (f) to investigate how informal and traditional early childhood music learning/teaching practices contribute to formal practices.
2. Literature review on efficient international music education practices educational theories and recent research findings on young children's musical learning.
3. Development of an international pioneer evaluation tool for music learning and teaching of children's aged 3-6 ½ years old, which is fundamentally relational, child-centered human agency, playful and integrated. Such tools will allow us in developing such music education activities where the learning-teaching process from a one-way model becomes a dynamic dialectical process between children, peers and adults as co-learners wherein both become co-teachers, co-partners and co-players. It also investigates the meta-performance which is the human relationships, communication and actions during free play and at home with parents. Initially all partners will investigate and present from the international literature, local educational practices and personal professional experience.
4. Musical learning and musicality assessment and evaluation tool for special needs children.
5. Development of curriculum maps, guidelines for the teacher, child sociocultural and socio-musical developmental maps and standards of multicultural and intercultural music teaching and learning for ages 3-6 ½ years
6. Best practices for teachers' preparation and training Findings from a substantial qualitative, grounded ethnographic research on the project's student teachers' coursework focusing on their perceptions of themselves, music teaching, multiculturalism and intercultural methodologies in ECME, children's agency in music learning; self-efficacy beliefs and socio-musical interactions among them, with the trainees and the children. It investigates this project's impact on the evolvement of teachers' beliefs on relationships between teachers and learners, multicultural communication, the formulation of their musical identities, their perceived teaching and musical abilities, self-efficacy beliefs and their perceptions of children's music learning, all-important in the educative process. Trainees in this study are seen as social actors who try to 'find themselves' in the musical and teaching structures of the project. Their musical identities are in the process of what they are becoming constituted of 'reflexive awareness'. Music-teachers identities and practices are contested, transformed and formulated through the training course and its implementation in their daily professional life and teaching practice. Findings will enable us to offer suggestions for best practice in ECME teacher's preparation. This study will come to an understanding of the participants' identities from their musical behaviors, teaching strategies, social interactions and their own words, which latter will reveal their own attitudes and understandings. Our purpose is to access the student-teachers' own realities and the ways these realities are experienced individually by each person, in order to illuminate their process of learning and teaching music and make suggestions.
7. 30-hour training course: design, execution and implementation of MUSICHILD Training course (learning activity)  
The training course will exemplify the blending of the different cultures and practices in the Mediterranean basin and at the same time the colourful mosaic of the diversity of such elements and the impact of tradition and modernity upon cultural and learning musical contexts and practices, (b) reflect the journey of the three notions of research in developing a multicultural and intercultural methodologies in early childhood in music education in our countries and (c) focus on children's agency and musicality as forms of communication and interactively sought after formation of musical identities during the learning process. It focuses on children's artistic autonomy, trains in using and implementing the assessment and evaluation tool and provides the theoretical and methodological framework of the project and the methodologies developed. The course also includes teaching practice and demonstrations in real classroom situations. Language of instruction is English. The training course is the culmination of the project's

activities throughout the first year. Its intellectual outputs will be implemented in a coherent and focused way, suitable for teacher training. The course will be 30-hours long and run over a five day period. Reflection sessions at the end of each day will take place with group discussions, confidential questionnaires and private interviews. One day of the course will be devoted to the evaluation and assessment tool, its implementation in devising child-led, playful appropriate ECME. Real classroom situations where the implementation of teaching activities and the assessment tool will be arranged for the last three days of the course. The trainees will observe children's behaviors based on certain protocols the partnership will devise. The suggested activities for ECME will empower them in implementing such practices in teaching the young children promoting intercultural understanding, poly-musical competence, tolerance and adaptability. Trainees will be focusing on options and possibilities rather than limitations and start creating their own agendas for intercultural agency-focused ECME.

8. Ebook: It contains our main aims and ideas, the process, reports from the situation in our countries, reports from our pilot studies, and the main outcomes of the project, in a combination of theoretical and practical issues and description of the training course; as well as selected presentations from the final Conference. (please see attached Pdf file with the contents pages of the ebook)
9. Development of an international relevant on-line music education manual with philosophy, curriculum maps, guidelines, teaching units and recorded sound material from the Mediterranean musical traditions for the purpose of this publication <http://www.ecmeinmediterranean.com/index.php/en/>

## Project profile: The Future in our “hands” : Creating European Entrepreneurs



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project: 24 months:</b> 01/09/2014 – 31/08/2016
<b>Name and country of the coordinating institution:</b> 23 <sup>rd</sup> Primary School of Limassol , Cyprus
<b>Contact coordinating institution (email):</b> komodikiantigoni@hotmail.com
<b>Name of the project coordinator:</b> Mrs. Antigoni Komodiki
<b>Names and countries of partner institutions:</b> <ol style="list-style-type: none"> <li>1. Transylvania College. The Cambridge International School in Cluj. Cluj-Napoca, Romania</li> <li>2. Saraykoy Anadolu Lysesii. Denizli, Turkey</li> <li>3. Nummenpakkan koulu. Turku, Finland</li> <li>4. CDG3 Detelina. Vidin, Bulgaria</li> <li>5. Escorial Vic. Vic, Catalonia, Spain</li> <li>6. VRTEC Caljevica. Ljubljana, Slovenia</li> </ol>
<b>Project website:</b> <a href="https://euopreneurs.wordpress.com/">https://euopreneurs.wordpress.com/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/683214da-2a1e-46ba-bad9-215fcf6a4525">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/683214da-2a1e-46ba-bad9-215fcf6a4525</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>According to The Europe 2020 Strategy and considering the provisions of the Lisbon Treaty meant to "encourage the participation of young people in democratic life in Europe", our partnership consisting of seven schools, aimed to provide our students with the skills required by the current labour market, within a framework of competitive economy to find new ways to overcome the socio-economic crisis affecting many of the European countries we belong to (Cyprus, Bulgaria, Spain, Romania).The project aimed to generate progress regarding the process of job finding and to foster social equity and inclusion for all our teens despite their differences. The project was specifically focused on the 'disadvantaged' pupils (i.e. with low core skills, no eager to continue studying or belonging to minorities, in danger of early school leaving etc.), who thus have the lowest chances to develop themselves socially and economically. Hence, we tried to implement an increased awareness towards EU values; to encourage the use of joint vocational training, formal and informal education on a larger scale and to implement Life Long Learning for preventing early school leaving and for improving knowledge and skills after finishing school; to promote initiative, creativeness, competitiveness and entrepreneurial and management skills, to increase students and staff motivation for pursuing personal development for a longer period by the means of counseling and career guidance, recognition of their knowledge and skills and the proper dissemination of their achievements, to encourage collaboration with small enterprises, public authorities, NGO-s active in socio-economic sectors, to implement entrepreneurial activities into the curriculum, to promote language learning and linguistic diversity, inter-cultural awareness and mother tongue communication, to encourage school collaboration for enhancing quality in education and making learning more attractive by sharing good innovative practice and materials at all levels (local, regional, international) and many other.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>The activities proposed in this project tried to open the minds of young students to the joy of entrepreneurship at a time in their lives when they were full of imagination and open to new possibilities. The project helped participating students to develop a number of skills including literacy, presentation, technology, research skills, numeracy, consumer awareness, storytelling, listening skills, creative thinking, problem solving, team building and collaboration skills.</p> <p>The programme had a significant personal development impact on participating students building confidence, self-awareness and self-esteem, and an appreciation of individual skills and talents.</p>



This project required not only the involvement of students and teachers, but also the involvement of parents and community members in a great number of activities. Activities took place both in the classroom and out of it (laboratories, workshops, in the streets, markets, gardens, art labs, farms etc.). Thus, students, teachers and parents together met a significant number of new opportunities given by several occupations that they do not have the chance to meet during school time.

For the above reasons, students:

1. met entrepreneurship through the eyes of business counsellors and consultants
2. talked about productivity and learnt how to be productive
3. had several creative and entrepreneurial extra curricula activities
4. learnt from people with different occupations that, even without a university degree, one can succeed and what skills are needed
5. made decisions regarding their job preferences. Emphasis was given to the choices of students with low academic performance
6. brought to life traditional occupations that are about to become extinct (belonging either to their country or the partners' countries)
7. put into practice what they have seen/learned according to their preferences and skills
8. improved both their basic and transversal skills through their involvement in research, analytical and practical activities despite the differences generated by their national, economic, social background
9. used their creativity and imagination, in order to put into practice their innovative ideas
10. created their own small companies, suggesting innovative products
11. created their company's logo, with the help of a graphic designers
12. disseminated their work and advertise their products by using different means
13. sold products offering their net profits for a good cause, thus developing social entrepreneurship skills
14. communicated freely both in English and in the partners' languages
15. improved the existing curriculum with activities promoting entrepreneurship and ICT (some activities being computer based) at young age
16. proved enhanced social skills such as friendships, cooperation, equity, tolerance and acceptance
17. developed their self-esteem and self-motivation by meeting their preferences, abilities and by being positively praised and appreciated
18. participated in alternative social activities, developing their European active citizenship
19. proved (by the means of their achievements) higher basic skills, gained in order to become successful members of the society

On the completion of the project, in May 2016, the 23<sup>rd</sup> Primary School of Limassol (the project coordinator school) organized for the first time in Cyprus the “First Kids Entrepreneurship Festival”. The festival was organized at the school yard, during afternoon hours. During the festival, the participants had the chance to see and admire the work of the students that was done during the project. They could see the art work, the artifacts, the photos and videos of the activities etc. Also, they could support the students’ mini companies, which were demonstrating their work and products during the festival. More than 1000 people attended and students were more than happy to reveal their work.

In terms of tangible results, the partnership has created two very innovative guides: The Guide for Young Entrepreneurs and the Financial Dictionary.

## Project profile: It's Time to Help (ITTH)



**Type of the project: KA2**

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

**Duration of the project:** 1 September 2014 – 31 August 2016

**Name and country of the coordinating institution:** Základní škola Přerov, Trávník 27, the Czech Republic

**Contact coordinating institution (email):** vincenova@zstravnik.cz

**Name of the project coordinator:** Eva Vincenova

**Names and countries of partner institutions:** Källhagens skola Finland, Olaines 1.vidusskola Latvia, De La Salle College Malta, LUKAS Schule Germany, AECUBA Portugal

**Project website:** <http://itth.webnode.cz/>

**Project summary** (please do not exceed 2.500 characters including blanks):

The major stimulus to launch „It's time to help” (ITTH) was the idea of international cooperation among European schools involved in the Eco-School Programme. All these schools realized the methodology concept of “Seven Steps of Eco-School”; however, each eco-school under the conditions of their country and their climate regions. The ITTH project joined

pupils at the age of 11 to 16 together with their teachers from 6 European Eco-Schools, i.e. Základní škola Přerov, Trávník 27, the Czech Republic, Olaines 1.vidusskola, Latvia, LUKAS Schule, Germany, Källhagens skola, Finland, De La Salle College, Malta and AECUBA, Portugal. The ITTH enabled to establish and develop friendship among the pupils and the teachers and increase their interest in culture, traditions and environment of the countries, compare their previous work in the environmental field, share their experience and ideas and look for effective treatment of selected topics: water, energy, waste, bio-diversity, Eco-consumer and school environment.

The aims of the ITTH were to facilitate interconnection of formal and informal learning and involve excellent and active pupils together with pupils who face educational difficulties, cultural differences or economic and social obstacles in the project. ITTH involved about one thousand pupils and teachers. The ITTH project contributed to cross-curricular education and thus enabled all pupils to develop talent, knowledge, skills and competences in different spheres. Thanks to the cooperation with their foreign partners, the teachers had a considerable opportunity to share experience, teaching ideas and procedures.

During the project realisation the host schools organised meetings on respective topics where the partner schools worked in a team, participated in/observed lessons, attended workshops, compared prepared school analyses, suggested solutions to Eco-problems of the partner schools, exchanged their experience and ideas, gathered materials for booklets and evaluated actual work.

Through the ITTH project the pupils and teachers, as well, became aware of their own responsibility for the environment. The ITTH project led pupils, teachers and the public to realize that sustainable growth is the only way how to save the Earth for future generations. The project motivated them for further active participation in everyday life and foreign language learning and also extended their area of competences and thus contributed to their further career orientation.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

<http://itth.webnode.cz/>

# Project profile: “Supporting Social and Emotional Competences of Pre-school Children from Disadvantaged or Culturally Different Environments”



<b>Type of the project:</b> KA2 (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 12 months
<b>Name and country of the coordinating institution:</b> Schola Empirica, Czech Republic
<b>Contact coordinating institution (email):</b> havrdova@scholaempirica.org
<b>Name of the project coordinator:</b> Egle Havrdova, Ph.D.
<b>Names and countries of partner institutions:</b> Masarykova Univerzita (Czech Republic) <a href="http://www.muni.cz/">http://www.muni.cz/</a> Skola Dokoran (Slovakia) <a href="http://www.skoladokoran.sk/">http://www.skoladokoran.sk/</a> Tiny Signers (United Kingdom) <a href="http://www.tinysigners.co.uk/">http://www.tinysigners.co.uk/</a> Children Early Intervention Trust (United Kingdom) <a href="http://www.childrensearlyinterventiontrust.org/">http://www.childrensearlyinterventiontrust.org/</a>
<b>Project website:</b> <a href="http://scholaempirica.org/erasmus-project-supporting-social-and-emotional-competences-of-pre-school-children-from-disadvantaged-or-culturally-different-environments/">http://scholaempirica.org/erasmus-project-supporting-social-and-emotional-competences-of-pre-school-children-from-disadvantaged-or-culturally-different-environments/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/e4d10396-41c2-4a9f-b0e3-2f7fcc8d780c">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/e4d10396-41c2-4a9f-b0e3-2f7fcc8d780c</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): Pre-school and kindergarten classrooms are among the earliest social environments that a child encounters outside the family. For young children with different cultural backgrounds and social disadvantages, this transition can be a challenging one. As such, it is important that programs are in place in early education institutions to facilitate the integration of such special needs children with their peers and thereby promote social development across the board. However, many of the current educational systems do not do enough to address the needs of children who find the early school environment challenging as a result of learning disabilities or difficult backgrounds. In this spirit, five partner organizations from four European countries: England, Czech Republic, Slovakia and Wales have teamed up to develop and implement innovative methodology of inclusive pre-school education to support children with special needs, especially those coming from socially disadvantaged or culturally different environments. The project activities were directly related to the achievement of project goals: enhancement of competences of pre-school staff and providing them with the methodological tools for effective support of pre-school children and parents from disadvantaged environments. The international cooperation provided an opportunity for the development of ECEC methodology based on the international survey illuminating the needs and experiences of pre-school teachers in partner countries. The methodology of inclusive pre-school education based on the methods of work implemented and evaluated by the partner organizations constitutes an important outcome of the project. It provides a summary of methods and tools, which could be used in various cultural environments to improve social and emotional skills of pre-school children. Furthermore, the comprehensive comparative report on the ECEC in partner countries was completed providing information on the similarities and differences in the education policies with regards to the pre-school education of children from disadvantaged environments. This report provided for a comparative baseline necessary for the search of possible solutions to the problems faced and for further analysis of what measures could be effective in helping pre-school children to join and sustain in the mainstream education system across Europe.
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="http://scholaempirica.org/erasmus-project-supporting-social-and-emotional-competences-of-pre-school-children-from-disadvantaged-or-culturally-different-environments/">http://scholaempirica.org/erasmus-project-supporting-social-and-emotional-competences-of-pre-school-children-from-disadvantaged-or-culturally-different-environments/</a>

## Project profile: Project management for cross-cultural exchange projects in Europe



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Herskind Skole & Børnehus
<b>Contact coordinating institution (email):</b> Herskindskolen@skanderborg.dk
<b>Name of the project coordinator:</b> Betina Duedal (viceprincipal and project manager) / Lene Yang (international coordinator)
<b>Names and countries of partner institutions:</b> IFEL institute, Hamburg, Germany (Manager of our course),
<b>Project website:</b> We have no project website. But all informations of our international projects will be available at our webpage <a href="http://www.herskindskolen.dk">www.herskindskolen.dk</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Project background:</p> <p>With the development in the European labour market it is of great importance that students and teachers in our educational institutions – as early as possible – are prepared for the criteria which a society in changes demands. As a school and an organization we have a great responsibility for its success. That is why the teachers' intercultural and project management skills have to be significantly improved.</p> <p>The skills should can be achieved in a intercultural training course and project management course with participants from different countries. Important for us are the European relations which the teachers will be a part of. This means that the teachers' crosscultural learning will not only take place during the training course period – but also during all the projects which the participants initiate. At the course the participants will have the opportunity to plan how and how much they will cooperate in the future.</p> <p>Demands for the five participants:</p> <p>Improvement of intercultural skills and project management skills.</p> <ul style="list-style-type: none"> <li>- Be willing to attend training courses abroad</li> <li>- Have sufficient language skills</li> <li>- Be willing to spread the European projects to colleagues and students</li> <li>- Be willingto integrate the European project in their teaching</li> </ul> <p>Long term benefits:</p> <ul style="list-style-type: none"> <li>- The course and the work will boost the motivation for crosscultural cooperative projects in the future</li> <li>- The work with the European projects will be more effective</li> <li>- Both the school and the kindergarten will have a European profile</li> <li>- The students will improve their crosscultural-, language- and social-skills</li> <li>- By develop these skills our students will be better prepared in the future for the demands of the European and international labour market</li> </ul>

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Project status march 2017:

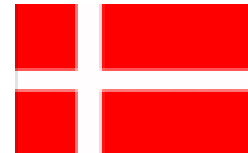
- Most of the teachers from school and kindergarten have been participating in a studytrip to schools in the Netherlands for the last year. Everyone had the opportunity to talk to students and teachers during the visit. Some teachers gave a small presentation of movement in education and outdoor-learning
- Two teachers have been participating in a course / studytrip to Brussels
- Four of the five participants from the course mentioned above in this summary have individually projects with teachers / leaders from Germany and Bulgaria
- More teachers have been used to use the “education gateway” to get new ideas to use in the classroom according to our international focus
- Several teachers from both school and kindergarten are very interested in participating with teachers and students from other countries. Everyone have good language skills and are willing to take a responsibility in new projects
- The school takes part in both a “School mobility project “ application (in a cooperation with three other schools from our municipality and schools from Norway, Finland, England, Germany, Bulgaria and Slovenia) and a “Strategic school-to-school partnership” application with partners from France and Italy
- In the year 2017-2018 the whole school is working with the Sustainable World Goals in project weeks
- Principal and viceprincipal always participate in every project and are responsible for an effective result that can give the students a more international understanding, better language skills and a curious open mind.

## Project profile: Together for a Green Europe



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) <b>KA2</b>
<b>Duration of the project:</b> 2015-2016 (two years)
<b>Name and country of the coordinating institution:</b> Holluf Pile Skole, Denmark
<b>Contact coordinating institution (email):</b> holluf-pile-skole.buf@odense.dk
<b>Name of the project coordinator:</b> Peter Marquard Sejersen
<b>Names and countries of partner institutions:</b> Lykeio Apostolon Petrou & Pavlou, Cyprus Hjalleseskolen, Denmark Laanilan Koulu Oulun Kaupunki, Finland Ysgol Gyfun Gymraeg Bro Myrddin, UK Ysgol Bro Pedr, UK
<b>Project website:</b> <a href="http://www.kortlink.dk/q7xr">www.kortlink.dk/q7xr</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>This project was founded from the wish of encouraging pupils to engage with the themes of citizenship, democracy and environmental issues in everyday life and European context. The project provides pupils with an opportunity to gain a better understanding of their roles as European citizens and to a greater understanding of their democratic and environmental responsibilities. Education for Sustainable Development and Global Citizenship is a cross curricular focus in all schools involved in this project.</p> <p>The project serves three different levels: International, national and local.</p> <p>International: Understanding how the political agenda and process in the EU institutions affects the european, national and local environment.</p> <p>National: Learn about the political environmental agenda in each of the participating countries, and the potentials of using the environment in a sustainable matter.</p> <p>Local: Focus on what individuals can do in their local community to act in an environmental responsible manner.</p> <p>The outcome of this project will be, that each school involved in the project, develops an environmental strategy for the school.</p> <p>The knowledge the students gain throughout this project is used for evolving the environmental strategy at their own school.</p> <p>This strategy will be shared with the local community by students in many different ways. They will for example host presentations at school, do a campaign in the surrounding area and deliver the strategy to the local politicians at the city council. Getting the local media involved during mobilities and when the strategy is done will also be a part of the project.</p> <p>As teachers our focus will be on Project-based Learning which is a student-centered and meaning-oriented pedagogical method which will ensure that democratic practices are carried out throughout our project.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>At the final summit in Wales the students agreed on following focus points :</p> <p>Erasmus+ Eco Code</p> <ol style="list-style-type: none"> <li>1. #GoGreen – Cultivate local wildlife with a school garden</li> <li>2. Eating locally sourced foods to reduce carbon footprint</li> <li>3. Strategies to reduce paper waste</li> </ol> <p>The participating schools are working with the items in the pupils council and at school boards.</p> <p><a href="http://www.kortlink.dk/q7xr">www.kortlink.dk/q7xr</a></p>

## Project profile: “The 4 C’s” : Challenging Communication in a Committing Community



**Type of the project:** (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) **KA2 Strategic partnership for school education - with student mobilities.**

**Duration of the project:** 2 years

**Name and country of the coordinating institution:** Agerbæk School, Denmark

**Contact coordinating institution (email):** ullalambek@gmail.com

**Name of the project coordinator:** Ulla Lambek

**Names and countries of partner institutions:** Ibini Sina Anadolu Lisesi, Turkey - coordinating teacher: Filiz Egemen  
Liceul Teoretic "Dr. Mihai Ciuca", Romania - coordinating teacher: Cristina Prisecaru  
Gimnazjum nr. 6 im. Polskich Nauczycieli Tajnego Nauczania w latach, Poland - coordinating teacher: Joanna Slizewska  
Agerbæk school, Denmark - coordinator of the project: Ulla Lambek

**Project website:** <http://4cs7.webnode.com//>

**Project summary** (please do not exceed 2.500 characters including blanks):

The title of our project was “Challenging Cooperation in a Committing Community”. We were four partner schools from countries with a totally different history and background. Our goal was to modernize teaching methods and techniques by changing typical classroom teaching into student-centered learning environments where we used ICT in collaborative cross-curricular projects. We believed this way of working generated a feeling of relevance among our students, motivated them into participating and provided the students with important skills they could apply later in life (organizational skills, creativity, methodology and collaboration).

Letting the students work in international teams helped prepare our students for a future in a world getting smaller and a Europe getting more united. We felt that we as educators were responsible for training our students in being active participants on an international scale. By involving our students in a European project, we hoped to develop their international comprehension and gave them an experience of being a part of something bigger - the feeling of solidarity as members of the European Union.

We strove to give our students a greater understanding of democracy and increase tolerance for different cultures by letting them with themes and methods that challenged their normal way of thinking and forced them to participate in the democratic process.

Through experience we discovered that students using ICT in a learning environment were more focused and eager to complete tasks because they used tools they found interesting. ICT tools were excellent for cooperation and intended to equip our students with as much knowledge of ICT as possible.

During the project we worked with the topics: Gyro Gearloose (inventions), Democracy, Expression and Freedom. By choosing these specific themes we hoped to inspire our students to debate, argue their case, solve problems, challenge themselves and each other creatively, and partake in democratic processes like casting a vote and competing in a fair way.

We worked in student-centered learning environment where we created a foundation for the students to work from. The pupils were problem solvers, designers, debate leaders, narrators, project managers and more in the different challenges they were introduced.

The involved teachers provided the students with the necessary knowledge and know-how (various ICT tools, arts and crafts techniques etc.) and gave the students feedback and feedforward.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

All teaching material/inspiration can be found on: <http://4cs7.webnode.com/>

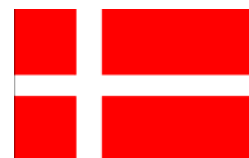
We have challenged the students in using different cooperative tools on the internet as

- Writing articles on Google docs,
- Making presentations on Padlet,
- Making eBooks,
- Making presentations in Prezi,
- Making online posters,
- Participating in debate competitions (<http://4cs7.webnode.com/debate-competition/>).

The tools we selected were good for real co-operation. We told the students to write in different colors to make sure that the members of the different teams contributed equally.



# Metacognition in European Teaching: Activating Minds Through the Implementation of New Development Strategies



<b>Project Title: Metacognition in European Teaching: Activating Minds Through the Implementation of New Development Strategies</b>
<b>Type of the project:</b> Strategic Partnerships for Schools Only KA2
<b>Duration of the project: 01-09-2015 to 01-09-2018</b>
<b>Name and country of the coordinating institution: ICS Giorgio Perlasca, Italy</b>
<b>Contact coordinating institution (email): <a href="http://www.ic-perlasca.it">www.ic-perlasca.it</a> mmelloni@yahoo.it</b>
<b>Name of the project coordinator: Monica Melloni</b>
<b>Names and countries of partner institutions: Six: Langelinieskolen (Denmark), 3o GYMNASIO EDESSA (Greece), Vilties pagrindine mokykla (Lithuania), Agrupamento de Escolas nº 1 de Serpa (Portugal), Agrupamento de Escolas nº 1 de Serpa (Spain), Hillview School for Girls (England)</b>
<b>Project website: <a href="http://metamindserasmusplus.eu/">http://metamindserasmusplus.eu/</a> and <a href="http://metamindsproject.blogspot.dk/?m=0">http://metamindsproject.blogspot.dk/?m=0</a></b>
<b>Link to Project Results Platform (if applicable):</b>
<b>Project summary (please do not exceed 2.500 characters including blanks):</b>  <b>Description of the Metaminds Project in English</b>  <p>METAMINDS (Metacognition in European Teaching: Activating Minds Through the Implementation of New Development Strategies) proposes to carry out a two-fold action addressing teachers and pupils (10-14 years of age) at the same time, with the AIM of contributing to introduce/enhance metacognitive strategies in teaching and learning and more specifically: A) Help teachers become more aware of daily teaching processes and make them abler to develop their practice and adapt it to the different situations. This is to be achieved by: -Making a review of metacognitive literature at the basis of teacher training in the partner countries; -Creating a teacher training module and testing it in a pilot group for further dissemination through peer-to-peer training and OER in a dedicated website; -Engaging teachers in joint training actions (distance and face-to-face activities in mobilities). B) Teach pupils specific strategies to set goals, and monitor and evaluate their own learning in a cooperative environment This is to be achieved by: -Comparing curricula, implementation and assessment methods on learning-to-learn; -Collecting best practices where metacognitive strategies are taught according to an established and shared pattern; -Creating and implementing a learning module for pupils to be tested in a pilot group; -Engaging pupils in joint learning activities (virtual and physical mobilities) C) Also: -Enhanced competence in foreign languages is to be developed, thanks to the communication in the target language( English). -The level of digital competence in the partnership is expected to increase because of the constant use of virtual learning-and communication tools. The more direct target group is made up of the teachers and learners of the partner schools, to be all involved by gradually extending the action from pilot groups to the whole institutes. A much wider group is the expected target group, to be reached through local, national and international dissemination, also thanks the project website. The transnational dimension of the Partnership is essential to create outputs which are always valid, regardless of the local situation. Identifying best practices in metacognitive teaching and learning in the different education systems, and merging them together</p>



in the proposed action is expected to enhance the the quality of teaching and learning in the partner Institutions.

1.The METAMINDS partnership, springing out from the partner schools' needs to improve the quality of education, involves their main actors, teachers and pupils, together at the same time by acting on both teaching (Teacher training on metacognition) and learning (Pupil learning-to-learn module).

2. Arising from the partner schools' needs, the project is aimed at trying to produce change into the schools' daily teaching and learning through effective action, rather than providing just a comparative survey of the current situation. The role of external assessment played by higher education institutions will help in testing and assessing the outputs, as well as disseminating the results.

3. By putting together countries belonging to different blocks of European countries (North- South-Centre-East-West), within which similarities in pedagogical approach and education traditions can be observed, the METAMINDS partnership provides truly European representation.

4. The development of a teacher training protocol that is both OER and that can be spread through peer-to-peer tutoring offers an opportunity of in-service training which is less expensive for the Institutions than external training.

5.At the same time, the pupil module will also foster peer-to-peer learning, encouraging more skilled pupils to pass their best learning strategies to weaker ones.

6. By supporting pupil and staff cooperation between Europeans countries with different cultural background, the project is also a great opportunity to share ideas, practise English, and ICT skills, and develop European and regional dimension.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

## Project profile: The teachers learn - the whole school learns



<b>Type of the project:</b> School mobility project (KA1),
<b>Duration of the project:</b> 1 year
<b>Name and country of the coordinating institution:</b> Estonia
<b>Contact coordinating institution (email):</b> maarja.kytt@viimsi.edu.ee
<b>Name of the project coordinator:</b> Maarja Kütt
<b>Names and countries of partner institutions:</b> Berufskolleg Deutzer Freiheit, Germany
<b>Project website:</b> <a href="https://koolitusblogi.wordpress.com/">https://koolitusblogi.wordpress.com/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>A change in the approach to learning expects a change in the way we think about teaching, learning and schools in general, also different methods for teaching, learning and leading of the school. The idea of the changed learning approach addresses the need to support each individual learner as well as making learning more interesting to keep the motivation and desire to study. Teacher is the supporter of the student and to be able to fulfill the expectations describe above, we need to enhance their own competences and keep their motivation high as all the necessary changes in the people start within. Change is possible when employees are offered opportunities to experience good practices and to develop their own skills.</p> <p>The project carries the meaning of a teacher as a learner who has the necessary knowledge, skills and attitude to form a student who corresponds to the expectations and needs of the 21st century. The schools that learn need teachers that are willing to learn.</p> <p>Regarding the above, the objectives of European-directional mobility are the following:</p> <ul style="list-style-type: none"> <li>- raising the competence of teachers, support staff and school leaders to support each individual student and ones development;</li> <li>- develop didactic skills of teachers to teach students (SEN students, immigrants), differentiate learning and develop creativity;</li> <li>- raise the motivation to start, continue and implement the necessary changes in teaching, school environment and leading.</li> <li>- raise the teachers motivation and beliefs that teachers have a very important leadership role in the school.</li> </ul> <p>The objectives will be achieved thanks to the active participation in teacher training courses and job-shadowing programme in Berufskolleg in Germany.</p> <p>The participants in the mobilities are teachers (English, Estonian language and literature, special education teacher, teacher assistant, biology and English teacher) and the head of the school. The participants had a chance to voluntarily let the school know about their wish and needs for the training. The decision was made based on individual needs, training and school's needs. Prerequisite for the selection of participants is that they are willing to share their experience and information obtained to other colleagues and to keep the mobility blog.</p> <p>Project management begins with setting specific goals and activities and notifying participants. The basis for assuring the quality of the project is trust and effective cooperation between the parties involved. Each participant has to sign a mobility contract , which stipulates the assigned use of the grant and obligation of the project follow-up activities. It</p>

also ensures the personal responsibility ensuring the success of the project by each participant. In the job-shadowing programme it is an important to have constant communication with the host organization, which will be ensured by the use of various ICT tools. The successful implementation of the project is related to the continuous monitoring that allows to detect potential problems early enough and prevent possible bottlenecks.

The most direct impact of the mobility project is on the participants, and through them it is possible to achieve results such as new methods and ideas within the school and the classroom, which includes both the specific techniques (management of group processes, trust building with students, creating positive environment, didactical methods etc) as well as the school's development in the wider aspects such as grading as a part of curriculum, support systems and school management. Since all starts with setting the example, the mobility project contributes to the increase of motivation and quality of performance of each participant, which on the other hand is indirectly affected by both the pupils, colleagues and parents. All the mobility actions are necessary in order to increase the participants' awareness of the change of the approach to learning, to continue with discussions and initiatives that have been started in order to implement the necessary changes in the organization.

## Project profile: Simple eTwinning projects about robotics

### “Fun with Makey Makey”

### “Children Songs with Makey Makey”

**Type of the project:**

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

- eTwinning project (Both started with Teachers's contact seminar and then continued in eTwinning portal.)

**Duration of the project:**

- 4-6 months

**Name and country of the coordinating institution:**

- Project nr 1 – Estonia
- Project nr 2 – Estonia and Norway

**Names and countries of partner institutions:**

- Project 1 – Gustav Adolf Grammar School, Pelgulinna Gymnasium (Tallinn)
- Project 2 – Gustav Adolf Grammar School (Tallinn), Grinde Skyle (Norway)

**Project website:**

Project 1 - <https://twinspace.etwinning.net/15469/home>

Project 2 – Is not available at the moment because this project is still going on

**Link to Project Results Platform (if applicable):**

Project 1 - <https://twinspace.etwinning.net/15469/home>

Project 2 – Is not available at the moment because this project is still going on

**Project summary** (please do not exceed 2.500 characters including blanks):

My eTwinning projects are quite simple and fun. Both of them were started in teachers's contact seminars.

Project nr 1 took place between two Estonian Schools. Both of us were interested in Makey Makey, but then it was quite new thing to us. So the main idea of this project was to find about how to integrate this invention kit into school lessons. After this project we were teaching other eTwinning Teachers in Portugal's Contact seminar.

Project nr 2 is still taking place between our School and Norwegian Grinde School. This project was again started in teachers's contact seminar, that happened in Tallinn. The main idea for this project is exchanging children songs between Estonia and Norway using Makey Makeys. For this exchange we have to integrate almost every lesson. At the moment we are half way. We'll see the result soon.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

<https://twinspace.etwinning.net/15469/home>

## Project profile: Maths is everywhere, Mathematical Journey through Europe



<b>Type of the project:</b> Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2014-2016
<b>Name and country of the coordinating institution:</b> Lauttasaari Primary School, Helsinki, Finland
<b>Contact coordinating institution (email):</b> paula.luopio-lemetyinen@hel.fi
<b>Name of the project coordinator:</b> Paula Luopio-Lemetyinen
<b>Names and countries of partner institutions:</b> -Zakladni skola a materska skola Hranice, the CZECH REPUBLIC -Association Ecole Massillon, FRANCE -13th Primary School, Chalandri, GREECE - Szkola Podstawowa Nr 112 z Oddzialami Integracyjnymi im. Marii Kownackiej, POLAND -75.yil ziya gokalp ilkokulu, TURKEY
<b>Project website:</b> <a href="https://mathsiseverywhere.wordpress.com/">https://mathsiseverywhere.wordpress.com/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://mathsiseverywhere.wordpress.com/">https://mathsiseverywhere.wordpress.com/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The project “ Maths is everywhere- Mathematical Journey through Europe” was addressed to primary school students and aimed to investigate how mathematics is involved in every school subject and how students can learn about different European countries with the help of mathematics. Teaching and learning mathematics has a wide range of different aspects. With this project we intended to find new ways to learn and to teach mathematics. We also intended to find new streams of motivation as well for the teachers and as for the students.</p> <p>Six European primary schools from Finland, Poland, Czech Republic, France, Turkey and Greece carried out activities which examined the following two themes.</p> <ol style="list-style-type: none"> <li>1. Mathematics as a part of every school subject. Activities and excercises prepared for learning Maths through History, Arts, Architecture, Physical education, Music and Drama, Biology-Geography-Science</li> <li>2. Studying partner countries through mathematics: presentation videos of schools and the travelling doll.</li> </ol> <p>Our main pedagogical objectives were to:</p> <ul style="list-style-type: none"> <li>- widen the maths teaching repertoire,</li> <li>- solve maths problems in collaboration, related to issues concerning each partner country.</li> </ul> <p>During the project we had six project meetings/visiting weeks, one in each participating school, during the week workshops were held for the pupils and teachers. Working together with teachers and students from partner countries brought a strong value in experience to the project.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="https://mathsiseverywhere.wordpress.com/">https://mathsiseverywhere.wordpress.com/</a>

## Project profile: To Europe with wings wide open



### Type of the project:

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) **KA1**

**Duration of the project:** 01.07. 2014 – 30.06. 2016

**Name and country of the coordinating institution:** Pöllönkankaan koulu, Finland

**Contact coordinating institution (email):** [armi.seppanen@eduouka.fi](mailto:armi.seppanen@eduouka.fi)

**Name of the project coordinator:** Armi Seppänen

**Names and countries of partner institutions:** Executive Training Institute, Malta. Alpha School of English, Malta. Quarter Mediation, Portugal. The Lake School of English, United Kingdom. Link School of Languages Ltd, Malta. Anglolang, United Kingdom. Academia Malaga Plus, Spain.

**Project website:** [pollonkangas.wixsite.com/erasmus](http://pollonkangas.wixsite.com/erasmus)

**Link to Project Results Platform (if applicable):** [pollonkangas.wixsite.com/erasmus](http://pollonkangas.wixsite.com/erasmus)

### Project summary (please do not exceed 2.500 characters including blanks):

Pöllönkangas school is a comprehensive school in the city of Oulu. There are c. 500 students (6-16 years) and about 40 teachers at our school. During the past few years we have focused on two big themes: "Finnish School on the Move" and "Eco-Schools Program". We were awarded the Green Flag in 2013. We want to continue promoting sustainable development issues and the physical activity among school-aged children. Furthermore we concentrate on ICT skills and new learning environments. Our ICT equipment has improved a bit after renovation of primary school (2015-2016). But the renovation is still going on in the secondary school. The pupils are very heterogeneous and more tools and ideas were needed to create individualized teaching. The pupils seem to be digital natives and they learn languages, particularly English, on the net and by playing games. Teachers needed to brush up and update their skills in an authentic atmosphere among native speakers of English. It was important to attend courses around Europe to get contacts for new KA2 and eTwinning projects. And while gaining new skills teachers became more confident with their language abilities and can now more actively take part in future projects. The training courses selected were all included in our main themes: recycling, Eco-Schools, sustainable development, environment protection, use of ICT and technology in teaching and language courses (English and Spanish). The aims were to develop pedagogical competence and ICT skills, to get familiar with new learning environments and to raise teachers' and students' awareness of environment. The new curriculum is shifting the emphasis from a teacher-centered environment to a learner-centered one.

There were seven participants: two subject teachers (English and biology), four primary school teachers and our deputy head. We worked as a team filling in the application and preparing materials that tells eg. about our school. We planned two questionnaires: a pre-course one to be filled in before attending a course (monitoring one's teaching and setting the targets for training) and another for evaluating the course afterwards. After the teacher training the teachers have been spreading and sharing new ideas and methods to colleagues. The courses brought new content to our curriculum, too. Our Erasmus participants have written blogs linked to our school's website: [pollonkangas.wixsite.com/erasmus](http://pollonkangas.wixsite.com/erasmus). We wrote an article and published it on the intranet of Oulu city.

The renovation of our school has made it difficult to arrange workshops for other teachers. So the spreading and sharing new ideas and methods to colleagues has mostly occurred among subject teams and in class level planning. We

also created our own facebook group "ICT Owls" in order to share ideas and to help each other.

The project has promoted the use of new technology in a more carefully planned manner and to new innovative ways of teaching where the focus is on pupils and braver usage of new learning environments. In addition, we believe that the "Eco Schools" themes and sustainable development will be normal daily routine in our school work in the future. Digitalisation will lead to easily updated teaching materials.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Because the renovation has made it difficult to arrange workshops to our teachers, the new methods and ideas have spread quite often among teachers during our 30-minute-break. The participants teach different age groups so the grade-level teams have also been good platforms for sharing ideas and new ICT skills. These teams meet weekly engaging in collective lesson-planning. The courses have changed teaching: more different types of learning environments are used. The iPads and computers are in frequent use. Teachers who earlier were afraid to use ICT have now taken an active role in promoting new technology at our school.

The reform of the national curriculum has brought a lot of new methodology. The multidisciplinary modules usually mean collaboration between several teachers; subject teachers and class teachers plan these cross-curricular themes together. This type of cooperation has enabled the methods gained through Erasmus+ courses to be in wider use at our school. Many ICT tools have been presented during these weeks and the pupils, too, have learned to use them. One change was early learning of English; the year 2 pupils have one lesson a week, but they don't have books, so the teachers have found very useful some websites: [www.elsprintables.com](http://www.elsprintables.com), [en.islcollective.com](http://en.islcollective.com) and OneStopEnglish and have also created a lot of their own material with the help and tips from these websites.

The blogs are linked to our school's website and are easy to find. There is a lot of information about the contents of the courses, about different kinds of useful web tools and some cultural information, too. The impact on each participant has been noticeable; attitudes towards different cultures have changed, updating the professional competence has led to more active role in developing the teaching at our school. The school visits have also made teachers more open minded to different kind of approaches to teaching and to different learning environments.

The year 2 pupils learned some Spanish and got acquainted with the Spanish culture, because their teacher attended a Spanish language course. Now these pupils are on the 4<sup>th</sup> grade and so many chose Spanish as their optional language that we will have a group of Spanish learners at our school next year (minimum for the group is 12).

All the participants are now more enthusiastic to take part in KA2 projects. They are more confident with their language ability and are not afraid to take an active role in projects. We have just applied for a new KA2 project with four other schools. One of them is a contact from an Erasmus+ KA1 course. We applied a KA1 project, too, and our blogs encouraged teachers to join the Erasmus+ team.

# Project profile: Opetussuunnitelma, kestävä tulevaisuus ja oppimisympäristöt koulun kehittämisessä – Curriculum, the Sustainable Future and Learning Environments in School Development



<b>Project Title:</b> Opetussuunnitelma, kestävä tulevaisuus ja oppimisympäristöt koulun kehittämisessä – Curriculum, the Sustainable Future and Learning Environments in School Development
<b>Type of the project:</b> Erasmus+ KA1 School mobility project (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> two years, 1.7.2014 – 30.6.2016
<b>Name and country of the coordinating institution:</b> University of Eastern Finland, University Teacher Training School in Joensuu, Finland; JNOR
<b>Contact coordinating institution (email):</b> Principal Dr Heikki Happonen heikki.happonen@uef.fi
<b>Name of the project coordinator:</b> Eija Liisa Sokka-Meaney, Email: eija.liisa.sokka-meaney@uef.fi
<b>Names and countries of partner institutions:</b> The Learning Teacher Network, Head office, Sweden, LTN Norwich Institute for Language Education, NILE, United Kingdom Quarter Mediation, the Netherlands
<b>Project website:</b> Information on school websites – info and news <a href="http://www.uef.fi/web/jnor/-/runsaasti-kansainvalista-taydennyskoulutusta">http://www.uef.fi/web/jnor/-/runsaasti-kansainvalista-taydennyskoulutusta</a> <a href="http://www.uef.fi/web/jnor/-/kansainvalisyys-houkutteli-pistaytymiskahvilaan-lansikadulla">http://www.uef.fi/web/jnor/-/kansainvalisyys-houkutteli-pistaytymiskahvilaan-lansikadulla</a> <a href="http://www.uef.fi/web/jnor/-/opettajilla-tarkea-merkitys-kestavassa-tulevaisuudessa">http://www.uef.fi/web/jnor/-/opettajilla-tarkea-merkitys-kestavassa-tulevaisuudessa</a> <a href="http://www.uef.fi/web/jnor/tutustu-meihin/kansainvalinen-toiminta">http://www.uef.fi/web/jnor/tutustu-meihin/kansainvalinen-toiminta</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  The project, Curriculum, the Sustainable Future and Learning Environments in School Development, deals with issues on the sustainable future, learning environments, curriculum development, creativity and approaches to attain high proficiency in learning and reading skills at JNOR. All these areas are represented in curriculum development.  The first aim of the project has been to increase the professional skills of the participants, get new ideas, network with colleagues during the conferences and courses especially as regard to the sustainable future and curriculum development, and possibly find partners for future co-operation.  The second aim was to introduce Finnish general education and new trends of teacher education and education for the sustainable future as well as exchange ideas and get comments on curriculum development.  The third aim was to get ideas for the school and curriculum development. At JNOR we have needed ideas especially for multi-disciplinary learning units, the sustainable future and global education.  The teachers, who all are also teacher trainers and lecturers, and the principal of the school, have participated conferences, seminars and courses.  Two teachers participated a seminar "International Seminar on Education for Sustainable Development: "ESD at the Crossroads", organized by LTN in Istanbul, Turkey, September 2014. The aim of the seminar was to find possibilities to develop sustainable education. One participant had a seminar presentation "ESD in Crafts and Creativity – A Finnish Approach".  Four teachers and the principal took part in the LTN conference in Zagreb, Croatia, April 2015. "Innovation for Development in Learning and Sustainability", had emphasis on sustainable development and creativity. Three teachers had a workshop presentation "The Curriculum Renewal in Basic Education and Teacher Training in Finland".  One teacher participated in the LTN International GAP Seminar November 2015: "Capacity Building for Educational Action in ESD", Edinburgh.  The English teacher took part in a trainer development course: <i>A course for teacher educators in Norwich, by Norwich Institute for Language Education, NILE, July 2015.</i>  Two teachers took part in an ESD course in Assen, the Netherlands by Quarter Mediation, "Education for Sustainable Development in the light of climate change", April 2016.  The experiences of all the participating teachers/teacher trainers can be used in classroom teaching, mentoring



student teachers, curriculum work, teachers' in-service training, subject development e.g. science education and planning of events.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Presentation in Istanbul Turkey, 2014

ESD in Crafts and Creativity

[http://www.learningteacher.eu/sites/learningteacher.eu/files/attachments/istanbul\\_esitelma\\_27092014eijaliisabfinal.pdf](http://www.learningteacher.eu/sites/learningteacher.eu/files/attachments/istanbul_esitelma_27092014eijaliisabfinal.pdf)

Article in The Learning Teacher Magazine 2/2015. "Finnish Curriculum Development".

Presentation in Zagreb, Croatia, 2015

Curriculum Renewal in Basic Education and Teacher Training in Finland

[http://www.learningteacher.eu/sites/learningteacher.eu/files/attachments/c3\\_zagreb2015nettiin28042015b.pdf](http://www.learningteacher.eu/sites/learningteacher.eu/files/attachments/c3_zagreb2015nettiin28042015b.pdf)

One presentation belonging to this project was in 2013 in Lisboa, Portugal. It preceded the Zagreb presentation in the theme.

<http://www.learningteacher.eu/lisbon-saturday-sessions>

Finnish teaching practice and the influence of the new curriculum on the future of teaching.

The results are based on the feed-back in ECAS project pages, two enquiries done in April and June 2016, which were carried out by email, and discussions with the all parties.

All the teachers who have participated in international learning events in this project have expressed their satisfaction for the training events and willingness to implement their new skills and experiences for the benefit of the school, teacher training and other beneficiaries and relevant stakeholders. These are the immediate results, but some may take longer to demonstrate the value of the training sessions and experiences – curriculum work is one of them.

The teachers' experiences and learning results can be used in classroom teaching, mentoring student teachers, curriculum work, offering teachers' in-service training in training events, which JNOR organizes, and generally in school development and planning projects and events with other parties. E.g. Joensuu has a large international science event, SciFest, every year and some participants take an active part in this.

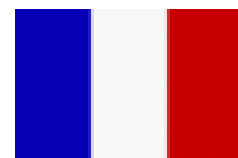
All participating teachers, not only language teachers, also commented on the development of their inter-cultural skills as well as improving language skills and getting more courage to communicate in a foreign language. The importance of creating networks and new collegial contacts is a slow process and that may take several years in materializing in new projects or other activities, but without this project those possibilities would be significantly fewer.

The teachers at JNOR and at the university as well as outside the school are interested in hearing about the events where their colleagues have taken part in. Finnish students teachers as well as international exchange students get to know about new ideas and also it's important for them to see the possibilities of international courses in their future work.

The project has increased interest and activities towards the development of sustainable future in various ways. The training events have given tools for teachers to promote sustainability in several areas of school work. Some of the participating teachers are members in the school sustainable work group and thus are able to share ideas and contribute to the curriculum and school development. All the participants have contributed in their capacities to curriculum development, since all teachers are involved in it. Some participants are also working on national level in curriculum development or developing teaching practice and other functions characteristic to the University Teacher Training School. The project has also had impact on the cooperation between the school lecturers and university lecturers by increasing mutual discussion and exchange of ideas etc. The new ideas, contacts, materials and all the learning results have had an impact on not only on the participants but also the whole school community and outside the institution.

This project is a part of a longer project on school development, curriculum development and sustainability. The project continues with a new Erasmus+KA1 project 2015-2017. It started when the development of the new 2016 curriculum started. The first presentation on the theme was in a conference in 2013 on sustainable school development. Long-term planning as well as activities are necessary in school and curriculum development, and therefore the contribution of this project has had a significant impact in various ways.

**Project profile:**  
**Vers le label académique établissement européen**  
**Towards the academic label “European school”**



<b>Type of the project:</b> School mobility project KA1 (consortium)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Rectorat de l'académie de Reims - France
<b>Contact coordinating institution (email):</b> ce.dareic@ac-reims.fr
<b>Name of the project coordinator:</b> Monique PARIZOT
<b>Names and countries of partner institutions:</b> 16 French schools + European partners IPC Exeter UK, Hagley Catholic high school UK, Central Lancaster High School UK, Zakladni skola Lhenice Czech Republic, Liceo linguistico e delle scienze umane Isabella D'Este, Tivoli Italia, Colegiul Economic “Iulian Pop”, Cluj-Napoca Romania, Hariolf Gymnasium Germany, Colegio Montessori Salamanca Spain, Nova Academy Simrishamn kommun Sweden, Norre Aaby Realskole and Eisbjergskole Efterskole, Denmark
<b>Project website:</b> <a href="https://pedagogie.ac-reims.fr/index.php/environnement-educatif/ouverture-europeenne-internationale/407-edito-ouverture-europeenne-et-internationale/1790-ouverture-europeenne-internationale">https://pedagogie.ac-reims.fr/index.php/environnement-educatif/ouverture-europeenne-internationale/407-edito-ouverture-europeenne-et-internationale/1790-ouverture-europeenne-internationale</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The Académie de Reims has defined in its strategic plan an ambitious programme which is to enable all pupils to communicate in English, particularly in oral English. In order to succeed, an experimental project has been set up and aims to award schools an academic label called “European School”. The schools involved in this project must develop activities which open the pupils european outlook (trips and study programs of all types, non-linguistic lessons taught partly in a foreign language).</p> <p>The consortium is made up of 16 schools for this particular mobility program. In the 2 years of the project, 168 participants have been able to carry out 219 mobilities in England by attending organised lessons, adapted to the specific needs of each participant and/or a shadowing period in a European partner school.</p> <p>The training program is based on a diagnostical evaluation of the linguistic capacities of the participants and defines the training activities (before, during and after their mobility), the skills to be learnt and the way they will be used in a pedagogical approach. The Europass language passport constitutes the instrument of measure of the training program, underlined in a mobility contract. Except for the English teachers, the language skills of the trainees have been attested by the “DCL” (national professional diploma giving a level of the CEFR).</p> <p>The follow-up has been conducted by the Academie's Project Team (head teachers, projects leader teachers, team leaders), under the responsibility of the Delegate for European and International Relations.</p> <p>The training courses followed by each participant have helped towards developing each pupil's English skills to a level where they can communicate, by increasing their time spent in presence of the language. Their acquired skills will lead to their success and improve their personal development and their employability on the national, European and international job market.</p> <p>The trainees have been able to improve their English skills and the quality of their teaching in terms of language, culture and educational methods. They have also been able to constitute a network of European contacts in order to develop multidisciplinary educational cooperation projects. By improving the capacities of each of the participants, their mobilities have enhanced the international dimension of their school which will be rewarded by the issuance of the academic label “European School”.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>The teachers' professional skills are described in a national competency framework (arrêté ministériel du 1er juillet 2013). Two of them are particularly targeted in this project:</p> <ol style="list-style-type: none"> <li>1. To be able to use a foreign language in a professional context:             <ul style="list-style-type: none"> <li>- Mastering of at least one foreign language (level B2 in CEFRL)</li> <li>- Contribution to the cross-cultural skill development of their pupils</li> </ul> </li> <li>2. To be able to cooperate with school partners:</li> </ol>

- Awareness of opportunities of exchanges and cooperation with regional, national and European partners

### **Learning outcomes:**

#### **Knowledge:**

- Language skills in listening, writing, reading and speaking
- Cultural, lexical, grammatical and phonological aspects

B1-B2 level is expected for teachers of non-linguistic subjects.

English teachers will improve their knowledge of social and cultural practices, and school education systems of the hosting countries.

#### **Skills:**

- Innovative practices
- Teaching strategies and tools
- Management of cross-curricular projects
- Collaborative work and use of ICT

#### **Competences:**

- Management of teaching and project activities
- Improvement of their teaching of various subjects in a foreign language through cross-curricular projects, exchanges...
- Development of autonomy, adaptation and self-confidence

### **Results for pupils**

- Cross-cultural knowledge
- European citizenship
- Use of a foreign language in cross curricular projects and activities in different subjects
- Motivation and skill mastering

### **Results for teachers**

- Lastering of a foreign language
- Cultural knowledge
- Professional expertise / pedagogical practices
- Cross-curricular work
- Lotivation
- Development of partnerships
- Interaction with the pupils

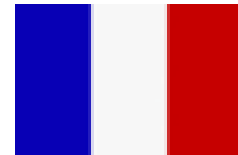
### **Results for French schools**

- Interdisciplinarity, team work
- Cooperation with partners' organisations
- Strengthening of their European dimension
- Strengthening of their attractiveness

### **Results for schools partners**

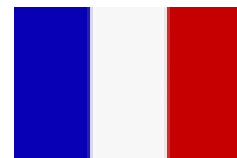
- Long-term and strong cooperation between teams from different countries
- Strengthening of their European dimension

## Project profile: European classroom



<b>Type of the project:</b> Strategic school-to-school partnership KA2
<b>Duration of the project:</b> 3 years
<b>Name and country of the coordinating institution:</b> Groupe scolaire Saint Jacques de Compostelle - Dax
<b>Contact coordinating institution (email):</b> cdi@sjdc-dax.fr
<b>Name of the project coordinator:</b> Mr Groux Gilles
<b>Names and countries of partner institutions:</b> Jac.P.Thijssse.College - Netherlands Scoala Gimnaziala "Mihai Viteazul" – Romania Realschule Eberbach- Germany I.E.S. Francisco Figueras Pacheco – Spain Alderley Edge School for Girls - United Kingdom Zespol Szkol Ogolnoksztalcacych nr 7 w Sosnowcu – Poland
<b>Project website:</b> <a href="http://www.europeanclassroom.eu">http://www.europeanclassroom.eu</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  European Classroom came into existence because of a desire to include as wide a number of staff and pupils as possible in an exchange of ideas and experiences. The aim of our project is to link classrooms from seven European countries in everyday lessons and to share examples of good practice between teachers and students. Although our national curricula differ extensively there are common general aspects in all of them and we believe that we can cooperate on and study this common ground. The seven participating schools come from eastern and western Europe reflecting the diversity of European cultures. Moreover they are different types of school; state schools and private schools, primary and secondary, from as small as 600 students to as big as 2000 pupils.  We aim to enhance the quality and relevance of the learning offered in education by developing new and innovative approaches, to foster the provision and the assessment of key-competences like entrepreneurship, languages and digital skills, to encourage collaborative learning in order to create open educational resources, to promote critical thinking and structured inter-regional and cross-border cooperation. This project could help each of the schools involved to be more visible, to show their expertise and exchange good practices with EU schools. Teachers will have the opportunity to exchange ideas and compare curricula. Students will teach other students, organize workshops, present outcomes and finalize project work. There will also be individual long mobilities between the participating schools during which students will attend lessons at a partner school.  All the proposed activities have been selected as a result of consultation with colleagues who have an interest in sharing their methods with others and learning from the approach of their European counterparts. For each project a common theme and modus operandi have been established through communication by the interested parties. Lessons plans will be created and shared with European colleagues.  The results from the project will include a website which is to be the vehicle to disseminate the results of each individual project. Materials such as lesson plans, pedagogical materials, resources and the end results of our collaborations will be made available on this website. Our results will be made available not just to the participating schools but also to all schools in Europe. As such the impact of the project will be to raise awareness of the possibility and success of cooperation and collaboration between European schools.
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): All the results and the resources for teachers will be in the “European classroom” website.: <a href="http://www.europeanclassroom.eu">http://www.europeanclassroom.eu</a>

**Project profile:**  
**PIMEAM : Programme Inter catégoriel de**  
**Mobilités Européennes d'Aix-Marseille "**



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project :</b> 12 months
<b>Name and country of the coordinating institution :</b> Groupement d'Intérêt Public Formation Continue et Insertion Professionnelle Académie d'Aix-Marseille- FRANCE
<b>Contact coordinating institution (email) :</b> anne.suquet@ac-aix-marseille.fr
<b>Name of the project coordinator :</b> SUQUET Anne
<b>Names and countries of partner institutions :</b> Germany, Spain, Netherlands, Finland, Scotland
<b>Project website :</b> No
<b>Link to Project Results Platform (if applicable) :</b> No
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>PimeAM is an original inter-category-specific program of European mobilities on the scale of the academy of Aix Marseille.</p> <p>The main idea of PimeAM is to consider that the International can concern everybody in our academy : teachers, inspectors, headmasters, administrators, administrative staff. By betting on the federative power of the project of mobility between individuals of different categories, PimeAM introduce a new culture of cooperation within an academy via European perspectives.</p> <p>Managed by a steering committee composed of the highest authorities, PimeAM was wanted and managed by the consortium Rectorat/GIP/educational establishments (18 establishments with 8 high schools, 9 colleges and 1 primary school).</p> <p>Between December, 2015 and May, 2016, 70 staffs of the academy observed in various schools of 5 European countries the various practices and the uses in the following three priority items : educational digital technology, school climate and school perseverance.</p> <p>We so went in Finland, Scotland, Germany, Spain and to the Netherlands, livened up by the curiosity to meet partner countries and to discover their vision and practises on these subjects. We returned with the double objective to communicate, to spread the knowledge acquired during this internship and to put into practice certain methods or tools observed during the internship.</p> <p>Certain observed practices will be implemented in september under pilot forms in certain establishments. Besides, the other teachings will be valued within the framework of the Academic Plan of Training 2017- 2018.</p> <p>PimeAM is destined to make system and to be repeated. We work on the version 2 validated in June, 2016.</p> <p>It will be articulated on others priority items : the employability, the citizenship and the including school, which we shall go to observe in 9 European countries during the next school year.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):  <p>A video : Filmed interviews of beneficiaries on their return from mobility: <a href="http://www.ac-aix-marseille.fr/cid103522/restitutions-du-programme-de-mobilite-international-pimeam.html">http://www.ac-aix-marseille.fr/cid103522/restitutions-du-programme-de-mobilite-international-pimeam.html</a></p>

## Project profile: Europaprofil



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 01.07.2016 – 30.06.2018
<b>Name and country of the coordinating institution:</b> Gymnasium am Rotenbühl (GaR), Germany
<b>Contact coordinating institution (email):</b> info@rotenbuehlgy.m.de oskar.dawo@gmx.de
<b>Name of the project coordinator:</b> Oskar Dawo
<b>Names and countries of partner institutions:</b> England, France, Spain, Italy, Norway
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The GaR-project "<b>Europaprofil</b>" follows the ongoing project "Rotenbühl international". The planned arrangements follow the standards of the European development plan of the GaR to become a "Europaschule". Therefore it is our focal concern to strengthen the international focus of the school by initiating international projects and to establish firmly the exchange with partner schools in England, Spain, France and Finland. Accompanied by this, the quality of education is increased through specially trained teachers and the European orientation of this qualification strategy. Through experience exchange and impressions, teachers should be motivated to keep in touch with our partners, initiate further projects and support ongoing ones. The whole school community therefore makes a contribution to an open-minded education thus facilitating the further consolidation of Europe.</p> <p>The selection of arrangements is closely connected to the current demand within the framework of ongoing or future EU-projects and the perspective necessity to fulfill certain operations within the scope of our systemic school development process.</p> <p>Concrete goals of the project "Europaschule" on a content level are the reinforcement of language expertise and intercultural communication as well as the development and expansion of new teaching methods in foreign language teaching using new media (web based lesson projects). Our focus hereby lies on the languages French and Spanish. Furthermore, we are aiming at continually improving our skills in the area of project management and leadership. In order to support our web-based lesson activities and to prepare a project on work- and study-orientation (International Career Center ICC), this area of competence will be considered.</p> <p>There are six measures in the project "Europaprofil" which are designed to qualify. In two courses regarding the teaching of natural or social science subjects in a foreign language (French or Spanish) and one course regarding a modern approach of foreign language teaching (French), we familiarize our teachers with the latest developments and insights. With another language course teachers can improve their language proficiency and prepare teaching bilingually.</p> <p>One teacher does further studies in web-based lessons to facilitate the usage of modern media at the GaR and to support.</p> <p>Lastly, two teachers will attend a workshop regarding project management of international projects. They thereby contribute to the professionalization of project management and evaluation of international projects. In doing this, we create a broad basis of personnel for project work.</p> <p>Consequently the GaR-project "Europaprofil" is another important component of our school's development – in addition to and support of our trending work in the project "Unterrichtsentwicklung" (lesson development) – towards "Europaschule GaR".</p>

## Project profile: SportPsychoMovies



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01.09.2015 – 31.08.2017
<b>Name and country of the coordinating institution:</b> Gymnasium am Rotenbühl (GaR), Germany
<b>Contact coordinating institution (email):</b> oskar.dawo@gmx.de
<b>Name of the project coordinator:</b> Oskar Dawo
<b>Names and countries of partner institutions:</b> Boston Grammar School (England), Pargas svenska gymnasium (Finland)
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The target group of the project „SportPsychoMovies“ are senior students of three European schools (Germany, England and Finland) who are interested in movies and sports as well as teachers who want to improve the quality of their lessons by using new media.</p> <p>The content goal of the project is a vivid and sustainable acquisition of basic knowledge in sport psychology. During a six-week film project different core themes such as motivation, anxiety and stress, concentration, team cohesion, leadership, self-talk, relaxing and mental training are dealt with during the lessons. Each homogeneous group within a school work on one chapter of an English fundamental work (Weinberg R./ Gould D., Foundations of Sport &amp; Exercise Psychology) and develop a presentation to introduce the respective topic. This presentation will be presented online to all participants as a webinar and will be discussed afterwards. After that, the film that is particularly linked to these theoretical concepts and models will be shown in the partner schools. By analysing the film the different work groups which presented the respective theory use film scenes to support and illustrate the theoretical background.</p> <p>There will be a subsequent discussion (chatroom, e-mail) and students will work together in mixed groups to complete different tasks that show whether they are able to apply the contents on different situations and problems. This collaboration across national borders will be controlled and documented on the moodle platform.</p> <p>Thus the group work can be supported and evaluated by the supervising teacher. For each topic simple diagnostic tools will be provided, which enable the students to self-reflect. By answering, evaluating and interpreting those tools the different contents will be further deepened and consolidated. The portfolio with all the material (moodle platform) and work results forms the basis for the final evaluation.</p> <p>The methodological and didactic goal is it to organise and evaluate web-based lessons with European partners. Therefore the participants should acquire the skills and tools during the first year of the project by taking part in three student-workshops with the topics powerpoint, rhetorical skills and working with videos. These skills enable them to meet the requirements that are necessary to implement the online lessons and thus the collaboration among the schools. The experiences they gain and their impressions during the project will be further deepened in the second year with the help of two teachers workshops (“Working with films“, “The good Webinar“) with the aim to make such working methods a permanent feature of the lessons in the participating schools. Other teachers of these schools should also be given new ideas for their lessons. Finally the improvement of the students’ language competence through the process of working together and dealing with European neighbours should be seen as a preparation for the requirements the students will be faced with in future on the European job market.</p>



# Project profile: Invet – Informal Vocational Education for Travellers



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01.09.2014 – 31.08.2016
<b>Name and country of the coordinating institution:</b> Bezirksregierung Arnsberg/Germany
<b>Contact coordinating institution (email):</b> franz-josef.berkenkoetter@bra.nrw.de
<b>Name of the project coordinator:</b> Franz-Josef Berkenkötter
<b>Names and countries of partner institutions:</b> <b>Netherlands</b> BOVAK ROC Nijmegen KBA Nijmegen <b>Germany</b> Mulvany-Berufskolleg - Berufskolleg für Wirtschaft und Verwaltung der Stadt Herne Bundesverband Deutscher Schausteller und Marktkaufleute Deutscher Gewerkschaftsbund Deutscher Schaustellerbund Emschertal Berufskolleg Herne HK Mittleres Ruhrgebiet Ruhr-Universität Bochum
<b>Project website:</b> www.invet.nrw.de
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): Ausgangspunkt des Projekts war die Situation der beruflichen Bildung von jugendlichen Schaustellern. Denn wer immer auf Reisen ist, dessen Ausbildung ist schwierig. Zwar haben junge deutsche Schausteller ein auf sie speziell zugeschnittenes Berufsbildungsangebot, an den Berufskollegs in Deutschland wird aber noch keine Erfassungsmethode für ihre informellen Kompetenzen eingesetzt, sei es um diese festzustellen und zertifizieren zu können oder um aufbauend auf diesen vorhandenen Kenntnissen individueller zugeschnittene Ausbildungsinhalte anbieten zu können. In den Niederlanden gibt es dagegen bislang keine auf Schausteller speziell zugeschnittenen beruflichen Ausbildungsangebote wie zum Beispiel besondere Schausteller-Fachklassen, jedoch die seit langem erfolgreiche Methode »Erkenning Verworwen Competenties« (EVC) zur Validierung informell erworbener fachlicher Kompetenzen – wenngleich diese Methode bisher nicht für die berufliche Bildung jugendlicher Schausteller angewendet wurde. In dem Projekt haben die deutschen und niederländischen Partner gegenseitig von ihren Erfahrungen profitiert. Sie erarbeiteten zunächst ein ausführliches Berufsprofil, das die vielfältigen Aufgabenbereiche eines Schaustellers berücksichtigt. Auf der Grundlage der niederländischen EVC-Methode wurde dann ein angepasstes Kompetenzfeststellungsverfahren entwickelt und mit jugendlichen Schaustellern aus beiden Ländern erfolgreich erprobt. Zusätzlich wurde für die Jugendlichen ein maßgeschneiderter Lehrgang »Elektroniker/-in für Energie- und Gebäudetechnik« durchgeführt. Diese Kombination von EVC-Verfahren und maßgeschneiderten Ausbildungsmaßnahmen wurde von allen Beteiligten als zukunftsweisend empfunden. In einem Handbuch sind die Erfahrungen und Projektergebnisse zusammengefasst, um sie auch für andere Projekte, Regionen und Zielgruppen nutzbar zu machen.
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): Kompetenzfeststellungsverfahren für Schausteller auf Grundlage des niederländischen EVC-Verfahrens (EVC = »Erkenning Verworwen Competenties« Handbuch für Lehrkräfte, Berufsbildungspraktiker, Ausbilder und Schausteller



## Project profile: »Brick stones – made in Europe« The way housing influences our lives in common Europe



**Type of the project:** (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

**Duration of the project:** 1<sup>st</sup> September 2014 – 31<sup>st</sup> August 2016

**Name and country of the coordinating institution:** Germany

**Name of the project coordinator:** Mrs Gisela Mihajlovic

### **Names and countries of partner institutions:**

- August-Renner-Realschule, Rastatt (Germany)
- Istituto di Istruzione Superiore P. Levi, Badia Polesine (Italy)
- 30 Geniko Lykeio, Larissas (Greece)
- Scoala Gimnaziala nr. 1, Galati (Romania)
- Skiftingehus, Eskilstuna (Sweden)
- IESO Quercus, Pase Poniente (Spain)
- Neue Mittelschule, Pregarten (Austria)

**Project website:** <http://www.brickstones.jimdo.com>

### **Project summary** (please do not exceed 2.500 characters including blanks):

Our project »Brick stones – made in Europe« was divided into three parts. In the first part of the project which dealt with “houses of the past”, the students showed their self-made model houses (one urban and one rural house of their region) and explained their origin. The second part of the project referring to “modern housing” included aspects like energy-saving (There was an energy week carried out at all schools at the same time), smart homes, security and mobility aspects as far as housing is concerned. The students also made drawings and PPT presentations of modern houses in their neighbourhood and dealt with the architecture of these houses. There were also interviews as to the jobs that are connected to housing (job profiles) and visits to new residential areas. Part of the project work were also little excursions. The students went to the department of town planning at the city hall in Rastatt and also visited a company producing prefabricated houses in the area. In the last part of the project all the students had to work together to develop a future neighbourhood (“Europia”) which would meet the demands of its future inhabitants. The students had to interview people in their home countries about their wishes and ideas about an ideal neighbourhood which later became the basis of Europia. A layout plan, models and sketches about this common future Europia was the work of the students that was later presented at the last transnational project meeting. In order to assess whether the project has reached its results we established various forms of indicators. All results were published on the project website ([www.brickstones@jimdo.net](http://www.brickstones@jimdo.net)) where all the partners have uploaded the things they have done at their schools and during the transnational meetings. There are also 3 brochures (where the project activities are summarized) and 2 magazines that reflect the project through comments and contributions (also in their native language) of the students. There have been interviews at the schools about the energy-saving methods among the students’ parents (about 300 interviews) and the results were later published in graphs and surveys. These activities have been favourably commented on by the parents and the public (cf. press articles) At the weekly meetings of the Erasmus+ team there were also discussions about the feed-back by the public. As the coordinating school we felt responsible for a tight budget control. So we checked our budget regularly and collected receipts about everything we spent. One of the teachers involved in the project took the role of the bursar to do the bookkeeping. Additionally there have been regular staff meetings where the progress of the project was also a point of discussion. As mentioned before teachers and students who were part of the Erasmus+ team came together at the weekly meetings to evaluate everything which has

been done so far. The students' involvement in the project consisted of different tasks. They had to collect information on the internet and in books, summarize its contents and present it in articles for the magazine or in PPT-presentations in front of the others. They had to conduct interviews and translate the answers into English to be published on the school- and project website. They recorded events with the school camcorder like the interview with the representative of the department of town planning or the interview with the owner of a 19<sup>th</sup> century town house which had been renovated in style. These interviews were later translated into English to make them accessible for the partners. There were also role-plays like a pro- and con discussion by their fellow students about the topic "for and against smarthomes". A European song was composed by the students who sang the song later on the Europe Day at a meeting in Austria. The grant for the project management was used for various reasons: material for the model houses, panels for the exhibitions, a camcorder with laptop and programmes for the video documentation of the project, costs for travel and admission for various field trips (exhibition of housing at the museum of technology in Mannheim, exhibition about security measures in homes in Karlsruhe), specialized literature, costs for the project meeting in Rastatt (excursions, etc). The cooperation between all the seven partners was excellent and so working together was without any strain or problems. Everybody delivered their results on time to be published on the website. There was also constant contact between all project partners on the social media.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

There was a moving exhibition about the results of the students which was shown in all of the partner schools. It was open to the public and attracted a lot of attention in the media. The project brochure and the students' magazine will be distributed to all interested participants and members of the school community and also to the communal institutions in Rastatt. During the energy week a lot of public interest was aroused through the interviews and exhibitions. Our school website has links to the project activities at our school. There is also the project website "Brickstones" where the project work and the results of all countries are published. Later all the information about the project will be shown on an EU dissemination platform so that interested institutions have access to the project results. The clicks on our websites and the comments show that there is an interest in our project. The impact of the project can also be seen by the media coverage. There are a number of press articles which show public interest. An increase of project work at our schools and possible cooperation between the partners in the future will also be regarded as positive feedback.

**Project profile: A Young European Citizen –  
a study carried out on phases in his career  
in three different European school systems**



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 3 years
<b>Name and country of the coordinating institution:</b> Gymnasium mit Regionaler Schule Altentreptow, Germany
<b>Contact coordinating institution (email):</b> <a href="mailto:dmb-mst@gmx.de">dmb-mst@gmx.de</a>
<b>Name of the project coordinator:</b> Dirk-Michael Brüllke
<b>Names and countries of partner institutions:</b> Colegio Labor Vigo (Spain), Gimnazjum nr 11 Koszalin (Poland)
<b>Project website:</b> (will be published in May 2017)
<p><b>Project summary:</b></p> <p>Our three different partner schools will have a closer look at different phases in a pupil's life. It must be said that in general all partner schools in Spain, Poland and Germany have similarities in their students' careers, but taking a closer look at certain steps there are differences in the approach of achieving the one and only aim at school: Giving our students the best education and making them fit for living and working in our modern Europe. That's why all three schools would like to do some research on the handling of the important phases of a pupil's life at our schools with the aim to exchange our results and to take over the better or best method in achieving successful results.</p> <p>The first period of our project will have a special look at the step when primary students are taking the next step into secondary education and how this important phase is prepared by teachers and parents. How are young pupils accompanied after leaving primary education and stepping into a world which is mostly dominated by young teenagers. As our Spanish partner school has as well as primary students and secondary school students, the school could examine this phase of a pupil's life in the field of learning new subjects like languages and natural sciences etc.</p> <p>The second period will deal with the important decision of parents and pupils what kind of educational qualification the child would like to achieve in his career. Here many people who are interested in the choice of the right kind of school will have to work together, e.g. parents, teachers and school authorities. And it is important to take into consideration what kinds of schools are in the neighbourhood of the primary school and if the schools are fit to educate the pupils due to their needs in the future. As the Polish school has many middle school pupils here this decisive step in the further development of a students could be examined best.</p> <p>The third interesting phase of the project will research on the process of finding the right job in the future or to go on to study. Here different aspects such as getting the required qualification at school, choosing the best subjects for further education and job training will play an important role. In German schools an early job finding process is carried out, beginning at the age of 13. That's why the German school would like to examine this phase of a pupil's life for the project.</p> <p>But in this phase students will have to decide what they want to study at a college or university. They must be well-prepa and by themselves to master a diploma or bachelor in the end. The school in Altentreptow is an institution where the school students as well and it is hereby qualified to examine this interesting phase in a student's life.</p>

# Project profile: Die GSR auf dem Weg zur Gemeinschaftsschule – Lernen durch und in Europa



<b>Type of the project:</b> School mobility project KA1
<b>Duration of the project:</b> 01-06-2014 – 31-05-2016
<b>Name and country of the coordinating institution:</b> Graf Soden-Realschule, Germany
<b>Contact coordinating institution (email):</b> dietsche@gsr-fn.de
<b>Name of the project coordinator:</b> Werner Dietsche
<b>Names and countries of partner institutions:</b> Foraeldeskolen Aarhus, Denmark; Nydamskolen, Sonderborg, Denmark; ETI, Malta, Institut Lingustique Adenet, Montpellier, France; Eastbourne School of English, Eastbourne, United Kingdom; Intercultural Iceland, Reykjavik, Iceland; Broager Skole, Broager, Denmark; Apollon Yhteiskoulu, Helsinki, Finland; CAVILAM, Vichy Cedex, France; Ritarjahu School, Oulu, Finland; English Matters, Dublin, Ireland; Cursus Iceland, Reykjavik, Iceland; Executive Training Institute, St.Julians, Malta; Experience English Schools, Edinburgh, United Kingdom; eduKarjala, Joensuu, Finland; Structured Study Visit, English Matters, Helsinki, Finland;
<b>Project website:</b> www.graf-soden.de
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The aim of this project was to implement individual teaching and learning techniques at our school, due to the different social, cultural and linguistic background of our students. We also introduced system of a full time school after teaching many years mainly in the mornings which required a total new schedule but also new extracurricular activities to be offered. All these efforts are being done to create better chances for our students by implementing individual learning methods and teach them according to their individual abilities. The aim is to enable more students to get access to institutions of higher education, to reduce the numbers of school leavers significantly.</p> <p>Some of our European neighbours have already developed techniques and systems leading into this direction. To learn from them, to avoid their mistakes, but also to discuss and evaluate our way was the core of our project. This requires a deeper knowledge of new teaching methods, new professional skills but also new management methods as well as a new curriculum.</p> <p>We have learned from our European neighbours as they have a larger experience in the different fields and it saved us from developing already existing things. Right now we are changing our schoolyard from a typical old schoolyard to an area of where students can actively spend their free time with a large variety of sport activities. We also changed some rooms into places where students can study individually or with the help of teachers. But we also learned that without additional personnel we can't do all the necessary activities and we were able to convince the municipal government to give us these people.</p> <p>After the project ended the co-operation didn't stop. We are in contact with schools from Denmark and some teachers will visit us. We were also able to create contacts between schools in our area and schools in Finland and Denmark who are interested in visits there. Two groups of teachers from Konya/Turkey recently visited us.</p> <p>The process we have started is an always continuing development which wasn't stopped after the two project years and we share our experiences with our partner schools in Europe and also welcome teachers from other countries to visit us.</p> <p>Another aspect is that education isn't only a matter of the different "Laender" in the Federal republic but a predominant task of all European countries. This European dimension is sometimes forgotten in the course of the political discussions of our Ministers of Culture.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <ul style="list-style-type: none"> <li>- Changes in the curricula of the school</li> <li>- New forms of teaching in the classrooms, e.g. Individual Learning Lessons (INDI)</li> <li>- New forms of reports: No marks but written reports</li> <li>- New forms of extracurricular activities; e.g. outdoor training</li> <li>- higher quality of foreign language lessons in French and English</li> </ul>

# Project profile: Improvement of staff concerning language awareness, knowledge of different school systems and methodology



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 01-09-2014 to 30-06-2016
<b>Name and country of the coordinating institution:</b> Grundschule Mühlenredder, D-21465 Reinbek/Germany
<b>Contact coordinating institution (email):</b> gabineubert@gmx.net and chr.lappenkueper@web.de
<b>Name of the project coordinator:</b> Christiane Lappenküper
<b>Names and countries of partner institutions:</b> Ecole Valflaunes, Valflaunes/Languedoc-Rousillon/France Myllylän koulu, Orimatilla/Päijät-Häme/Finland Cornton Primary School, Stirling/Eastern Scotland/UK Szkola Podstawowa nr3 w,Kolo/Poland
<b>Project website:</b> Of coordinating institution: <a href="http://www.gs-muehlenredder.de">www.gs-muehlenredder.de</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  During the two years project five colleagues have successfully completed an English refresher course in United Kingdom. Furthermore six colleagues had conducted job-shadowing-mobilities in our partner schools in Orimatilla/Finland, Valflaunes/France, Kolo/Poland, and Stirling/Scotland.  Our colleagues who teach English to our young learners did not study English at university. Therefore it was necessary to refresh their English knowledge and learn more about the modern use of the language as well as modern methodologies. So the learners will profit the most. The improved knowlegde of English and methodology leads to more self-confidence of the teachers and a deeper satisfaction in teaching. Furthermore the participants of the language courses talked about their teaching-methods as well as their systems; partly these contacts still exists.  During the job-shadowing mobilities in the partner schools our colleagues got to know more about the different school-systems and the various methods of teaching. During the days at school and also even after end of school exchanges about and comparisons of school-life took place. Some ideas our colleagues brought back to our staff and could partly be integrated.  For our colleagues the use of new media was very interesting because we only make little use of them. As our schools are still in contact we furthermore can profit from the exchange of information about this topic.

## Project profile: Back to Our Future



### **Type of the project:**

Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)

**Duration of the project:** 24 months , 2014 - 16

**Name and country of the coordinating institution:** Grundschule im Beerwinkel , Germany

**Contact coordinating institution (email):** ullaon@penticom.de / schulleitung@beerwinkel.de

**Name of the project coordinator:** Ursula Ondratschek

**Names and countries of partner institutions:** Collegio Barrister, Spain; Volksschule Mils , Austria; - Resat Ortuan Ortaokulu , Turkey;; Johnstonebridge Primary, Scotland; J.V.Veski nim. Maarja Põhikool, Estonia; Szkoła Podstawowa nr 1 im. T. Kościuszki , Poland; 130 Highschool of Kallithea "Socrates", Greece, Scuola Primaria "Chiara e Francesco d' Assisi", Italy; Scoala Gimnasiala Porumbesti, Rumania; and, associated: School No 2 Kobrin, Belarus;

**Project website:** back-to-our-future.org

**Project summary** (please do not exceed 2.500 characters including blanks):

In our rush to progress and improve we have lost many of the basic skills necessary for day to day living and general 'life maintenance'. We aimed in this project to re-skill our pupils and educate our school communities with many of the essential life skills that we have lost. We aimed to take the thinking of our pupils back to OUR future by connecting with these four key areas:

Back to basics / Back to nature / Back to skills / Back to the land (Terra Preta)

We refelcted on a more ' hands on' approach to life and looked at how we can support and survive without buying everything. We considered how we can cook, make things, grow things, mend things and become more Eco aware. We also considered the cause and effect of how we are living and how connections can be made between fast living (eg, convenience food) and health issues (eg, obesity).

Our key objectives involved developing:

1. enterprise in both individuals and school communities
2. a connection between the cause and effect of global issues
3. healthy, active lifestyles to support general health and wellbeing
4. a 'can do' approach to making things happen in our lives and communities
5. inclusion for students of all ability levels
6. exciting 'bigger learning' experiences with real outcomes involving the work of individuals and communities
7. a sense of our past heritage and of the skills of those who went before us
8. the learning of a foreign language with a real connection to the country of origin
- 9.the linking of confidence, real skills, enterprise and connection to European Citizenship and cultural diversity
10. innovative teaching and learning experiences with a focus on staff professional development and pupil choice
11. the use of ICT to link and connect European school communities
12. motivation, improved competences and confidence in all of our school community stakeholders

We measured success in both quantitative and qualitative ways and recorded and evaluated the impact that our work had successfully.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Website: back-to-our-future.org / links and downloads of all products /

Products: Documentary video about the project, Book of European fables and stories , printed on stonepaper , Film: Uncle Fred's Garden (German with English subtitles) , Documentary - film about the workshop in Austria , The Garden Song, general evaluation sheets for self evaluation of the project,



## Project profile: Leadership in School



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Germany
<b>Contact coordinating institution (email):</b> Angelika.Prase-Mansmann@senbjf.berlin.de
<b>Name of the project coordinator:</b> Angelika Prase-Mansmann
<b>Names and countries of partner institutions:</b> <ul style="list-style-type: none"> <li>• Europa Büro, Stadtschulrat für Wien (AT)</li> <li>• Assoziierte Partner: <ul style="list-style-type: none"> <li>◦ Europaberatung Berlin (DE)</li> <li>◦ Landesinstitut für Schule und Medien Berlin-Brandenburg (DE)</li> <li>◦ Pädagogische Hochschule Wien (AT)</li> <li>◦ 12 Schulen in Berlin und Wien (DE + AT)</li> </ul> </li> </ul>
<b>Project website:</b> <a href="http://www.leadership-in-school.eu">www.leadership-in-school.eu</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/b1f7b85e-8ab2-4b12-b483-a1921d1fb81a">ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/b1f7b85e-8ab2-4b12-b483-a1921d1fb81a</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>In the light of the growing individual autonomy of schools, the topics of school management and school leadership are now an important theme on the political agenda in Germany, Austria as well as in other countries. As a consequence, the school leadership is confronted with different requirements and also the demand for support services and programs for further training has greatly changed. Central to this project was the topic of Leadership as a concept to actively structure the educational process in order to promote learning and equity. The main actors were school authorities in collaboration with the members of school management, as well as institutions for the teacher &amp; school management training. The collaboration of these actors guaranteed great improvement in quality and quality assurance in keeping the achieved standards high.</p> <p>The project based on the achievements of the "European Policy Network on School Leadership (EPNoSL, 2011-14)". The project set into practice and promoted the dissemination of fundamental ideas /assumptions and the conceptual approaches developed by the above mentioned network. The "Leadership in School" project has focused on different dimensions of leadership in which headmasters are acting and their importance for their leadership in the participating schools.</p> <p>The different dimensions of Leadership constructed the framework and pattern for two intense job shadowing activities of both school principals/directors involved, - respectively in Vienna and Berlin. Good practice and obstacles were able to be identified through feedback forms, and solidified in collaborative analysis and evaluation later on. In small-group work, the participants established examples which should make the respective dimensions in everyday-school life visible.</p> <p>Furthermore there were different instruments introduced, used to support leadership action and it's applicability. They were tested by the school principals in everyday school life, analysed through questionnaires and subsequently evaluated and summed up. Here, applicability and transferability of the respective instruments were paramount. The project results at hand support the clarification and classification of current challenges. It is about the stimulating, the helpful and the useful: from practitioner for practitioner. Ideally the project results could deliver impulses to improve competences of people in leadership positions and leadership teams in collaboration with school administration.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <ul style="list-style-type: none"> <li>• Manual for "Leadership in School" (only in German Leitfaden "Führungshandeln in der Schule") <a href="http://www.leadership-in-school.eu/ergebnisse/praxisleitfaden">www.leadership-in-school.eu/ergebnisse/praxisleitfaden</a></li> <li>• Short movie to introduce " Leadership in School" <a href="http://www.leadership-in-school.eu/ergebnisse/film">http://www.leadership-in-school.eu/ergebnisse/film</a></li> </ul>

## Project profile: Inclusion in primary school



<b>Type of the project:</b> Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> from October 2014 to October 2016
<b>Name and country of the coordinating institution:</b> Primary School Munich Markgrafenstraße
<b>Contact coordinating institution (email):</b> kathrin_schwendner@gmx.de
<b>Name of the project coordinator:</b> Kathrin Schwendner
<b>Names and countries of partner institutions:</b> Istituto Comprensivo Alfonso Gatto, Battipaglia (Italy) Colegio publico de infantil y primaria Santissimo Cristo de la salud, Hervás (Spain)
<b>Project website:</b> <a href="http://www.inpri.wordpress.com">www.inpri.wordpress.com</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>A regular education that is inclusive and cooperative at the same time is part of the EU-Agenda concerning educational justice. The purpose of the project is a scholarly exchange of daily experiences at european primary schools in the area of inclusion. Our aims are to create, plan and perform projects together where inclusive learning takes place. Furthermore, the discussion of possibilities concerning the individual learning process of pupils with special needs, the development of a suitable teaching-learning-situations and the creation of a specific learning environment are part of the project. The development of a school profile with emphasis on inclusion is our main concern. There are huge differences between european countries in the field of inclusion and how to deal with it. Partners of our project are schools from Spain, Italy and Germany. They can share their knowledge and expericencies on inclusive topics. Due to internal ressources, spanish and italian schools are able to educate pupils with special needs individually for severval years now. In Germany inclusion is practised increasingly, nevertheless most pupils attend a special needs school. The results of our cooperation should raise our practical knowledge in the area of inclusion in primary schools. In the future we plan to compare and discuss bacis skills and competences in the fields language, mathematics and social education. Furthermore, in cooperation with our partners, we would like to develop and evaluate best-practice-examples concerning music and physical activities with emphasis on inclusion. In order to maximize our outcomes and to evaluate our results we plan transnational project meetings, use variative communicational means like eTwinning and Email and we create a website. Realizing this project would mean an overall increase of teaching quality in terms of inclusion at every educational establishment, professionalisation of teaching skills and a further development of internal ressources. The results of our project would be implemented in school development concepts and help to create a special needs friendly learning environment. Teachers can profit from our best-practice-examples, too. We expect to use and establish an inclusive learning environment in the long run and would persue the idea und use our accomplished goals beyond the ending of this project.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <ul style="list-style-type: none"> <li>• improvement of inclusive teaching methods</li> <li>• project website</li> <li>• project brochure</li> <li>• good-practice-examples of inclusive teaching</li> <li>• imagefilm about the project</li> </ul>



# Project profile: Von Europäischen Schulen lernen / Learning from European Schools



**Type of the project:** (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

**Duration of the project:** 25.10.2014 – 24.10.2016

**Name and country of the coordinating institution:** Elstertalschule – Freie Gemeinschaftsschule Greiz / Germany

**Contact coordinating institution (email):** buero@elstertalschule.de

**Name of the project coordinator:** Alina Sperling

**Names and countries of partner institutions:** Forum Eltern und Schule (Germany); ADC College London (UK); Inlingua Edinburgh (UK)

**Project summary** (please do not exceed 2.500 characters including blanks):

Learning from European Schools – that was the title for the activities of further education by which our team should get an insight view of different European school systems in combination with the opportunity of visiting several schools. We had two major objectives – one was to support our school developing process by getting inspiration from role modelling schools and strengthen our concept of mixed-aged, individual and inclusive learning. The second aim was to raise the quality of our CLIL units.

As suggested by the studies of PISA and IGLU, notably Scandinavian schools are considered as role models. However, Italy took the Finnish school system as basis and carried out a school developing process of its own. Especially the region of Southern Tyrol is known for its inclusive school system. As a consequence we focused on courses that offered visits to schools in Scandinavia and Italy to find examples, inspiration and help for the developing process of the primary and secondary departments of our comprehensive (collective) school.

Since CLIL units are part of our school year, we needed an insight into material and methods and backing for all teachers involved in those modules. Teaching subjects in English especially to younger students at a lower level is challenging due to their command of English. At higher levels we find subject teachers who are hesitant using English as medium and on the other hand there are the language teachers who are insecure due to the complexity of a subject. Thus special CLIL courses were included in our activities.

Along with the two main goals of our project, the exchange with colleagues played an important role and offered additional benefit.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Influenced by the impressions of the project, we have continued creating the “houses” for the mixed-aged groups of our comprehensive (collective) school (i.e. class levels 1-3, 4-6, 7-9, 10-12). With the various activities we got to know exemplary schools which work successfully in the field of inclusion and/or individual learning. We could see what is possible and which conditions should be fulfilled to offer a good school for all. We discussed our concept and structure, modified single aspects and proposed features for the new school building and room setups.

Referring to our concept of mixed-aged and individual learning we could find useful examples and methods on how to plan and evaluate students’ achievements at Swedish schools. Based on Swedish charts of requirements our colleagues developed schemes of “target lines” for several subjects and topics for years 9-12. By those “target lines” the students can decide and plan the work on their own, having the requirements for the particular mark at hand. While visiting Swedish schools we got to know learning platforms as means of organising and controlling work and communication among teachers, students and parents. We are currently checking if such a platform provided in Germany could be used at our small school as well.

With regard to our CLIL units our colleagues could improve their language and teaching skills. The next step will be to revise the concept of the CLIL units.

All teachers who participated in the activities consider the theoretical and practical insight into other school systems, the different work methods and the exchange with colleagues a benefit to their own way of work and teaching. They reflected their knowledge and attitude towards inclusive and individual learning and coaching. Moreover, they encouraged discussions and made useful contributions to the development of our school and concept.

## Project profile: Join us and MOVE – Musical of Vivacious Europe



<b>Project Title: Join us and MOVE – Musical of Vivacious Europe</b>
<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project: 2014 - 2016</b>
<b>Name and country of the coordinating institution: Gesamtschule Volksgarten, Germany</b>
<b>Contact coordinating institution: schulleitung@gesamtschule-volksgarten.de</b>
<b>Name of the project coordinator: Susanne Gründler</b>
<b>Names and countries of partner institutions:</b> Lithuania Klaipeda, Klaipedos "Gabijos" progimnazija, Coordinator: Olga Lupan, lglupan@yahoo.com Poland Debno, Zespół Szkół w Woli Dobieskiej, Coordinator: Barbara Legutko, basialegutko@op.pl Turkey Kayseri, Osman Ulubas Anadolu Lisesi, Coordinator: Ahmet Yılmazlar, yilmazlarahmet@hotmail.com Italy Ariano Irpino, Istituto Superiore Bruno - Dorso, Coordinator: Antonio Giacobbe, antoniogiacobbe@libero.it Spain Castro del Rio, IES Ategua, Coordinator: Josefa Montilla Oliver, pemontoliv@hotmail.com Germany Mönchengladbach, Gesamtschule Volksgarten, Coordinator: Susanne Gründler, susannegrundler@aol.com
<b>Project website: <a href="http://gesamtschule-volksgarten.de/erasmus">http://gesamtschule-volksgarten.de/erasmus</a></b>
<b>Link to Project Results Platform:</b> <a href="https://www.kmk-pad.org/praxis/beispiele-guter-praxis/erasmus-success-stories.html">https://www.kmk-pad.org/praxis/beispiele-guter-praxis/erasmus-success-stories.html</a> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/43832f23-b51e-40ab-a5f0-a88880a00789">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/43832f23-b51e-40ab-a5f0-a88880a00789</a>
<b>Project summary :</b> We wanted to research the history of EU in a young (fit for pupils) manner and present it as a <b>MUSICAL</b> . The plot could be: Six friends come together in 1957 with a good idea of working together. This idea is that good that new friends join them and more and more and more friends (countries) join them and they work together in a wider and deeper way. And then they have problems and crises and they struggle and are friends again and at least they get the Nobel Peace Prize in 2012. The last act will be open to the future how the pupils see their future in the EU. (Turkey? Ukraine? and what ever will happen until the end of our project.) We focused with this musical on the good things EU means to the European people. In the news we always see the European crisis. The musical don't talk about money but about working together and singing the "Song of Joy", which is the manifestation of freedom, peace and solidarity. By the way we produced an INSTRUCTION BOOK including stage direction, technical requirements, proposals for costumes and stage decoration and live performances of students in English and in the mother tongues. Students also shot a film of their plays. The project website has been created to ensure the dissemination of the project. Each country experienced the history of the EU in its own individual way. The pupils and even the teachers don't have that much knowledge about the development of the EU, the history of the other European countries and their view on their aims in general. So for us it is important to find a cultural, social and empathic way to that dry topic. A project like we have planned it requires not only writing and reading skills but above all researching and speaking in a foreign language (English). The project also demands teamwork, creativity, a change in perspective and destruction of prejudices. The pupils should experience the other countries' cultures and views upon the foundation and development of the EU. The main focus of the EU lies on peacekeeping, open minded discussions, which can only be reached together. We intended to tear down walls, borders and prejudices in thinking about each other. Today it is needful to sing the "Song of Joy" and keep the spirit of freedom alive. The Nobel Peace Prize for the EU means a challenge to all of us. And it reminds us of the fact for what we have come together and why it is not our aim to split up again.
<b>Project results / teaching material:</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/43832f23-b51e-40ab-a5f0-a88880a00789">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/43832f23-b51e-40ab-a5f0-a88880a00789</a> <a href="http://www.gesamtschule-volksgarten.de/erasmus">www.gesamtschule-volksgarten.de/erasmus</a>

# Project Profile: Reform of pedagogic practices- Turn on entrepreneurship and innovation - F.I.T.S. - From new ideas to praxis in School (namely F.I.T.S.)



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> One year (10-08-2015 to 10-08-2016)
<b>Name and country of the coordinating institution:</b> 1st EK of Alexandroupolis, Greece
<b>Contact coordinating institution (email):</b> mail@1sek-alexandr.evr.sch.gr
<b>Name of the project coordinator:</b> Sofia Chatzileontiadou
<b>Names and countries of partner institutions:</b> <ol style="list-style-type: none"> <li>1. Skupina Primera, Integrated HR Solutions, Slovenia</li> <li>2. University of Aveiro, Portugal</li> <li>3. UCL, London</li> </ol>
<b>Project website:</b> <a href="http://1sek-alexandr.evr.sch.gr/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=45&amp;Itemid=260">http://1sek-alexandr.evr.sch.gr/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=45&amp;Itemid=260</a>
<b>Link to Project Results Platform (if applicable):</b> A paper (in Greek) with the results of a teaching/learning scenario that was constructed and delivered by the participants to the F.I.T.S. upon a class of 25 students was presented at the 2nd Conference (with international participation) of the Scientific Association for the promotion of educational innovation <a href="https://drive.google.com/drive/folders/0B4G1roJgkqZ0WmRoSktUbDk4c2c">https://drive.google.com/drive/folders/0B4G1roJgkqZ0WmRoSktUbDk4c2c</a> (Vol. 1, pp. 853-863 in Greek).
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>The 1st E.K. of Alexandroupolis (E.K.) is a vocational laboratory center with 60 teachers and around 600 students, located at Alexandroupolis, Greece. Under the Erasmus+ KA1 action plan it successfully implemented a, one year, School mobility project namely F.I.T.S., during the year 2015-2016.</p> <p>The framework of the preparation of this project was based on the vision of the E.K. to become a school with of a sustainable character. It is estimated that towards this direction it should acquire characteristics of a learning community that can be adaptable to the changes occurring in society and especially in the economic field (to which, professional laboratory work is directly related to), trying to meet the needs of its graduates. In Europe, school experience that is created by the integration of Entrepreneurship, green Circular economy and methods of learning through problem solving, is already being recorded. Some of these approaches are expected to be introduced in the near future in the Greek educational system. However, the E.K. had no systematic knowledge and experience of these approaches. Thus, the F.I.T.S. project was considered as part of its strategic planning.</p> <p>The project provided theoretical training substantially enhanced by experiential learning (job shadowing) during three thematic streams to the relevant partner institutions as follows:</p> <ol style="list-style-type: none"> <li>a) Skupina Primera, Integrated HR Solutions, in Ljubljana, Slovenia, on "Teaching Entrepreneurship in Schools: Experiential approach".</li> <li>b) University of Aveiro, in Aveiro, Portugal on "Problem Based Learning towards Internship"</li> <li>b) UCL, London, England on "Teaching and training students on entrepreneurship in the circular economy".</li> </ol> <p>Based on the above, it is obvious that the project has been built upon educational institution and Universities that are specialized in the thematic areas of interest. Moreover, these partnerships illustrate the rich and multifaceted nature of the project to account issues connecting different levels of education / training possibilities, an approach that gave added value to our educational experience.</p>

The plan involved a total of 9 teachers of the E.K. (4 / flow) that were selected with open processes within the faculty association of the school as representatives of the sectors of their vocational specializations and as multipliers after the mobility. The F.I.T.S. has been successfully implemented and was highly evaluated as an Erasmus+ School mobility project (KA1).

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The results of the project were very significant to:

- The participants, as it contributed to the enhancement of their teaching skills, knowledge and attitudes in a documented way by European tools, i.e., it has contributed to their professional development in the areas of interest. Also, they acted as multipliers and they put the foundations in the E.K. for future participation in collaborative networks
  - The E.K., as they contributed to its strategic planning and highlighted potential strategic partnerships within wider networks in Europe
  - The E.K. students (who are with educational difficulties, economic barriers, cultural differences, social barriers and from remote and rural areas), who can benefit by the upgrading of the laboratory work as it was clearly realized by the implementation of a pilot study. More specifically, the 9 participants through an iterative collaborative process prepared a teaching/learning scenario that integrated elements from the three flows. A 14 hours collaborative teaching to the pilot Erasmus+ classroom of 25 students. Quantitative and qualitative published analysis of the students' performance verified the contribution of this scenario to the enhancement of the motivation, participation, collaboration and joy of the student. Moreover, this analysis revealed the potentiality of the F.I.T.S. results to contribute to the enhancement of the laboratory work of E.K. on a long term basis and the reduce of the school dropout, as it will provide awareness on employment qualities, opportunities and possibilities
  - The partner schools of E.K., via the dissemination of the project's results and their added experience in European collaborative projects
  - For regional and wider educational, parental and business communities, by being acquainted with the important content of the project, as it was revealed through its wide dissemination (newspapers, TV, seminars, meetings, blog, e-twinning, school website, contests, conference presentation, 30 yrs of ERASMUS+ region celebration) and the realization of opportunities for future collaboration with the E.K.
- Finally, the successful implementation of the F.I.T.S. project is expected to contribute to the realization of long-term benefits such as the possibility of using the Erasmus+ for the development of the schools and their collaboration with different suppliers of educational experiences without barriers across levels and types of education.

## Project profile: Safe Internet For All (SIFA)



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project:</b> 1/9/2014 to 31/8/2016 (2 years)
<b>Name and country of the coordinating institution:</b> 2 <sup>nd</sup> Lyceum of Kos (Greece)
<b>Contact coordinating institution (email):</b> mail@2lyk-ko.dod.sch.gr and hlapanis@2lykko.gr
<b>Name of the project coordinator:</b> Hlapanis Georgios Errikos
<b>Names and countries of partner institutions:</b> 2nd Lyceum of Kos (Greece – coordinator) Fridagymnasiet (Sweden) HAK Ybbs (Austria) Liceum Ogólnokształcące im. Piotra Skargi (Poland) Os videregående skule (Norway)
<b>Project website:</b> <a href="https://www.sifaplus.eu">https://www.sifaplus.eu</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/c114c3fc-80a9-4182-92da-f0eaf0c0486d">http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/c114c3fc-80a9-4182-92da-f0eaf0c0486d</a> (also links to the products are provided at the project's website) <a href="https://www.sifaplus.eu/en/item/383-products">https://www.sifaplus.eu/en/item/383-products</a> SIFA_Site <a href="https://www.sifaplus.eu/en/item/download/112_f65bb649721989ad4f7003cae2150d33">https://www.sifaplus.eu/en/item/download/112_f65bb649721989ad4f7003cae2150d33</a> Twinspace <a href="https://www.sifaplus.eu/en/item/download/113_71c3d656e96a5a19f52417353980f3d1">https://www.sifaplus.eu/en/item/download/113_71c3d656e96a5a19f52417353980f3d1</a> Research Results <a href="https://www.sifaplus.eu/en/item/download/114_c651ef9faf8d84c92af25123379a1e2e">https://www.sifaplus.eu/en/item/download/114_c651ef9faf8d84c92af25123379a1e2e</a> SaferInternet <a href="https://www.sifaplus.eu/en/item/download/115_c699411a61920813387a552646a73da9">https://www.sifaplus.eu/en/item/download/115_c699411a61920813387a552646a73da9</a> Addiction <a href="https://www.sifaplus.eu/en/item/download/116_be05f354841ea208bf4461748ed9a9d2">https://www.sifaplus.eu/en/item/download/116_be05f354841ea208bf4461748ed9a9d2</a> Health <a href="https://www.sifaplus.eu/en/item/download/117_f8ce16ff290396e761598c5f8424f432">https://www.sifaplus.eu/en/item/download/117_f8ce16ff290396e761598c5f8424f432</a> Ethics <a href="https://www.sifaplus.eu/en/item/download/119_abf0d475e921b422b2e07e5bfbfd371fa">https://www.sifaplus.eu/en/item/download/119_abf0d475e921b422b2e07e5bfbfd371fa</a> Safety <a href="https://www.sifaplus.eu/en/item/download/120_bfbfd4a4d5588c41e99cbf83846ec2289">https://www.sifaplus.eu/en/item/download/120_bfbfd4a4d5588c41e99cbf83846ec2289</a> Dissemination <a href="https://www.sifaplus.eu/en/item/download/121_2d5c5d38e855708e38e76d30768198b1">https://www.sifaplus.eu/en/item/download/121_2d5c5d38e855708e38e76d30768198b1</a> Workshops <a href="https://www.sifaplus.eu/en/item/download/122_6ddafdfd64c1c38d3571f1c036d15632">https://www.sifaplus.eu/en/item/download/122_6ddafdfd64c1c38d3571f1c036d15632</a> SIFA days <a href="https://www.sifaplus.eu/en/item/download/123_391ac824a22a481f9d5168fde92cbc06">https://www.sifaplus.eu/en/item/download/123_391ac824a22a481f9d5168fde92cbc06</a> eSafety Labels <a href="http://2lyk-ko.dod.sch.gr/portal/index.php?option=com_content&amp;view=article&amp;id=501:2014-02-08-10-54-14&amp;catid=84:sifa&amp;Itemid=118">http://2lyk-ko.dod.sch.gr/portal/index.php?option=com_content&amp;view=article&amp;id=501:2014-02-08-10-54-14&amp;catid=84:sifa&amp;Itemid=118</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>ICT has become very useful for everyday activity. The internet has a tremendous potential, but also has risks so it is important that students learn how to use it properly. It is essential to develop the right attitude. Most students are completely unaware of dangers, safety risks, security matters, health matters and matters of ethics that are related to its use. Teachers also need further training in order to ensure they have the knowledge and confidence to deliver safety education and respond to any safety issues.</p> <p>SIFA focused on increasing awareness of such dangers and risks, on informing, educating and preparing students and teachers to cope with these. Safety messages were delivered to students, schools developed a safety policy and</p>

supported the development of safety skills.

SIFA was a strategic partnership among schools which explored and studied contact and content risks of using Internet tools. The participating schools were from Greece (coordinator), Sweden, Austria, Poland and Norway. Exchanges were held, one in each country, each dealing with a different dimension of the matter:

Austria addictions

Norway health

Sweden security

Greece ethics

Poland safety

Before each meeting preparation was done, concerning presentations, collection of stats and data, research. Follow up activities took place, courses organized by students, presentations, dissemination/evaluation activities.

SIFA helped to:

Recognize risks

Protect personal info

Learn how to get help

Learn about plagiarism

Respect copyright

Make ethical/legal decisions

In SIFA student engagement increased. Opportunities were given to explore teaching and learning in new ways. Students could publicly share their own understanding. The project promoted the professional development of teachers. A Learning Community was created, using web 2.0. Innovative practices in education, collaborative learning and critical thinking, open and flexible learning, virtual mobility and other innovative learning methods were promoted.

Three transnational meetings helped organize, manage and evaluate the project. Evaluation was also done after each meeting.

Research was conducted in SIFA, giving results, but also serving as a tool for internal evaluation. The following research questions were dealt with:

1. Do students know what these problems are about?
2. Have students experienced such problems?
3. Do students know how to act?

SIFA accomplished its goals and had a great impact to schools, community and society.

(2.477 chars).

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Research Results [https://www.sifaplus.eu/en/item/download/114\\_c651ef9faf8d84c92af25123379a1e2e](https://www.sifaplus.eu/en/item/download/114_c651ef9faf8d84c92af25123379a1e2e)

SaferInternet [https://www.sifaplus.eu/en/item/download/115\\_c699411a61920813387a552646a73da9](https://www.sifaplus.eu/en/item/download/115_c699411a61920813387a552646a73da9)

Addiction [https://www.sifaplus.eu/en/item/download/116\\_be05f354841ea208bf4461748ed9a9d2](https://www.sifaplus.eu/en/item/download/116_be05f354841ea208bf4461748ed9a9d2)

Health [https://www.sifaplus.eu/en/item/download/117\\_f8ce16ff290396e761598c5f8424f432](https://www.sifaplus.eu/en/item/download/117_f8ce16ff290396e761598c5f8424f432)

Ethics [https://www.sifaplus.eu/en/item/download/119\\_abf0d475e921b422b2e07e5bfbd371fa](https://www.sifaplus.eu/en/item/download/119_abf0d475e921b422b2e07e5bfbd371fa)

Safety [https://www.sifaplus.eu/en/item/download/120\\_bfbd4a4d5588c41e99cbf83846ec2289](https://www.sifaplus.eu/en/item/download/120_bfbd4a4d5588c41e99cbf83846ec2289)

Workshops [https://www.sifaplus.eu/en/item/download/122\\_6ddafdfd64c1c38d3571f1c036d15632](https://www.sifaplus.eu/en/item/download/122_6ddafdfd64c1c38d3571f1c036d15632)



## Project profile: Sensory and experiential Outdoor Education and Learning



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 24 months (September 2014-September 2016)
<b>Name and country of the coordinating institution:</b> Eidiko Epaggelmatiko Gymnasio & Lykeio Katerinis Greece (Special Vocational High School and Lyceum of Katerini Greece)
<b>Contact coordinating institution (email):</b> mail@tee-eid-agogis-kater.pie.sch.gr
<b>Name of the project coordinator:</b> Marianna Kavounidou
<b>Names and countries of partner institutions:</b> Kinda Education Centre (Sweden) and OutdooredEu (Czech Republic)
<b>Link to Project Results Platform (if applicable):</b> <a href="http://teeeidagkaterinis.weebly.com/">http://teeeidagkaterinis.weebly.com/</a> and <a href="http://teeeidagkaterinis.weebly.com/">http://teeeidagkaterinis.weebly.com/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>At the Special Vocational Gymnasium and Lyceum of Katerini we teach to adolescent students with learning and health issues that require attractive lesson, psychological and social skills support. Our Strategic Planning is to develop an intervention framework that combines nature activities and Equine Assisted Interventions (EAI).</p> <p>With the project "Sensory and Experiential Outdoor Education and Learning" we trained to learning methods in nature, which we incorporated in our curriculum, supervised by the special education consultant. Five teachers attended three courses of a large-scale experience in nature activities, in different contexts. The Hosting Organization (Kinda Education Centre in Sweden and the OutdooredEu in the Czech Republic) provided quality structured training on outdoor education.</p> <p>In the first mobility (Portugal,/Outdoor Leadership) we developed strategic skills of a flexible leader, the second mobility (Czech Republic/Learning Different Subjects Outdoors) was about how to convert nature in a supportive learning tool and the third mobility (Sweden/Taking Learning Outdoors) aimed at the development of social skills through outdoor group activities. Each class was based on "learning by doing", the trainers were supporting the group dynamics and they supported us on how to develop an implementation plan at school.</p> <p>The participants were highly qualified teachers because of the nature of the school which requires constant training. The project was warmly welcomed by the teachers of our school and was implemented last year (2015-16) integrated in the curriculum, by a weekly three-hour teaching in nature, with nine teachers and their classes. Students showed increased interest, better memory, were amused, had a greater concentration, fewer conflicts and learned to work in teams. There was a significant change in the attitude of teachers towards simple tools of learning and how nature can be an excellent complementary learning tool. The exposure to funny situations in nature and the authenticity needed is a climate which spread at school, while the diffusion of the activities to the teachers took internal training character.</p> <p>Our cooperation with the Host Organisation continues by informing them about the techniques we apply on outdoor learning. The Czech part provides a new training program for special education teachers and we will apply for the next ERASMUS+ call while they have positively responded to our proposal for a strategic partnership.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p style="margin-left: 20px;">We would like to share some of the highlights of the training, as tested and found to be "the keys" for teaching in nature as following:</p> <ul style="list-style-type: none"> <li>- the skills of a good 'leader' who teaches in nature and we list some of them: the authenticity, to be comfort with activities outside the room as in the classroom, to use body language, the awareness of the potential of his team. To be open-minded, enthusiastic and focus on cooperation, trust, imagination, communication and safety of the members of his team.</li> <li>- how can the teacher work with the outdoor environment and convert it into a classroom and to use nature as a supportive learning tool. How to adapt the teaching subject (language, mathematics, etc.) outside the classroom and</li> </ul>

organize a full cycle of activities in nature.

- the knowledge of the simple learning tools available in nature and the use of simple materials for an outdoor lesson.

- the ritual we follow during activities

- the variety of nature activities and mainly how to create groups and support them.

It should be noted that of particular importance are the following :

1. The different ways that can be used to create groups

2. The different ways to start a lesson

3. Ways of expressing emotions by a teacher and how to enable students to express their own

4. The creation of songs and games

5. The implementation of activities in different areas without the transition being noticed by the students

5. The ways to adapt the course to different places

We would like to inform

- for the existing literature about Outdoor Education

- to explain how we integrated our training in the curriculum. What were the strengths and weaknesses identified when a program is introduced within the timetable and the conditions which must take into account both formal and substantive, to adapt it.

- How to understand the suitability of outdoor spaces and choose the most appropriate for the "natural" education of our students.

- The process of communication with codes, for the excellent preparation and cooperation needed for outdoor activities.

- Our experience of implementing the plan in special education.

With a teacher- journalist of our school who we have incorporated in the pedagogical team we created a channel on youtube and we upload clips and full-length movies from our activities in nature.

We upload all the activities on the schools' website which we fully update daily.

An important benefit is the enrichment of the schools' timetable, and the closer and more creative contact with the director of special education.

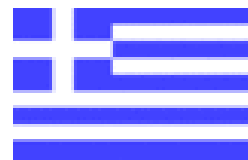
The students participated the outdoor lessons showed increased interest, better memory, were mobilized, amused, had a greater concentration, learned to work in teams and we observed fewer conflicts between them. The spirit of cooperation among all students has increased, also the mutual understanding and the ability to jointly solve problems and achieve common goals. In addition, creativity and self-motivation was activated and all the students actively involved in the learning process.

<https://www.youtube.com/channel/UC5HnBG24ULm1miNXQ3ZXnyw>

<http://teeeidagkaterinis.weebly.com/>



## Project Profile: "Our School - My Future" - ESL project



### Type of the project:

Key Action: Cooperation for innovation and the exchange of good practices.

Action Type: Strategic partnership in the field of school education [KA2]

**Duration of the project:** 2014-2016

**Name and country of the coordinating institution:** Prototylo Peiramatiko Gymnasio Panepistimiou Makedonias [Model Experimental Junior High School of the University of Macedonia] - Greece

**Contact coordinating institution (email):** mail@gym-peir-uom.thess.sch.gr

**Name of the project coordinator:** Maria Machairidou (Maheridou)

**Names and countries of partner institutions:** Zespół Szkół w Żychlinie [POLAND], Colegiul Tehnic "Mihai Bravu" [ROMANIA], IES Luis de Góngora [SPAIN], Hüseyin Okan Merzeci Anadolu Lisesi [TURKEY]

**Project website:** <http://www.osmf.eu>.

**Link to Project Results Platform (if applicable):** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/c35007d1-3e00-4c4a-a317-d8fab35fd37a>

**Project summary** (please do not exceed 2.500 characters including blanks):

"Our School, My Future - ESL project" (OSMF) was an Erasmus+ Strategic Partnership for School Education that focused on Early School Leaving (ESL) and aimed to achieve cooperation for innovation and the exchange of good practices between schools from different European countries.

ESL is typically caused by a cumulative process of disengagement as a result of personal, social, economic, geographical, education or family-related reasons. The OSMF project was designed to focus mainly on in-school ESL influencing factors such as teaching methods and curricular issues, school climate, and the parents' role as a contributing factor to ESL.

The participating organizations collected relevant information, improved teaching techniques, promoted healthy lifestyles, built a sense of student achievement, informed parents and local community services about ESL, produced relevant educational material through cross-country cooperation and submitted written proposals to each country's decision makers.

The five project partners were located in countries where ESL varied from low to high levels: Poland (very low level), Greece (medium-level), Romania and Turkey (significant regional variations), and Spain (very high level). The project involved numerous activities and events carried out through either distance or close partner cooperation.

Transnational meetings were hosted by each one of the partner organizations promoting the production of educational material. A distance learning program, an e-Twinning community, and a Robotics Club were implemented to help combat ESL in the partner schools. Two teaching activities were held to train staff on dealing with ESL. All the project activities were supported and/or disseminated through the "ESLCo-Network" and "Euronets" asynchronous on-line platforms and social media. Freely available educational material was produced and can be downloaded and used by European teachers and school administrators dealing with ESL.

Over the two years of the project implementation, teachers had the opportunity to develop and/or improve their skills and expertise with European projects while the participating students practiced creative teamwork and enhanced their sense of belonging in school. The multiplier events and activities allowed the project results to be disseminated locally,

nationally, and on a European level.

The creation of a closely-knit network of European schools interested in dealing with ESL could be a future benefit in the long run.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

1. ESL Guidebook – Activities for all

*<http://www.osmf.eu/our-project/outputs/item/136-esl-guidebook>*

2. Teaching Approaches to Robotics in Secondary Education

*<http://www.osmf.eu/our-project/outputs/item/149-teaching-approaches-to-robotics-in-secondary-education>*

3. ESL Teaching Material

*<http://www.osmf.eu/our-project/outputs/item/158-esl-teaching-material>*

4. Taking the Plunge into Moodle

*<http://www.osmf.eu/our-project/outputs/item/150-taking-the-plunge-into-moodle>*

5. The educational material of the OSMF projects distance learning programmed “Promotion of healthy lifestyles and development of the students’ social skills through physical education and environmental activities”:

*<http://euronets.peiramak.gr/course/view.php?id=7>*

*You can find all of the projects educational material at <http://www.osmf.eu>.*

# Project profile: Community based complex school program for effective prevention and treatment of aggression and bullying - intersectoral approach from best practices to policy making



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 1 October 2015-31 August 2018
<b>Name and country of the coordinating institution:</b> Partners Hungary Foundation, Hungary
<b>Contact coordinating institution (email):</b> ferenczia@partnershungary.hu, bacsof@partnershungary.hu
<b>Name of the project coordinator:</b> Andrea Ferenczi
<b>Names and countries of partner institutions:</b> Partners Bulgaria Foundation (Bulgaria), Solidarity and Overseas Services Malta (Malta), Szolnoki Szolgáltatási Szakképzési Centrum (Hungary)
<b>Project website:</b> <a href="http://partnershungary.hu/erasmusiskolaimodelllethozasa.html">http://partnershungary.hu/erasmusiskolaimodelllethozasa.html</a> <a href="https://www.facebook.com/iskolaiagresszio/">https://www.facebook.com/iskolaiagresszio/</a> <a href="https://www.facebook.com/ASAPMalta/">https://www.facebook.com/ASAPMalta/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>ASAP - Against School Aggression Partnership is a project implemented and led by Partners Hungary Foundation in collaboration with SOS Malta, Partners Bulgaria Foundation and Szolnoki Szolgáltatási Szakképzési Centrum (Szolnok Centre of Counselling Training) and funded by the Erasmus Programme of the European Union.</p> <p>ASAP aims to contribute to the reduction of school aggression and bullying in schools while establishing and strengthening the cooperation between different institutions that deal with the student community. The project wishes to develop a model program taking the form of a whole school approach that offers an accessible and easy to adopt tool, for the reduction of school violence and bullying, which will be tested and further developed in six secondary schools: one school in Hungary, one school in Bulgaria and four schools in Malta.</p> <p>The project could bring significant support in all of the country's efforts to tackle bullying and school aggression, by <b>promoting and providing alternative conflict resolution, management procedures and restorative methods</b> to be used in schools.</p> <p>These practices will help, on one hand, prevent conflicts and minimise the occurrence of aggression, bullying and other behaviours, as risk factors in terms of a potential criminal career, and on the other hand will come as a support tool for the teachers and educators when it comes to tackling such cases.</p> <p>In addition, a key part of the project will involve capacity building on the level of individual students, teachers and other helping professionals, and also the enterprises collaborating with the schools as training sites.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><u>National reports</u></p> <p>The first phase of the project consisted of research activities which materialized in a <b>national report</b> for each of the participating three countries that will describe the current situation of school aggression and bullying on a national level, with regards to the below topics:</p> <ul style="list-style-type: none"> <li>• Identifying national stakeholders</li> <li>• Conducting desk research, surveys, needs assessments</li> <li>• Collection of best practices in terms of treatment of school aggression, peer mediation, relevant methods of treatment of bullying</li> <li>• Collecting the relevant strategies and the action plan of the government.</li> </ul> <p>The national reports compiled for each country are the basis for the creation of the <b>model program</b> that provides complex answers to the issues of school aggression and bullying. In addition to its added value it will also serve as a good source of policy recommendation for the Hungarian, Maltese, Bulgarian and European decision-makers.</p> <p><u>Model Program</u></p> <p>The second phase of the project consists of developing, implementing and testing the model program in each of the participating countries, then examining and validating its national level applicability. This includes:</p> <ul style="list-style-type: none"> <li>• skill and capacity building,</li> <li>• revision of the operational documents of the schools,</li> <li>• strengthening the links between schools and parents</li> <li>• individual treatment for students identified as victims, perpetrators or at risk.</li> </ul> <p>The model program is designed as a methodological package that incorporates all the expertise and services previously existing in the participant countries, complementing them with the best practices available in Malta, Hungary and</p>

Bulgaria, as well as elsewhere in EU.

The testing part aims to introduce a dialogue-based communication in one particular school community thus starting a cultural change in that given institution and generate a decrease in having recourse to traditional disciplinary action.

Among the activities proposed for the model are:

- Mapping the participants of school conflicts
- Identifying the risk factors of becoming a victim or a perpetrator.
- Devising a methodology for individual treatment of endangered students, preparing intervention plans for conflict/aggression prevention and treatment
- Adapt online method for students to sign and to get help in case of aggression or bullying
- Introducing of **alternative conflict resolution methods** institution-wise
  - Building resources for school **mediation**
  - Teaching **restorative processes and nonviolent communication to students and teachers** (trainings on self-awareness and aggression management for students and teachers, creating a peer mediator/supporter network of trained students, training teachers-mediators and peer mediators, etc.)
  - Institutional development, embedding new capacities in school systems
  - Organizing parent workshops, working groups and teacher-parent meetings where participants engage in real dialogue
- Building and strengthening systemic inter-institutional cooperation
  - Encouraging dialogue and cooperation among youth institutions supporting schools
  - Identifying professionals who may be involved in the project from public administration, civil organisations and authorities
  - Devising and maintaining cooperative frames by community planning
  - Devising and running a crime prevention signal system based on cooperation

The information gathered during the testing period will be compiled and published as a comprehensive manual: **handbook of implementation of anti-aggression and anti-bullying program in secondary schools** that can provide hand-on help for the schools. The manual will be available in 4 languages, in an online format as well as printed and distributed directly to schools.

#### Research report on frequency and type of school aggression and bullying

As a result of the baseline research carried out as part of the monitoring and evaluation process, each country will create a report on the aggression and bullying situation at the beginning and at the end of the program in the three participating schools. This report will be based on the research projects published in the field in the recent period. The main result of this will be the fact that it gives an exact picture in the given specific settings, but also makes it possible to carry out comparative analysis and conclusions even on the EU level, since it is based on collecting the same set of data with the same methodology in the same period of time. The initial and final data is collected partly online and partly on paper. The findings will be published online, on the partner NGOs' websites, social media surfaces and on professional websites or in international networks. The intellectual output will be the subject of dissemination events. The findings will be accessible on the websites of the partner NGOs and their social media surfaces, on professional portals (e.g. in Hungary on iskon.hu), and on international networks. The intellectual output will be subject to dissemination events. The research is conducted using strict academic standards and methods. It will be based on a preliminary analysis of recent research findings. The delegated members of the consortium will jointly develop the data collection structure and the methodology of the analysis.

#### Handbook of implementation of anti-aggression and antibullying program in secondary schools

The information gathered during the testing phase would be structured and published in the form of a comprehensive manual that can provide hands-on help for the schools (on national or international level) that want to adopt the program tested and monitored for 24 months, including the theoretical and methodological background and the desired input and output conditions. The manual will be one of the most important outputs of the project, because this will have the greatest impact once disseminated in a wide circle. We will prepare the manual with EU-level dissemination in mind. The manual will be accessible in four languages, in an online format, downloadable from the website of the partner NGOs. It will also be directly distributed to schools.

#### Policy recommendations for Hungarian, Bulgarian, Maltese and European decision-makers

The research report created as the preparation for the model program and as an outcome of the monitoring and evaluation, with the addition of the rich and diverse information collected through the consultation with the teachers, students, parents, youth workers, etc. participating in the program, which will all represent added value if compiled in a unified document reaching out to policy making level. The NGOs participating in the project all have it spelled out in

their mission statement that they wish to mediate between the field and the policy making level. They can excellently channel new aspects arising during the practical work into policy making processes in this project.

The material will be created as a text both online and in a printout version.

#### Evaluation

The third work package of the project will consist of three research reports one for each participant country, on the frequency of occurrence and background of school aggression and bullying.

In addition, as part of this phase of the project there will be produced **a report on aggression and bullying situation in the three participant school before and after the implementation of the program model**, which will result in one of the main intellectual output of the project. The data will be collected partly online and partly on paper with the results published online on the partner NGO's websites, social media surfaces and on professional websites in international networks.

## Project profile: Complex Innovation in Bilingual Education



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 12 months
<b>Name and country of the coordinating institution:</b> Budapest II. Kerületi Szabó Lőrinc Kéttannyelvű Általános Iskola és Gimnázium, Hungary
<b>Contact coordinating institution (email):</b> szaborincgimnazium@gmail.com
<b>Name of the project coordinator:</b> Tímea Bem
<b>Names and countries of partner institutions:</b> Our teachers attended summer courses at different Teacher Training institutions in the UK. We are planning to have two partner institutions in our forthcoming project, one in Poland and one in the UK.
<b>Project website:</b> <a href="http://szaborincgimnazi.wixsite.com/erasmus2015">http://szaborincgimnazi.wixsite.com/erasmus2015</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a9e196f9-356e-4a25-a30a-923117539959">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a9e196f9-356e-4a25-a30a-923117539959</a> This is a link to our previous 2015-2016 project. The current one finishes on the 31 <sup>st</sup> of May 2017.
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  The aim of the project 'Complex Innovation in Bilingual Education' has been a large scale modernisation of the comprehensive educational work at the 18-year-old Szabó Lőrinc Bilingual Primary and Secondary School, Budapest, Hungary. Bilingual teaching imposes extra workload on teachers and involves tasks that can only be accomplished by continuous professional development, self-reflection and effective day-to-day cooperation with students, parents and colleagues. As the number of foreign students enrolling at our institution is increasing, it is vital to get to know the latest state-of-the-art teaching methods and good practices to be able to integrate them into our school life bridging all cultural, educational and language gaps. Beyond language improvement, our top priorities have been to deepen our teachers' academic and methodological knowledge, establish invaluable international connections, look for future project partners as well as to broaden the curriculum for some of the English-language subjects in our school. Throughout the preparation and implementation phase participants have gained experience in writing project proposals while coordinating and distributing their tasks. During dissemination, they keep sharing their gained knowledge both on national and international forums by writing articles, holding workshops, presentations and demo lessons to the widest possible target audience. As a bilingual school, they can easily spread the word to professional forums such as the Association for Bilingual Schools, the International Association for Teachers of English as a Foreign Language. Project participants also contribute to the continuous improvement of the school's website with relevant course materials, useful links and eTwinning project reports. Our students, who are to benefit the most from our project results, are involved by implementing tasks with a whole new point of view, such as organising an international school day or doing project work. In the short term the project has brought its participants professional development, rejuvenation, lifelong memories and invaluable international networking experience. In long term perspectives, it provides opportunities for our institution to prove its academic excellence, open up new dimensions in bilingual education and gain increased recognition at a European level. Being faithful to the creed of our school: 'The wish that Nothing Is Enough was beautiful!' Lőrinc Szabó: Cricket music 347.
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="http://szaborincgimnazi.wixsite.com/erasmus2015">http://szaborincgimnazi.wixsite.com/erasmus2015</a>

## Project profile: Teaching Vocabulary to Elementary Students



### Type of the project:

(School mobility project (KA1)), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)

**Duration of the project:** 15 minutes

**Name and country of the coordinating institution:** Tempus Közalapítvány - Hungary

**Contact coordinating institution (email):** INFO@TPF.HU

**Name of the project coordinator:** Agnes Miskolczi

**Names and countries of partner institutions:** Egri Lenkey János Általános Iskola - Hungary

**Project website:** <http://lenkeyiskola.hu/lenkeyiskola/?cat=62>

### Link to Project Results Platform (if applicable):

**Project summary** (please do not exceed 2.500 characters including blanks) . In the XXI. century it is extremely important that children are able to communicate in English. The opportunities given by the Erasmus program have proved positively in the education. Our school tries to adapt to the growing needs, so the teachers train themselves permanently. According to the institution's development plan our aim is to improve the key competences of our students. I took part in a KA1 project which contributed to rejuvenation of my teaching method. It needs to be actively taught. I learned different teaching techniques which improve students' speaking skills. The acquisition of vocabulary is arguably the most critical component of successful language teaching and learning.

„We think with words, therefore to improve thinking, teach vocabulary.” – A. Draper and G. Moeller

The teacher copies a list of words and students look the meaning up in the dictionary. Does it work? Probably not. Copying definitions from the dictionaries is not an effective way to learn vocabulary. According to the linguistics, the students have to see a new word at least five times before they can include it in their active vocabulary. We all know that although it is important to use correct grammar and structures, words are the main carriers of meaning. This means that the more words, students are able to handle accurately, the better their chances of understanding English and making themselves understood. In order to make sure that students have mastered the items, they need to review them at least ten times, probably more! As a language teacher, one of my main task is to help students develop a rich and useful vocabulary inventory. I have learned different teaching techniques they can use to improve their speaking skills. I would like to familiarize some new method which I acquired and use on my lessons.

How to memorise new words? How to make it easier for the students to perceive new words and keep them in mind for a long time? The first step is to determine the dominant learning style. According to the VAK theorists, students grades 4 to 8 are visually presented. We have to take into consideration the different learning styles in our classroom management strategy. In my project I'd like to introduce some different teaching activities for visual and auditory learners.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

I took part in the refresher teaching methodology course and I returned with new ideas and methods. The experiences acquired during the mobility I shared among the staff of the school by meetings, workshops and videos. The results of the projects are visible. I can vary my vocabulary teaching. The students became more active, more motivated on the lessons. The results of the project is that I can transmit the new methods to the foreign colleagues, which I apply day by day.

Here are some teaching strategies for instructing vocabulary words to elementary students.

1. Mind map or brainstorming – I often use this kind of method. I give a noun, students suggest all the adjectives that might describe it.
2. Illustration – it is useful for more concrete words and for visual learners
3. Association – Ferrari: red, fast, expensive ( in the period of practice)
4. Definition to word - I give students the definitions and I let them find the word itself from the text
5. Word to definition – I give students the word and they define it
6. Pictionary – a pupil draws a picture which represents the new word or phrase
7. Back to the board – review vocabulary from an earlier lessons. One volunteer from each group sits with their back to the board.
  - definition
  - mime
  - pictionary
  - removing the word
  - dialogue
8. One word- three definitions – choosing the correct definition
  - student writes three definitions and the others choose the correct one

If I have an opportunity, I'd like to share these teaching techniques in the form of workshops. I know that these methods of teaching vocabulary are not new but during a mobility I got some ideas about how to take these activities more pleasurable and how do we renew our teaching technique.



## Project profile: Citizenship Education in European secondary schools



<b>Project Title:</b> Citizenship Education in European secondary schools
<b>Type of the project:</b> (School mobility project (KA1), <u>Strategic school-to-school partnership</u> , Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01 September 2016 – 31 December 2018
<b>Name and country of the coordinating institution:</b> Közgazdasági Politechnikum Alternatív Gimnázium, Hungary
<b>Contact coordinating institution (email):</b> palyazat@poli.hu
<b>Name of the project coordinator:</b> Anna Surányi
<b>Names and countries of partner institutions:</b> Mehmetçik Anadolu Lisesi, Turkey (Corum) Colegio Salesiano Santísima Trinidad, Spain (Sevilla) 15 Liceum Ogólnokształcące, Poland (Cracow) Ganztagsschule "Werner Seelenbinder", Germany (Zielitz)
<b>Project website:</b> crosscult.poli.hu
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Social and civic competences are one of the essential key competences so European students must be equipped with the right knowledge, skills, attitudes and a commitment to active democratic participation in society.</p> <p>Our project wants to give a model how schools and curricula can contribute to students acquiring these skills. It has a competence and project-based approach to find new ways in teaching citizenship education, focusing on practical skills through active learning – 'learning by doing': learning about past and present violations of democratic principles in discussions with witnesses, volunteers and representatives of NGOs, excursions to places of remembrance, etc.</p> <p>Our objectives are</p> <ul style="list-style-type: none"> <li>• to promote equity, social cohesion and active citizenship through school education by discovering and exchanging good practices of partner schools;</li> <li>• to find new ways and methods for teachers in school education to enhance students' social and civic competencies (knowledge, skills and attitudes) in a combination of both curricular and extra-curricular school based activities;</li> <li>• to increase students' active European citizenship, ability to work in multicultural groups, positive attitude towards European projects and tolerance towards different cultures;</li> <li>• to build a European network of the partner schools lasting after the project period as well.</li> </ul> <p>The good practices shared in the project are the following:</p> <p>Hungary:</p> <ul style="list-style-type: none"> <li>• Tolerance day, social studies (11th-12th grade), citizenship education (9th grade)</li> </ul> <p>Germany:</p> <ul style="list-style-type: none"> <li>• Social Studies, project days, workshops for bridging generations, organising charity events, workshops with children of refugees</li> </ul> <p>Poland:</p> <ul style="list-style-type: none"> <li>• organising lectures, debates, exhibitions about burning civic issues</li> </ul> <p>Spain:</p> <ul style="list-style-type: none"> <li>• 'Ciudadanía' – 'How to be civic', 'Social changes and new gender relationships', 'tutorials' dealing with different topics related to social rights</li> </ul>

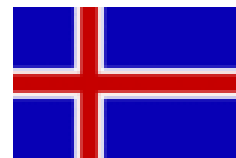
Turkey:

- “Education for Citizenship and Human Rights” or “Ethical and Civic Education”, integration of migrant students, ‘Gender Equality’ reflecting on human rights, emancipation of women, democracy

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

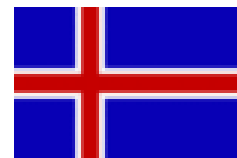
Our main product will be a methodological resource book with a video guide completed by the end of the project with the short description of each good practice, with methods used, with handout and worksheet samples, etc. It will also be uploaded to the project website so that a larger audience could have access to it.

## Project profile: Georesources - sustainability of a future generation in a changing environment



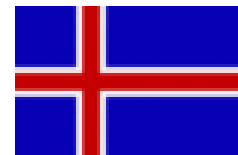
<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) <b>KA2</b>
<b>Duration of the project:</b> 2016-2019
<b>Name and country of the coordinating institution:</b> Hersleb Videregaende Skole, Oslo, Norway
<b>Contact coordinating institution (email):</b> sjbia001@osloskolen.no
<b>Name of the project coordinator:</b> Sjur Bie-Lorentzen
<b>Names and countries of partner institutions:</b> Menntaskolinn i Reykjavik, Iceland Project
<b>website:</b> <a href="https://www.facebook.com/geocollaboration/">https://www.facebook.com/geocollaboration/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The main focus will be towards climate change, geological resources and geoscientific research. These three topics will emphasize the challenge faced in a changing climate and environment. Hereby we want to encourage the students to become more responsible towards and aware of environmental issues. The students will be challenged to think and learn actively about ways to conserve the Earth in a durable way. Furthermore, this project may engage in furthering the recruitment of geology education in schools and universities. The schools differ strongly with respect to the cultural composition. Through language and culture, openness, teamwork across nationalities and new friendships the participant's understanding and tolerance towards other cultures will increase. The students will hereby broaden their horizons and develop a European and even a global approach of thinking.</p> <p>The participants will do fieldwork where they will have opportunities to see things that are not available in their home countries. Also they will participate in lessons and social activities with other students.</p>

## Project profile: Study, work and professional learning community



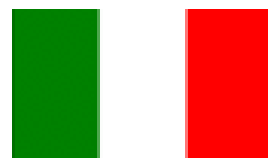
<b>Type of the project:</b> (School mobility project (KA1). School education staff mobility
<b>Duration of the project:</b> 01-06-2015 - 01-06-2016 2015
<b>Name and country of the coordinating institution:</b> Skolathjonusta Arborgar, Iceland
<b>Contact coordinating institution (email):</b> skolathjonusta@arborg.is
<b>Name of the project coordinator:</b> Thorsteinn Hjartarson, Anna Ingadottir og Þórunn H. Ólafsdóttir
<b>Names and countries of partner institutions:</b> Enghavegårdsskole, Katrinedalsskole og Örestads gymnasium KH, Denmark Högasettsskolan and Holstagårdsskolan, Helsingborg, Sweden The Riverside Museum and Education Scotland, Glasgow Scottish College of Educational Leadership (SCEL) St. Eunan's/Dumbarton Academy The Kibble Education Center and Kelvingrove Museum, Glasgow Anniesland College, Glasgow Cardinal Winning Secondary School and John Paul Academy Secondary School, Glasgow
<b>Project website:</b> <a href="https://www.arborg.is/Erasmus-a-is-land-i-valdi-arborgarverke-fnid-sem-best-pract-icel">https://www.arborg.is/Erasmus-a-is-land-i-valdi-arborgarverke-fnid-sem-best-pract-icel</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://www.arborg.is/wp-content/uploads/2013/10/Erasmus-skýrsla-Nám-og-starf-09.05.16.pdf">https://www.arborg.is/wp-content/uploads/2013/10/Erasmus-skýrsla-Nám-og-starf-09.05.16.pdf</a> <a href="https://www.arborg.is/wp-content/uploads/2013/10/UTskýrsla.pdf">https://www.arborg.is/wp-content/uploads/2013/10/UTskýrsla.pdf</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <i>Study, work and the professional learning community</i> , a collaborative project between elementary schools in the municipality of Arborg and its school services. The three groups have reported on the project to the committee on instruction, in elementary schools and through articles in the press and on websites. <ul style="list-style-type: none"> <li>Professional learning community group that visited Glasgow - The objective of the trip to Glasgow was to learn from what the Scottish are doing to promote the professional learning community.</li> <li>Arborg VET (Vocational education) group that visited Glasgow - The objective of the study trip to Glasgow was to observe what the Scottish are doing to promote career education in Scotland's education system: how they link study and employment in order to give study more significance and to reduce dropout.</li> <li>IT and school procedures group that visited Denmark and Sweden. The project has supported our work in e.g. strengthening teachers in the workplace and making them better prepared to use smart technology in the classroom and strengthening technology in order to improve communications between students, teachers, homes and schools.</li> </ul>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): Through the project a clearer view of schools and school services has been obtained. Professional discussion of school matters, such as improved teaching, teaching procedures and school services, has been strengthened. This is especially true with regard to the planning and execution of Arborg's School Day, which was held for all pre- and elementary school staff. Organization of Arborg's School Day was built on the ideology of the <i>professional learning community</i> , in which development of school procedures never takes place in isolation. For our students to achieve, we must be willing to help each other and to share ideas, knowledge and experience. The Erasmus+ project also made it easier to apply to the School Development Fund for a large-scale. It is clear from the reports of the three Erasmus+ groups that participants put a great deal of effort into their work, that the trips went well and that the recommendations and comments made by the groups are in the spirit of the main points and aims put forward in the application to the Icelandic Centre for Research.

## Project profile: Your Health is Your Wealth



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 1.09.2105 – 31.08.2017
<b>Name and country of the coordinating institution:</b> Framhaldsskólinn í Austur-Skaftafellsýslu, Höfn (FAS), Iceland
<b>Contact coordinating institution (email):</b> fas@fas.is
<b>Name of the project coordinator:</b> Hjördís Skírnisdóttir
<b>Names and countries of partner institutions:</b> Liceum Ogólnokształcące nr VII (LO nr. VII), Wrocław, Poland
<b>Project website:</b> <a href="http://health.fas.is/">http://health.fas.is/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks): <b>Two secondary schools are in the project, FAS in Iceland and LO nr VII in Wrocław in Poland.</b> The project leaders met at eTwinning and the project is an eTwinning project. It has a common web page <a href="http://health.fas.is">health.fas.is</a> which is updated regularly and contains most of the work done so far. This page is open and free to use for everyone.</p> <p>The main purpose intends to tackle the common problems teenagers face. The project is based on program in Iceland promoting healthy lifestyle for students. A way to deal with these problems is practicing mindfulness and taking care of physical activities and nutrition.</p> <p>Teams were formed in both schools including participants with specific difficulties, like learning and concentration problems. It was planned that 12 students in each country would participate each year, which makes 48 in both years. Because of much interest, 63 students were able to participate in the visits and much more are involved at both schools. Common language is English. The improvement of language skills has been proven by applying Europass language passport. The language fluency has improved and motivation to learn foreign languages.</p> <p>Before and during the visits emphasis was placed on discovering the partner country, its history, culture, school system etc. Students created a diary which was uploaded to the countries project website. Different workshops were held during visits such as healthy eating, physical training, logo competition, mindfulness classes, open-air communing with nature.</p> <p>One of the main project goals was to create useful short messages about how to deal with negative thoughts, stressful situations and wrong attitudes etc. Those messages created by young people are part of our peer-mentoring program. The products can be seen at <a href="http://health.fas.is/">http://health.fas.is/</a> under “students group work”. They have been shared via Facebook in both participating countries. Local medias in both countries have been used to introduce and disseminate the project. March 2017 (last mobility). Students worked on a booklet that will be published at the end of the project work. It will also be uploaded online. The booklet will sum up our two-year cooperation including the presentation of uniqueness and beauties of our cultures. The main emphasis will be placed on useful tips and techniques based on scientific research and personal experience. The main objective is to make young people aware that they are creators of their lives and that taking care of their mental and physical health should be top priority. Investing in good healthy habits will vastly contribute to better concentration/attention and stress management abilities and in consequence improvement of cognitive skills and better school performance.</p> <p>The 2. project meeting will be next June in Wrocław. Most of the staff of FAS participating in the meeting will learn about the Polish school system, school counseling program, share good practices and summarize the project work.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>The projects result will be uploaded to <a href="http://health.fas.is/">http://health.fas.is/</a> and in Poland <a href="http://ks.lo7.wroc.pl/erasmus/Your-Health-Is-Your-Wealth-o-projekcie">http://ks.lo7.wroc.pl/erasmus/Your-Health-Is-Your-Wealth-o-projekcie</a></p>

## Project profile: Training teachers to encourage innovative curricula and future European partnerships



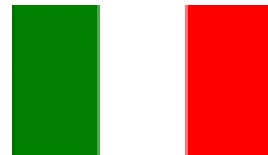
<b>Project Title:</b> Training teachers to encourage innovative curricula and future European partnerships
<b>Type of the project:</b> School Staff mobility project (KA1)
<b>Duration of the project:</b> 24 months; 01/08/2014 to 31/07/2016
<b>Name and country of the coordinating institution:</b> Liceo Statale Rinaldo Corso, Correggio ITALY
<b>Contact coordinating institution (email):</b> marcella.bursi@libero.it, liceocorso@liceocorso.gov.it
<b>Name of the project coordinator:</b> Marcella Bursi
<b>Names and countries of partner institutions:</b> Karhulan lukio, Kotka FINLAND
<p><b>Project website:</b> the project has produced no website, our school/the coordinator of the project has produced a website with the dissemination activities inspired and brought about by the Staff Mobility Project Mobilities. This website is called Europa in Corso – (in)formazione europea al liceo corso (in Italian the title echoes both the name of our school and the work in progress of the training, which again with a play on words on formazione/informazione becomes in training and simply news and current affairs, as these dissemination activities include peer-training and projects, but also try to involve a larger audience in the “European citizenship”)</p> <p><a href="https://europaincorso.wordpress.com/">https://europaincorso.wordpress.com/</a></p>
<p><b>Link to Project Results Platform (if applicable):</b></p> <p><a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/8cb3ca60-4b65-406e-b729-56641017e54c">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/8cb3ca60-4b65-406e-b729-56641017e54c</a></p>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The staff members shaped this 2-year project as they needed to find motivation and enrich competences to be more stimulating in their teaching and open up their European dimension to plan actions to innovate curricula. Our school needed to renew teaching strategies by sharing competence and knowledge with European teachers and schools, CLIL teachers required to practise and improve their approaches. The 16 participants were language teachers that considered it vital to update cultural contents or enhance ICT, and subject teachers (history and philosophy, Maths and Physics) that wanted to enhance their CLIL teaching practice and to share experience to plan future actions that might lead students to act in a European network and in a context stimulating their enterprising spirit.</p> <p>The project involved activities of teacher training organised by providers in Austria, the UK, and Spain, which strengthened the European dimension, providing possibilities of exchange leading to new mutual projects and contacts with teachers coming from schools abroad, stimuli to discussion and sharing of strategies and approaches that inspired our students and enhanced our teachers. Our Staff members focused on Communication skills - developing oral fluency, Technology in the classroom, Teaching Culture and Literature, CLIL for Secondary Teachers. The project included significant mobilities in Job Shadowing carried out in February 2016.</p> <p>When it comes to envisaging the results and impact, we consider that the improved learning and enriched competences, the constant exposure and understanding of diverse practices and approaches have augmented the professional skills and enhanced the quality, variety and effectiveness of the activities the students are involved in. Better understanding of Europe and intercultural awareness have reinforced and triggered new relationships and projects. New changes have been triggered towards a more dynamic and committed professional environment, which is better at team working and sharing good practices, which resulted in revitalised curriculum than</p>

ks to the Job shadowing study, the lesson plans and modules conceived, produced and collected in a database which is made available to teachers. The most significant impact of this project was in fact a renewed enthusiasm in the staff and sharing practices, which has led to team working to carry out European projects, produce teaching materials, training materials and workshops as a result of combined work.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

All project results and teaching material can be found in the link beforesaid (Erasmus+ Project Results platform <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/8cb3ca60-4b65-406e-b729-56641017e54c>),  
in the section Materiali of the main menu in <https://europaincorso.wordpress.com/materiali-2/> (Europe in Training)

## Project profile: School&Work



<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> CIPAT (Italy)
<b>Contact coordinating institution (email):</b> g.italiano@teletu.it
<b>Name of the project coordinator:</b> Giuseppe Italiano
<b>Names and countries of partner institutions:</b> Inforef (Belgium) RENASUP (France) Pixel (Italy) Lithuanian University of Educational Sciences (Lithuania) Fundatia EuroEd (Romania) Confederación de Empresarios de Aragón (Spain)
<b>Project website:</b> <a href="http://schoolandwork.pixel-online.org">http://schoolandwork.pixel-online.org</a>
<b>Link to Project Results Platform (if applicable):</b> The project results are available on the project web site mentioned above
<p><b>Project summary</b></p> <p><b>Objectives</b> The School&amp;Work project aims at the prevention of early school leaving by creating a synergy between schools and the world of work. The aim is to involve the labour market in supporting students' motivation to stay at school and fostering their entrepreneurial spirit.</p> <p><b>Participating organisations</b> The School&amp;Work project involved:</p> <ul style="list-style-type: none"> <li>• 7 contractual partners including training agencies, schools, universities, school consortium and associations</li> <li>• 37 schools (mainly vocational)</li> <li>• More than 100 teachers of all subjects</li> <li>• Around 40 school counsellors</li> <li>• Around 4.000 students including 1.300 with fewer opportunities</li> <li>• 41 associated partners including associations, education centers, business associations, public authorities, universities</li> </ul> <p><b>Results</b></p> <p><u>Toolkit "Identification of Students' Potential"</u> The toolkit is structured in 3 areas to be used by teachers and counsellors with students:</p> <ul style="list-style-type: none"> <li>- Unveil students' potential: giving access to 33 reviewed tests to identify students' aptitudes.</li> <li>- Skills assessment: giving access to 32 reviews of tests to assess students' skills.</li> <li>- Interactive wizard tests: giving access to 13 interactive tests aiming at supporting students' orientation</li> </ul> <p><u>Job market analysis</u> This section provides schools with a better understanding of the needs of the enterprises. There are 3 sections:</p> <ul style="list-style-type: none"> <li>- European Job Profiles: describing the 10 most requested job profiles in each partner country</li> <li>- Necessary skills: providing an online tool for students to identify which job profiles are potentially more suitable for them</li> <li>- Entrepreneurial spirit: giving access to a collection of 29 online courses and 23 reviews of crowdfunding platforms aiming at enhancing the entrepreneurial spirit of the students</li> </ul> <p><u>Video Gallery of Testimonials</u> The video gallery is organised in 3 sections:</p> <ul style="list-style-type: none"> <li>- Interviews with successful entrepreneurs</li> <li>- Interviews with successful employees</li> <li>- Interviews with successful people</li> </ul> <p>The collection of videos underlines, through the interviews, the importance of completing education for being successful in the labour market.</p> <p><u>E-learning Package</u> The aim is to provide teachers with the competences in dealing with students at risk of early school leaving. The course is organised in six modules:</p> <ul style="list-style-type: none"> <li>- Understanding Pupils</li> <li>- Capitalise on pupils interests and skills</li> </ul>



- World of work
- Innovative Entrepreneurial Experiences at School
- Mobility to Learn and Work
- Guidance, Counselling and Support Services

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

### **1 - Identification of Students' Potentials**

The intellectual output "Identification of Students Potentials" provides school counsellors and teachers with specific tools to offer a personalized guidance to each single student, supporting their individual development path, taking in consideration their aptitudes, personality and skills. The objective is to motivate them to stay at school and proceed with their education, in order to secure a career and life style that might suit them the best in the future.

The tests section is split into three different areas:

- Online Tests
- Database of Aptitudes Tests
- Database of Skills Tests

#### **Database of Aptitude Tests**

The 33 tests available under the database of aptitude tests ([http://schoolandwork.pixel-online.org/TST\\_aptitude.php](http://schoolandwork.pixel-online.org/TST_aptitude.php)) are to be used by school teachers and counsellors with students in order to assess the students aptitudes, including those acquired during informal learning environments and to identify the main areas of necessary improvement so as to meet the needs of the labour market. The results received from these tests can be used by teachers to highlight the importance of acquiring school education, as well as to fill the gap between the student's existing skills and those required in the labour market. The main focus is going to be on tests that focus on the development of interpersonal skills. The section contains a search engine, in order to filter the available tests by different filters, such as: clerical, diagrammatic dexterity, mechanical ability, numerical reasoning, sensory, spatial ability, verbal reasoning. Tests are available in all partners' languages. For each test it is available a link to access it and a review carried out by the partners.

Teachers and students have the possibility to report their opinion on the tests at the bottom of the web site page. A Romanian teacher thinks that *"There are lots of students who are confused when choosing a profession. They usually end up by choosing their parents' profession although they may be different from their parents. Such tests help them remove confusion caused by not knowing what they are good at, or their strengths and weaknesses."*

#### **Database of Skills Tests**

The 32 tests available under the database of skills tests section ([http://schoolandwork.pixel-online.org/TST\\_skills.php](http://schoolandwork.pixel-online.org/TST_skills.php)) are to be used by teachers and counsellors with students in order to assess the students existing interpersonal skills. The goal of these tests is to understand what skills does the student possess, in order to determinate the optimal learning path for the particular student. The results received from these tests can be used by teachers to highlight the importance of transferable skills in education and also the workplace. The main focus is going to be on the tests that focus on interpersonal skills, and also general knowledge. The section contains a search engine, in order to filter the available tests by different filters, such as: test typology (communication in a foreign language, communication in the mother tongue, cultural expression, digital competence, entrepreneurship, interpersonal and civic competences, learning to learn, mathematical literacy and basic competences in science and technology). Tests are available in all partners' languages. For each test it is available a link to access it and a review carried out by the partners.

A French teacher reported *"I am interested in helping students to learn. Some of them do not know how and therefore they spend hours in front of the book without learning anything. I've been looking for such tests for some time now and here it is- on this platform. Thank you very much!"*

#### **Online Tests**

The online tests section of the website ([http://schoolandwork.pixel-online.org/TST\\_wizard.php](http://schoolandwork.pixel-online.org/TST_wizard.php)) contains 14 tests that are to be used by teachers and counsellors with students to identify their hidden potential. The tests available in this section have been developed by project partners, and the tests aim to evaluate the student's abilities and personality traits, in order to develop a personal development plan which can be used to motivate and guide the student in their education life. During the test you are required to select the answer which represents your personality the most. The test results are displayed upon the completion of the test, explaining the results in detail and recommending the possible options for self-improvement.

A Lithuanian teacher reported *"Wonderful and useful collection of on-line tests. My students did some of them and discovered their strengths and weaknesses. After testing, it was really interesting to hear new ideas from the students concerning their career planning."*

### **IO 2 – "Skills to succeed in the job market"**

The intellectual output "Skills to succeed in the job market" provides school counsellors and teachers with tools to be

used to plan and implement personalised guidance services to motivate students at risk of early school leaving to complete their studies, through the analysis of the skills that are fundamental to enter and succeed in the job market and that are provided at school.

The Skills and Jobs section is split into three different areas:

- Job Profiles
- Skills
- Entrepreneurship

### **Job Profiles**

The Job Profiles section ([http://schoolandwork.pixel-online.org/SJ\\_jobprofiles.php](http://schoolandwork.pixel-online.org/SJ_jobprofiles.php)) contains material regarding the most researched job profiles in 6 countries, to be used by students together with school teachers and counsellors to identify the required skills and knowledge one would need to acquire in order to match the requirements set by the particular career. The information received from the job profiles can be used by teachers to highlight the importance of acquiring school education, as well as to fill the gap between the student's existing skills and those required in the labour market. Each of the partner countries contains a list of the most researched job profiles. For every profile, the relevant skills, competencies, employment rates, selection procedures and required qualifications have been listed. The job profiles section likewise provides opportunity to provide feedback and comments about the particular section.

Teachers and students have the possibility to provide feedback and report their opinion on the job profiles at the bottom of the section. An Italian teacher feels that *"The job market is always difficult to understand for a student and so a section about this is really important; online resources are surely easy to read. For a student it is important to know the job profiles, not only to choose a job, but to have ideas about the labour market trend. Sometimes we have no idea about the requests of labour market."*

### **Skills**

The Skills section ([http://schoolandwork.pixel-online.org/SJ\\_skills.php](http://schoolandwork.pixel-online.org/SJ_skills.php)) contains a resource to be used by teachers and counsellors in conjunction with students to identify which job profiles are potentially more suitable for them, depending on their knowledge, skills and competencies. This tool provides students with an ability to select skills, knowledge and competencies that they think they possess, in order to find out which job profiles are potentially more suitable according to their current abilities. The results are then displayed upon the completion of the form, explaining the strengths and weaknesses in detail and recommending the possible career paths, which then can be gone through together with the school teacher or counsellor to decide on a learning path that could be used to improve or maintain the required skill set. For this section a link is available that can be used to access the comment/feedback section, containing reviews carried out by the target groups.

A Romanian teacher feels that *"Knowledge, skills and competences are essential ingredients for an efficient and effective professional. The matrix of this triad and its intersection with a corresponding job profile is very relevant for any young person in search of a suitable job. I also consider important the level of motivation and the type of attitude the person shows towards work in general and in respect to a specific work place in particular. I look forward to more resources this portal offers."*

### **Entrepreneurship**

Entrepreneurship section ([http://schoolandwork.pixel-online.org/SJ\\_entrepreneurship.php](http://schoolandwork.pixel-online.org/SJ_entrepreneurship.php)) contains a collection of information, tools and learning material on how to promote entrepreneurship spirit among students. In particular, the entrepreneurship section provides an insight into the most innovative opportunities that are available for cooperative entrepreneurship, such as crowdfunding options, involving the students into real life small scale business projects. The available online courses provide material that can be used by students, together with school teacher guidance, to kick-start their small scale business projects. For this section a link is available that can be used to access the comment/feedback section, containing reviews carried out by the partners.

A Romanian teacher expresses their opinion *"This site is in line with my student's ambitions and dreams. They talk about business and they know that getting funds is vital. I didn't know anything about Crowdfunding. Thank you for this information. It sounds very convincing and doable. I'll access all the Crowdfunding sites with my students and we will take advantage of this opportunity."*

### **IO 3 – Video Gallery of Testimonials**

The intellectual output "Video Gallery of Testimonials on the Importance of School Education" provides school teachers and counsellors with access to video testimonials underlining the importance of education at schools in order to be successful in life and at work. The videos report in a very direct way the personal history of the interviewed people and have the aim to encourage students to stay at school and complete their education.

The Video Gallery section is split into three different areas:

- Successful Entrepreneurs
- Successful Employees
- Successful People

### **Successful Entrepreneurs**

The Successful Entrepreneur section ([http://schoolandwork.pixel-online.org/VG\\_Entrepreneurs.php](http://schoolandwork.pixel-online.org/VG_Entrepreneurs.php)) contains video material which focuses on real life scenarios, where the interviewees discuss their professional and personal history, the education and training path taken to become successful. The videos underline, through real life cases, the importance for companies to employ human resources who not only possess technical and professional skills to perform specific tasks, which can be acquired with everyday experience at work, but also basic and interpersonal skills which can be acquired only by completing school education. A selection of videos is available in the entrepreneur section in partner national languages, with English subtitles available. The videos can be used by teachers together with students to develop a personalised plan, which can be used for one's self-improvement.

Teachers and students have the possibility to provide feedback and report their opinion of the "Successful Entrepreneurs" section at the bottom of the page. A teacher from Italy says *"The video section is important for our training and knowledge of job opportunities and skills to improve. The videos are important because they deal with real stories and real paths of boys and girls. In the videos we can understand that education and school can help us to choose the right job."*

### **Successful Employees**

The Successful Employees section ([http://schoolandwork.pixel-online.org/VG\\_Employees.php](http://schoolandwork.pixel-online.org/VG_Employees.php)) contains video material which focuses on real scenarios underlining the importance of completing school education to gain access to a stable and/or well-paid job and in opening concrete opportunities for a successful and rewarding career. The main focus of the interviews is the personal and profession history, the educational and training paths taken, how the school played a massive role in their job activities and responsibilities, as well as difficulties the employees had to face when entering the job market and the benefits gained from the skills acquired at school. A selection of videos is available in the entrepreneur section in partner national languages, with English subtitles available. The videos can be used by teachers together with students to develop a personalised plan, which can be used for one's self-improvement.

Teachers and students have the possibility to provide feedback and report their opinion of the "Successful Employers" section at the bottom of the page. A teacher from Italy said *"The video section is important because the educational path teaches you to deal with difficulties and helps you to have a basic culture. The educational path is very important for anything you want to choose in your life. School can help you to grow and also to decide what you want to do in the world of work..."*

### **Successful People**

The Successful People section ([http://schoolandwork.pixel-online.org/VG\\_People.php](http://schoolandwork.pixel-online.org/VG_People.php)) contains video material with famous personalities, such as football players, singers, actors, artists, underlining the importance of school education for those who are willing to aim to become "famous". The videos focus mainly on people who have successfully completed school education, but they also contain several cases of successful people, who left school early, in order to follow their perspectives of success. These interviews provide an insight into the difficulties that they had to face, despite becoming successful, as a result of leaving school early and not completing their education. Videos are available in national languages with the subtitles available in English.

Teachers and students have the possibility to provide feedback and report their opinion of the "Successful People" section at the bottom of the page. A teacher from Italy said *"This section is important because the video are useful to work with young people in these days. The teachers have to organize the activity well and he or she doesn't use the video without a reason."*

### **IO 4 – "E-learning package"**

The intellectual output "E-learning package" provides teachers and counsellors with an online training course on how to deal with students at risk of early school leaving and motivate them to continue and complete their educational path at school, by identifying their attitudes and specific skills, and motivating them to study by giving evidence to the importance of acquiring the transferable skills that are required by the companies and recruiting services.

The Training section is organised in six modules. All modules, over the specific contents, contains informative material, such as, collection of articles, surveys, video interviews, lectures, career development plans, best practices for teachers and counsellors, psychologists and other specialists

### **Understanding Pupils**

This module (<http://schoolandwork.pixel-online.org/training1.php>) contains material which focuses on the psychological aspects to be addressed and taken into account to understand the pupils personal aptitudes and characteristics and identify those aspects that must be considered to personalize their education path, their motivation to study and the risk factors that can lead to the decision of abandoning school. The information available in this module is to be used by teachers and students to enhance their knowledge and skills and to be used to guide the students towards a successful education and career path.

### **Capitalise on pupils interests and skills**

This module (<http://schoolandwork.pixel-online.org/training2.php>) contains material that focuses on how to unveil

the interests and attitudes of students, in order to plan and implement personalized educational paths and guidance services to valorise these talents through curricular and extracurricular activities and motivate the students to stay at school. This module focuses on the student interests, aptitudes and key competencies, and unveils the role of schools and education on the development of the student, and the ability to perform.

### **World of work**

This module (<http://schoolandwork.pixel-online.org/training3.php>) focuses on the professional profiles that are most wanted within the job market and on the basic and transversal skills that companies and recruiting services take into consideration when selecting human resources. This module focuses on the relation between the school world and the labour market, and what are the tools available in both the school and labour markets that help young students to build their professional profile before entering the labour market.

### **Innovative Entrepreneurial Experiences at School**

This module (<http://schoolandwork.pixel-online.org/training4.php>) main focus is on how to motivate students to complete their school studies, by involving them into the development of their business ideas, by using crowdfunding platforms in order to obtain the necessary financial funding to develop the entrepreneurial idea whilst at school. This module focuses on initiatives and training to stimulate entrepreneurship among students, suggesting ideas to train entrepreneurial teachers, presenting entrepreneurial projects carry out in school.

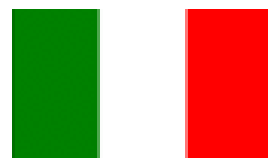
### **Mobility to Learn and Work**

This module (<http://schoolandwork.pixel-online.org/training5.php>) focuses on how schools can motivate students to complete their school path and to prepare to compete in the job market through the exploitation of the opportunities available to the student, carry out voluntary service experiences and work experiences abroad, through mobility funding and cooperation initiatives. This module looks at how the opportunities provided by mobility programmes can be used to improve the students educational and career development path. Moreover, this module provides an insight on the impact of mobility programmes on everyday life, the ability to understand other cultures, languages, people, diversifies ones view, providing a positive benefit not only for personal development, but also for educational and career development.

### **Guidance, Counselling and Support Services**

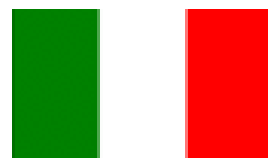
This module (<http://schoolandwork.pixel-online.org/training6.php>) focuses on how to design and implement personalized quality guidance, counselling and support services to students from the beginning of their secondary school path in order to motivate them to stay at school. This module's main goal is to allow teachers, school directors, parents and other staff members to provide help to students, in regards to finding out their optimal career path, and to provide a variety of resources when it comes to guidance and counselling, as well as, ensure that the students are aware that they are the ones responsible for their educational and career choices.

## Project profile: TIDE – New Tools for Inclusion of Dyslexic Students



<b>Type of the project:</b> Strategic partnership for school education (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 01.09.2016 – 31.08.2019
<b>Name and country of the coordinating institution:</b> Università degli Studi di Modena e Reggio Emilia, Italia
<b>Contact coordinating institution (email):</b> giovanni.gobbi@unimore.it
<b>Name of the project coordinator:</b> Giovanni Gobbi
<b>Names and countries of partner institutions:</b> 1. Università degli Studi di Modena e Reggio Emilia - UNIMORE (IT) 2. ForModena soc. cons. a.r.l. – Formazione professionale per i territori modenesi soc.cons. a.r.l. 3. Europa Büro des Stadtschulrates für Wien (AT) 4. Goldsmiths, University of London 5. Ethniko Kai Kapodistriako Panepistimio Athinon
<b>Project website:</b> <a href="https://project-tide.eu/">https://project-tide.eu/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://project-tide.eu/informazioni/">https://project-tide.eu/informazioni/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>In several European countries, learning difficulties or disabilities such as dyslexia, dyscalculia, dysgraphia and dysorthography have only recently been subject of detailed studies, this because, unlike other forms of "disability", they have impact only in certain aspects of life of an individual. This kind of difficulties/disabilities, especially when not recognized and identified, can represent real obstacle for a successful school career.</p> <p>Tide is collecting data, good practice and methodologies in the field of inclusive education in all European country involved and will develop new and more adequate tools that teachers, educators and trainers can use with students with special educational needs.</p> <p>This tools will be shared at all levels of educational system from secondary schools, vocational training institutions and universities. This will facilitate the passage of students with special educational needs from one level of education to the following.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>Under construction.</p>

## Project profile. “Per dei nuovi cittadini europei”



<b>Type of the project:</b> Erasmus+ KA1, School staff mobility (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> October 2014- September 2016
<b>Name and country of the coordinating institution:</b> Istituto d'Istruzione Superiore “E. Fermi”, Italy
<b>Contact coordinating institution (email):</b> caterinamazzuca@hotmail.it
<b>Name of the project coordinator:</b> Caterina Mazzuca
<b>Names and countries of partner institutions:</b> -EUNEOS, Finland - Rovaniemen koulutuskuntayhtymä / Lapin kesäyliopisto (Summer University of Lapland, Finland) -Language Teaching Center AMVIC UK Ltd, England - Skupina Primera, Slovenia - Cervantes Training, Spain. -University Educational Circle, Letvia - Šiauliai Stasys Šalkauskis Gymnasium, Lithuania -Lycée Descartes, France - Ullvigymnasiet, Sweden
<b>Project website:</b> <a href="http://www.iisfermi.gov.it/index.php?option=com_content&amp;view=article&amp;id=527">http://www.iisfermi.gov.it/index.php?option=com_content&amp;view=article&amp;id=527</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/73c14fd7-37c3-4455-9bf7-b2749ec4eb54">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/73c14fd7-37c3-4455-9bf7-b2749ec4eb54</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  The Erasmus+KA1 project was drawn up and presented in 2014 to solve the following problems emerged in our School Self-Assessment Report: <ul style="list-style-type: none"> <li>• low results in INVALSI tests (lower than the National average)</li> <li>• low scores in the pupils’ university entry tests, particularly in the scientific fields</li> </ul> All that was probably caused by unmotivated teaching staff, who were not particularly inclined to exchanges and in need of new incentives. It was, thus, necessary to retrain teachers through life long learning in an International context where it is essential to have certified and adequate competences that ensure everybody’s inclusion and an economic sustainable growth. <p>In the last two years our school has started 43 training activities abroad for 27 teachers (4 Maths and Physics teachers, 4 Science teachers, 2 Italian teachers,, 2 Art teachers,1 Special Needs teacher, 1 Law and Economics teacher, 1 Pedagogy and Psychology teacher, 1 ESABAC class History teacher and 11 Foreign Language teachers) and the Headmaster. The average age was between 50 and 62. More than 78% attended two different kinds of courses:</p> <ul style="list-style-type: none"> <li>- Training course attendance aiming at :             <ul style="list-style-type: none"> <li>• achievement of levels B1/B2 in English ( for 10 subject teachers)</li> <li>• learning of new teaching methodologies through the use of ITC (4 mobilities)</li> <li>• approach to CLIL methodology for subject teachers that had previously achieved levels B1 and B2 (8 mobilities)</li> <li>• benchmarking in Finland (5 mobilities)</li> </ul> </li> </ul>

- learning new strategies to prevent dropping out (1 mobility)
- learning how to educate to entrepreneurship ( 2 mobilities)

- 13 Job-shadowing experiences: 11 teachers and the school Headmaster worked alongside :

- History, Science and Language teachers in France
- Foreign language teachers and teachers for students with special needs in Sweden
- Foreign language teachers in Lithuania

Both training experiences, that took place in 11 European countries (England, Ireland, Spain, Portugal, Sweden, Finland, Estonia, Slovenia, France, Lithuania, Latvia), have improved the professional development of the school staff and given rise to an open-mindedness (new tools and teaching methods as well as new cultural contexts). The improvement of the staff training has been monitored in the short term (at the end of the mobility to assess satisfaction from the mobility experience) in the medium term (6-11 months from the start of the project) and in the long term (at the end of the project), in order to supervise the impact of the training activities through reports and questionnaires for the recipients.

Monitoring was meant to assess the real impact of the project through the measuring of the results:

- Number and levels of language certificates
- Number of modules and CLIL courses initiated
- Number and kinds of refreshing courses attended after the training abroad
- Number and types of ITC courses achieved after the training abroad
- New teaching approaches and digital tools used by the teachers after the training abroad
- Results in INVALSI tests
- Wellness levels of pupils at school

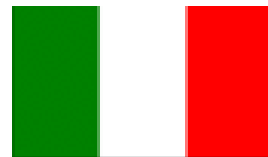
The dissemination was performed through:

- Local newspaper articles
- School Web TV
- School open day
- Contact Teacher participation in 4 regional conferences on Erasmus + and E-Twinning
- School Headmaster participation at Cologne European Conference
- A meeting in our school about the dissemination of the results of the project and K1 Action awareness for regional Schools
- An Erasmus Section created on the School Website containing all the details of each mobility ( programmes, preliminary activities, narrative recipients' reports ,press review, monitoring, action products with thousands of downloads from the website).
- e-Twinning Erasmus +KA1 mobility group (with posts about the courses inviting colleagues to visit the Erasmus + Section created on our School website).
- "Meeting ambasciatori eTwinning" whatsapp group.
- Erasmus+ Project Results Platform

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

All the results are displayed on the Erasmus+ Project Results Platform: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/73c14fd7-37c3-4455-9bf7-b2749ec4eb54>

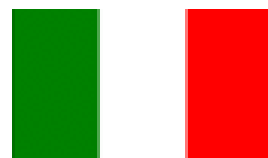
# Project profile: Pedagogical Resources in Teaching Science, Technology, Engineering and Mathematics (PRINT STEM)



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2) (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Istituto d'istruzione secondaria superiore "Berenini" - Italy
<b>Contact coordinating institution (email):</b> dirigenteberenini@gmail.com
<b>Name of the project coordinator:</b> Rita Montesissa
<b>Names and countries of partner institutions:</b> CISITA – Italy; IISS "Gadda" – Italy; Forma Futuro – Italy; Kirby Stephen Grammar School – UK; Danmar Computers – Poland; Asociacion de Investigacion de la industria del juguete – Spain; Sabanci Mesleki Ve Teknik Anadolu Lisesi – Turkey; 1 Epalchanion – Greece; Evropská rozvojová agentura – Czech Republic
<b>Project website:</b> <a href="http://www.printstemproject.eu">http://www.printstemproject.eu</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://www.printstemproject.eu/?page_id=10">http://www.printstemproject.eu/?page_id=10</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): The "Strategic Framework for European Cooperation in Education and Training (ET2020)" stated the objective to lower the number of 15-year-old European students with poor abilities in mathematics and science to less than 15 % by 2020. For this reason, the Print Stem project aimed at developing new teaching methods to promote interest and motivation for mathematics and scientific disciplines, to foster learning and improve results. The project is the result of the cooperation between five schools and five technologically/business oriented partners. The project included various logical-sequential activities, connected with the specific Intellectual Outputs : 1) identification, by a transnational panel of experts, of proposals for useful applications of 3D printing technology in relation to specific issues in curricular learning of mathematics and science. The Delphi method was used. 2) Setting up of an interdisciplinary school team (one for each school ) and teachers' familiarization with the subjects involved in the experimentation with 3D printing technology, with the support of technology/business-oriented partners. 3) Implementation of pupil-led experimentation with project work approach, to recreate the entire process for production of an object (conception, design, modelling, execution). There was one experimentation for each education-oriented partner, modelled and released as an open educational resource. 4) implementation of teacher-led experimentation of mathematics literacy skills. There was one experimentation for each education-oriented partner, modelled and released as an open educational resource. 5) implementation of teacher-led experimentation for scientific literacy skills. There was one experimentation for each education-oriented partner, modelled and released as an open educational resource. The project involved a minimum of 2 classes from different courses of studies, for each experiment, conducted in each partner school. The figures were about 600 students (20 students*2 classes*3 experiments*5 Schools) and 20 teachers (4 teachers* 5 institutes). The impact on the target groups of the participants was twofold: - on students: increase in interest/motivation, skills and results - on teachers: acquisition of new skills in 3D drawing and printing and in the experimental teaching of mathematics and scientific subjects - on organizations involved: innovation of the contexts for the organization of experimental teaching
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="http://www.thingiverse.com">www.thingiverse.com</a> (profiles: PRINTSTEMPROJECT_BERENINI; PRINTSTEMPROJECT_GADDA; PRINTSTEMPROJECT_KSG; PRINTSTEMPROJECT_SABANCI; PRINTSTEM)



## Project profile: BUSINESS KIDS B-KIDS

**Type of the project:**

Strategic partnership in the field of school education (KA2)

**Duration of the project:** 24 months

**Name and country of the coordinating institution:** Direzione Didattica Statale Magione

**Project summary** (please do not exceed 2.500 characters including blanks):

“Much entrepreneurship education practice tends to be ad hoc, varies vastly in quantity and quality, is not treated systematically in the curriculum and has relied heavily on the enthusiasm and commitment of individual teachers and some schools. Some activity is structured and ambitious, much is not” (European Commission 2010).

Developing entrepreneurial education involves encouraging in pupils key attitudes, skills and competences from primary school throughout life.

In fact, promoting entrepreneurial mindset entails two key elements:

- a more specific concept of learning entrepreneurial competencies on how to create and manage a business providing early knowledge of and contact with the world of business, and some understanding of the role of entrepreneurs in the community;
- a broader concept of learning entrepreneurial skills focused on the key competences.

So, going into business is not just about learning a business, it is not merely concerned with the creation and management of a new business. Besides developing entrepreneurial attitude, the core benefits of entrepreneurial culture and entrepreneur-building activities involves fostering kids’ imagination, creative thinking and autonomous and active forms of learning.

Therefore, being so transversal in nature entrepreneurship can be basis for the acquisition and development of key competences for lifelong learning, in particular: linguistic communication competence, learning to learn competence, competence for autonomy, personal initiative and emotional development.

Educating learners at entrepreneurial culture is one of the most important mission in Europe 2020, as entrepreneurial mindset is the key for the development of the European economy.

On the grounds of the above, steps should be taken to make entrepreneurship a priority from initial teacher education programs throughout life.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

During the preparatory phase, the Project coordinator provided some learning/teaching/training material which can be as an example to follow for both kids and pupils. We do claim providing such inspirational material based on authentic experience played a key role in fostering partners’ mutual understanding and providing u valuable feedback.

This stage has been followed by an introduction to the eTwinning platform, a virtual space that gave the students to exchange their experience with European peers through the internet. Using the platform on a daily basis as a learning tool and using English as means of communication, kids had the chance to foster their digital and linguistic communication competences.

B-Kids also aimed to involve local small companies, social enterprises and entrepreneurs, providing a link between the school and the local community, as well as larger national or international organizations. We believe through such

partnerships, both primary schools directly involved in the project, the educational and entrepreneurial community can benefit from additional expertise and information enabling effective, tested and contextualized approaches to learning and teaching.

So, through the development of a first set of knowledge, skills and attitudes acquired through the project activities, the beneficiaries are able to share different point of view due the different culture. Cooperation for innovations and the exchange of good practices are the keys for nurturing entrepreneurship spirit, helping kids to improve their idea of business and integrating it systematically into the existing school curricula.

During the first meeting Spanish pupils together with participating teachers traveled to Italy for developing the marketing plan for their business idea. Since knowing and understanding the market and customer needs is at the center of every successful business, with the assistance of teachers, pupils investigated into the Italian and Spanish market. It was a crucial step in narrowing a good marketing strategy and exchanging views about marketing strategies to be developed for the entrepreneurial idea. This interaction made the final business idea a cosmopolitan affair. An entrepreneur, acting as facilitator, has been invited to participate in the meeting. The meeting also played a crucial role in implementing the use of new educational activities based on blended and cooperative learning.

During the second meeting, the Italian partner travelled to Spain. The meeting aimed at strengthening the collaboration of the two schools on students' entrepreneurial idea drafting. Pupils have been engaged in illustrating the business idea carried out during the project.

In terms of results, B-Kids produced the following impact:

- Promote a sense of initiative among kids;
- Foster teachers' and staff's capacity to plan and share entrepreneur-building activities;
- Strengthen the interest in the community in participating in Scholl projects;
- Offer schools across Europe role-models;
- Foster an increasing interest in the community to engage in school activities and projects;
- Developing the incorporation of entrepreneurial culture into the existing European school curricula.

Concerning outcomes:

- Data base creation on the eTwinning platform
- Development of a business idea arose from pupils cooperation.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/6cf2b484-2fe5-47e3-befe-a51d7753419a>

## Project profile: “Introducing Online collaboration methods and tools in education”



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01/10/2014 - 01/10/2016
<b>Name and country of the coordinating institution:</b> Latvian Information and Communications Technology Association (LIKTA), LATVIA
<b>Contact coordinating institution (email):</b> eprasmes@likta.lv, office@likta.lv
<b>Name of the project coordinator:</b> Dr. Mara Jakobsone
<b>Names and countries of partner institutions:</b> Public institution Information Technologies Institute (Lithuania), ECDL Foundation (Ireland), Stiftung Digitale Chancen (Germany), BCS Koolitus (Estonia)
<b>Project website:</b> www.online4edu.eu
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/97fe268a-8b42-42e4-89dd-ab1416fe023d">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/97fe268a-8b42-42e4-89dd-ab1416fe023d</a>
<p><b>Project summary:</b></p> <p><b>Introducing Online collaboration methods and tools in education</b> Online4EDU project addresses the education and labor market needs of teachers in primary and secondary schools, VET specialists and e-Facilitators working at telecentres, libraries and adult education centers.</p> <p>The project designed, developed and implemented an up-to-date curriculum, training materials, blended learning environment, and Pan-European certification system „Online collaboration methods and tools”.</p> <p>The main intellectual outputs are related to the „<b>Online collaboration Tools and methods</b>” <b>training and testing system</b>” and they include: Beneficiaries’ skills gap and training needs analysis study; curriculum development and localization; online learning environment; Courseware for e-course and automated testing; Pan-European certification system and tools; methodological guidelines for implementation of „Online collaboration methods and tools,” training and testing system”.</p> <p>The dissemination outputs include the following results: Online entry point to all project resources and products - website and digital social media; five multiplier events in partners’ countries: Estonia, Germany, Ireland, Latvia and Lithuania; dissemination and exploitation plan and report; national strategies for social and formal recognition of the „Online collaboration methods and tools” program in partners countries.</p> <p>The <b>target group</b> benefited from the project by participating in training and certification, which improved their knowledge and competencies in labor market. The <b>secondary target group</b> were organizations responsible for teachers skills upgrade and raising of qualification: schools, adult education centers, state education agencies and offices, Ministries of education. The partnership was composed <b>by 5 members</b>; all active in the fields of ICT related training and program development, adult education and ICT skills certification.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/97fe268a-8b42-42e4-89dd-ab1416fe023d">http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/97fe268a-8b42-42e4-89dd-ab1416fe023d</a></p>

## Project profile: 21st century skills for success - Teacher collaboration across Europe



<b>Project Title:</b> Erasmus+: 21st century skills for success - Teacher collaboration across Europe
<b>Type of the project:</b> Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 1 year
<b>Name and country of the coordinating institution:</b> Iespējamā misija (Latvia)
<b>Contact coordinating institution (email):</b> info@iespejamamisija.lv
<b>Name of the project coordinator:</b> Daiga Brakmane
<b>Names and countries of partner institutions:</b> Teach For Bulgaria (Bulgaria), SA Noored Kooli (Estonia) and Fundación Empieza por Educar (Spain)
<b>Project website:</b> <a href="https://groups.etwinning.net/20703/home">https://groups.etwinning.net/20703/home</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://groups.etwinning.net/20703/home">https://groups.etwinning.net/20703/home</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The project was launched in 2015, hosted by Iespējamā misija (Teach for Latvia) in partnership with Noored Kooli (Teach for Estonia), Zaedno v chas (Teach for Bulgaria), Fundación Empieza por Educar (Teach for Spain) and initially involved 35 first year teachers and more than 200 students from the four countries. The main outcome for the teachers was the opportunity to develop their own 21st century skills (collaboration, use of ICT, critical thinking, self-direction, initiative, confidence) and become experts in teaching those to their students engaging them in international teams with peer students within the developed project plans. It also contributed to the teachers' motivation to continue working in education on national and international level throughout the project.</p> <p>In Erasmus+ 21<sup>st</sup> century skills the students were the active owners of the project. Being able to work in international teams, to choose or create their own platform, to solve concrete problems linked to the skill, expanded their cultural horizons and improved their motivation for studying and succeeding. The project plans were designed and implemented by the teachers for their students with a transdisciplinary approach, developing them throughout a variety of subjects from the entire schools' curriculum and integrating academic knowledge, skills and mindsets.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>The project finalized with eight project plans created and carried out by the Latvian, Bulgarian, Estonian and Spanish teachers and their students. All digital material are available as a practical toolbox for all international teachers on the E-twinning platform.</p> <p>Project plans, materials: <a href="https://groups.etwinning.net/20703/pages/page/130156">https://groups.etwinning.net/20703/pages/page/130156</a></p> <p><a href="https://docs.google.com/document/d/17opsxNLUT5bWaCpU0c2p2aT2i0DhcNM7sNUxiOmiyvE/edit">https://docs.google.com/document/d/17opsxNLUT5bWaCpU0c2p2aT2i0DhcNM7sNUxiOmiyvE/edit</a></p>

## Project profile: How to Make the Learning Process More Attractive for the 21<sup>st</sup> Century Teenagers



<b>Project Title:</b> How to Make the Learning Process More Attractive for the 21 <sup>st</sup> Century Teenagers
<b>Type of the project:</b> Strategic school-to-school partnership (KA2)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Grobina gymnasium Latvia
<b>Contact coordinating institution (email):</b> indrakalnina@yahoo.com
<b>Name of the project coordinator:</b> Indra Kalnina
<b>Names and countries of partner institutions:</b> <ul style="list-style-type: none"> <li>• <u>Skuodo Bartuvos progimnazija</u> ( Lithuania)</li> <li>• Stadtteilschule Mümmelmannsberg ( Germany)</li> <li>• IIS Liceo "Bocchi-Galilei" (Italy)</li> <li>• 4 Gymnasio Thessaloniki (Greece)</li> <li>• Kavaklidere Ortaokulu (Turkey)</li> </ul>
<b>Project website:</b> <a href="http://erasmusgrobina.lv">http://erasmusgrobina.lv</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://webgate.ec.europa.eu/eac/mobility/systemLayers/5_FE/dist/index.html#/project/32521/view">https://webgate.ec.europa.eu/eac/mobility/systemLayers/5_FE/dist/index.html#/project/32521/view</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>The main objectives of the project were:</p> <ul style="list-style-type: none"> <li>• to improve the capacity of the partner school staff based on the needs of the 21st century</li> <li>• to modernize the study process</li> <li>• to work out a manual “A Guide of a Modern Teacher” consisting of innovative methods on interdisciplinary teaching</li> </ul> <p>The project addressed the following target groups:</p> <ul style="list-style-type: none"> <li>• students aged 13 -16</li> <li>• teachers of different subjects</li> </ul> <p>A special platform was formed “News from the schools” at <a href="http://erasmusgrobina.lv">http://erasmusgrobina.lv</a> where the created materials were stored.</p> <p>There were 2 transnational meetings and 6 teaching/learning/training activities on different themes. At every meeting, there was a workshop for teachers and practical sessions where the offered methods were tried out by students. After the teaching/learning/training activity the offered methods were piloted at the partner schools.</p> <p>The project was implemented following the plan:</p> <ol style="list-style-type: none"> <li>1. Setting up project teams. September 2014</li> <li>2. Transnational project meeting for coordinators in November 5 – 9, 2014 in Latvia</li> <li>3. Setting up the project platform " News from the schools". December 2014</li> <li>4. Learning/ teaching activity on creative methods in the work to motivate students to learn at schools. February 23 - 27, 2015 in Turkey</li> <li>5. Learning/teaching activity on creative methods in organizing students’ out-of-class work and career education. March 23 -27, 2015 in Lithuania.</li> <li>6. Learning/ teaching activity on creative methods in teaching exact subjects. September 28 – October 2, 2015</li> <li>10. Learning/ teaching activity on methods of inclusive education and peer teaching at schools. November 30 - December 4, 2015</li> </ol>

12. Learning/teaching activity on CLIL methods at schools. February 8 -12, 2016  
14. Learning/teaching activity on methods of promoting students to learn humanities. May 9 - 13, 2016  
16. Transnational project meeting for coordinators in July 12 -16 in Greece  
17. Dissemination activities in all partner organizations. July – August 2016  
All partner organizations were responsible for a certain sphere in the project:

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The following project achievements can be mentioned:

1) During the 6 training/ learning/teaching activities:

- Creative methods in organizing students' out of class activities and career education
- Creative methods in the work of school psychologists
- Creative methods in teaching exact subjects
- Integration of subjects (CLIL)
- Creative methods of inclusive education and peer teaching
- Creative methods in teaching humanities

students acted like an international class consisting of 18 people and they had 6 lessons on the chosen theme. After each lesson, they analysed the lesson with the help of a survey. As an achievement, we can also mention that students' critical thinking skills improved, as well as teachers' self-confidence rose as in the talks with their international colleagues they came to the conclusion that by modifying their teaching methods a bit and making them more creative, teachers can achieve good academic results.

2) Teachers learned to work in an international class and motivate different nationality students interested in the lesson. For many teachers, it was challenging as it was the first time when they did it.

3) Teachers shared their experience in teaching a certain subject as teachers of the same subject had arrived to teach. There was also a seminar on didactics of a certain subject.

4) After each training/ learning/teaching activity teachers of all schools measured the impact of the offered activity on students with the help of a survey. The aim of the survey was to see if students' motivation and academic success in the subject improved.

5) Teachers compiled a manual "A Guide of a Modern Teacher" consisting of the teachers' created and piloted activities at <http://erasmusgrobina.lv>

6) Both teachers and students improved their language skills (English as the common project language)

7) The participants developed a deeper intercultural competence and awareness of intercultural differences and similarities in the European Union

## Project profile: Seeing and Tasting Creatively



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Kauno r. Garliavos Jonuciu gimnazija, Garliava
<b>Contact coordinating institution (email):</b> jonuciu.gimnazija@yahoo.com
<b>Name of the project coordinator:</b> Rima Cepulienė
<b>Names and countries of partner institutions:</b> 1.Friedrich Frobel Schule, Viernheim, Germany
<b>Project website:</b> <a href="http://seeingandtasting.blogspot.lt/%20https://twinspace.etwinning.net/7809">http://seeingandtasting.blogspot.lt/%20https://twinspace.etwinning.net/7809</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/eba2d553-f1ec-4e58-9986-161de5068b79">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/eba2d553-f1ec-4e58-9986-161de5068b79</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The project was based on active cooperation between the two schools basically carried out during short-term teaching/learning/ training visits, which were focused on photography, painting and culinary. The objectives of the project were related with innovation and strongest sides of each institution.</p> <p>The two years of cooperation were related with different activities. During the first year, 8 students and 2 teachers came to Lithuania where they participated in educational programs and workshops on Lithuanian cuisine. Then a similar group from Lithuania went to Germany to get acquainted with the German cuisine. The best recipes and the food photos were later included in the Recipe Book. Mobilities during the second year were related with painting and photography in addition to culinary. During the first visit, 8 Lithuanian students and two teachers participated in learning basics of photography and cooking chocolates with filling. For the second meeting 8 German students and 3 teachers learnt landscape painting techniques in Lithuania. At the end of the year, one more (extra) teaching/learning/ training activity was organized for Lithuanian students to learn photography in Germany. Exhibitions of the best photos and painting were organized at each school during and after the visits. The best pictures and photos were later included into the Catalogue to be used as a teaching material.</p> <p>A project blog and a page on eTwinning platform were created during the first year containing the digital versions of all the products created by the teachers and the students.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>Two main products were created: the Recipe Book and the Catalogue (album) and some extra: a leaflet, a collection of postcards and badges.</p> <p>The Recipe book (The most popular Lithuanian and German dishes) contains recipes of a few products which are the most popular in Lithuania and Germany (mostly Hessen). It also gives a short overview of the cuisines in different regions of the countries and is illustrated with documentary photos from workshops and pictures of the food cooked by the students. The book can be used as a teaching tool in culinary and/or English classes.</p> <p>The Catalogue (Seeing Creatively) contains the best students' works of photography and painting produced during the three short-term learning/teaching/training activities. Photography works consist mainly of photograms, landscape photos and portraits. The painted pictures reflect different abstractions and landscapes and are done using various techniques. The Catalogue can be used as a teaching material in Art/Photography/English classes.</p> <p>The leaflet (Chocolates with Filling) was prepared as additional material/bookmark to the Recipe Book. It contains some recipes and directions how to make chocolate pralines with different fillings and is illustrated with original photos.</p> <p>The postcards were designed by Lithuanian students during the dissemination workshops. They can also be used as a teaching material in the lessons of Art/Photography and English.</p> <p>The badges with the project logo, designed by one of the Lithuanian students, were made and presented to all the project participants to wear not only during project meetings but also every day.</p>



## Project profile: PUBLISHING HOUSE OF ARTS



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Kelmės Jono Graiciūno gimnazija, Lithuania
<b>Contact coordinating institution (email):</b> info@jggimnazija.lt
<b>Name of the project coordinator:</b> Ineta Lesciauskiene
<b>Names and countries of partner institutions:</b> 1.Schönbuch-Gymnasium Holzgerlingen, Germany 2.IES Monelos, Spain 3.Lyceé Antoine de ST Exupéry, France 4.ISTITUTO D'ISTRUZIONE SECONDARIA SUPERIORE "U.FOSCOLO", Italy
<b>Project website:</b>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/f0bd23c3-728d-42d0-9459-8f6a53ab0f6c">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/f0bd23c3-728d-42d0-9459-8f6a53ab0f6c</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Having a longer than twenty-year old of acknowledged history of promoting European values, international students' newspaper DEFERIT launches a new and innovative programme - a creative workspace - Publishing House of Arts to meet the needs of the gifted students using a sequence of elaborated local, learning activities and long-term study mobilities involving different arts connected with publishing: design/visual arts, photo-journalism/social photography, public speaking art, social advertising/drama/cinema and audio record publishing/music. The designed activities form five mini-cycles consisting of a preparation stage - a local activity leading to joint international team work during mobility learning activities and followed by publication of all produced products. This multidimensional project aims at developing the gifted students' transversal skills by promoting innovative practices, fostering inclusion and encouraging active participation in society as well as enhancing teachers' professional development. The partners carefully selected two topics to deal with during activities: social exclusion and active citizenship and European values. The partnership consists of three long-termed partners seeking for attainment of education provision and two new partners willing to enrich their practices and contribute to the project. All partners share the same strategic priorities in their development plans and pursue the same educational goals. The partnership will produce two kinds of results during the projects and its completion: tangible and intangible. The tangible products will involve a number of published products: European newspaper DEFERIT after each mobility learning activity as well as promotional campaign products like flyers, posters, leaflets, then picture story on social exclusion, a CD with various examples of public speaking, social advertisement about a student-friendly school without exclusion and a CD with students' created songs (lyrics and music) using computer music technologies. As for the intangible results, the students will become aware of concepts of social exclusion, active citizenship, social responsibility, European values. They will learn to form their position and express it in a civilized though active way through the artistic means related to one of the most powerful media - newspaper. The format of the newspaper is intended to promote and encourage multilingualism: articles will be written using students' native languages with an exhaustive summary in English at the end. The project is expected to bring positive and long lasting effects on partnership schools, participants, target groups as well as other persons</p>



directly or indirectly involved in the project. The schools will develop innovative approaches to address their target groups, enhance their capacity, reinforce their cooperation with foreign partners and relevant local/regional/national organizations. The project is innovative in several ways as it is self-promotional, self-reflective and by nature intended to be disseminated: there will be organized project promotion campaign with simulated press-conference, social advertising campaign, newspaper and published products are meant to be distributed as widely as possible. All in all, on the one hand the project boasts of a long, record-track history and rich experience and on the other hand, it offers a new, sophisticated and innovative creative space for the students to discover and implement their creative powers - Publishing House of Arts.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Photo exhibition on Social Exclusion, public actions: charity concerts for disabled children, visiting charity organisations for homeless, NGO, Amnesty International, etc., meetings-discussions with national MPs of Parliament of EU, essay writing competition concluded in special publication "Future School in EU", public speaking/debate competition "Future School in EU", song lyrics writing and music writing recorded in CD in Music Studio, CD label/cover creation, manual for CD label making (teaching material), social advertising CD: video clips to promote student-friendly school

## Project profile: CuLture , nature And People - meeting points of Lithuania, The Czech Republic and Bulgaria



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Rokiskio Juozo Tumo- Vaizganto gimnazija, Lithuania
<b>Contact coordinating institution (email):</b> www.romuva.rokiskyje.lt
<b>Name of the project coordinator:</b> Daiva Macijauskiene
<b>Names and countries of partner institutions:</b> <ol style="list-style-type: none"> <li>1. Gymnazium Dr. Emila Holuba Holice Na Musce 1110, The Czech Republic</li> <li>2. Second English Language School "Thomas Jefferson", Bulgaria</li> </ol>
<b>Project website:</b> www.clap.rokiskyje.eu
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/5574e8f7-1f94-4ad5-a311-8db12b979ccc">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/5574e8f7-1f94-4ad5-a311-8db12b979ccc</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>In schools we often witness the lessons when teachers use standard teaching methods and academic environment which lead to boredom and lack of interest on the part of students. Considering these problems, the project „CuLture, nature And People - meeting points of Lithuania, The Czech Republic and Bulgaria" promoted non-traditional places and unconventional teaching methods for the lessons: peer-teaching, video conferencing, CLIL, multidisciplinary approach, learning language through doing, research. All this helped pupils learn in much more creative atmosphere, motivated them, caught their attention, developed open personalities, able to possess leadership qualities, knowledge of IT tools, developed English language skills and improved general knowledge.</p> <p>In the project three schools were involved: Rokiskio Juozo Tumo-Vaizganto gymnasium in Lithuania which is the only gymnasium in Rokiskis town providing secondary education for almost 900 pupils and employing 115 teachers. The administration of the gymnasium supports the idea of participating in various European projects. The teachers are eager to cooperate with the colleges from other European schools. Gymnazium Dr. Emila Holuba Holice Na Musce 1110 in The Czech Republic covers two education programmes – 8-year course for the students aged 11-19 and the 4-year course for the 15-19s of age. At present 336 students attend the school. Besides compulsory and optional subjects there are also lots of extra courses and after-school activities like drama group, drums playing group, school choir, biology group, long and short seminars, and preparatory courses for international language exams. The school cooperates with some partner schools abroad, organizes reciprocal tours, projects and excursion tours to foreign countries like England, Germany, France, Spain. Second English Language School "Thomas Jefferson" in Bulgaria takes part actively in European projects. In this school pupils intensively learn foreign languages, especially English.</p> <p>The project's activities are divided into 4 topics:</p> <ol style="list-style-type: none"> <li>1. Nature. We had outdoor lessons in nature, where pupils explored the surroundings; we visited the 3 capitals of our countries to record/ take photos of the sights and collect information about the sites of attraction.</li> <li>2. Culture. We made traditional dishes, learnt traditional songs/dances, participated in educational programmes of museums to learn about non-material heritage of the country, demonstrated Christmas presents and introduced them to partners during video conferencing.</li> <li>3. People. We organized meetings with successful entrepreneurs, visited their companies, developed business plans and</li> </ol>

implemented them.

4. International connections. We made contacts with the embassies of our countries, visited them, interviewed the workers of the embassies. We made presentations about famous people( R. Lyman, J. Basanavicius,) who had connections with our countries.

To carry out the project we used: project-based collaboration, peer learning, information activities, surveys and comparative analysis.

We made DVDs with all the material of the project (videos, photos, descriptions of landscapes, recipes, comparative charts of nature, material about international connections); printed cookery books with recipes in 4 languages. We believe that good practices of the project might be used by other teachers without any expenses.

After the project higher learning motivation increased which reflected in the final evaluation of the project by the participants; also, the development of leadership qualities, creativity and responsibility was strengthened.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Cookery book, a DVD and other- all project results can be found on the following address Erasmus+ Project Results-European Commision.

# Project profile: Puppets mission: childhood without borders



<b>Project Title:</b> Puppets mission: childhood without borders
<b>Type of the project: Strategic school-to-school partnership (K219)</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Karmelava Kindergarten Zilvitis, Lithuania
<b>Contact coordinating institution (email):</b> tugraseina@gmail.com
<b>Name of the project coordinator:</b> Jolanta Varanaviciene
<b>Names and countries of partner institutions:</b> Primary School Goce Delcev (Macedonia), CEIP San Antonio (Spain), Agrupamento de Escolas de Albufeira Poente (Portugal), Sbo de Bolder (Holland), Scoala Gimnaziala Ioan Bancescu Adancata (Romania), Kindergartens Latinka and Izvorche (Bulgaria), Istituto Comprensivo Giuseppe Lombardo Radice (Italy)
<b>Project website:</b> <a href="http://www.teaching-strategies.eu">http://www.teaching-strategies.eu</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Studies and analysis of various scientific research indicate that preschool education lacks of variety of teaching strategies and approaches. The preschool teachers tend to develop unfounded fears of new teaching strategies and try to avoid crossing "safe circle" of traditional teaching ways. That means poorer attitude to the preschool education as a less important to the pupils than basic school education.</p> <p>The project „Puppets mission: childhood without borders“ is based on a philosophy of holistic education and aims to encourage preschool teachers to integrate new, less used teaching strategies to the practical process of education. Incorporation of the cultural knowledge and preschool experience from the project partner schools of Lithuania, the Netherlands, Republic of Macedonia, Bulgaria, Spain, Italy, Romania and Portugal was accomplished.</p> <p>The main target groups: 3 - 7 years old preschoolers and preschool teachers. The other beneficiaries of the project: primary teachers, staff of the schools, parents and local communities, experts and practitioners of preschool education, trainers and local, national authorities.</p> <p>Duration of the project: two years. This time was enough to incorporate and try new teaching strategies for preschoolers.</p> <p>The main goals of the project, responding to the European priorities:</p> <ul style="list-style-type: none"> <li>- improving and promoting new teaching strategies and skills for better quality of preschool education;</li> <li>- sharing cultural diversities in preschool education;</li> <li>- encouraging teachers of introducing innovations;</li> <li>- strengthening the professional skills of the preschool teachers.</li> </ul> <p>The project is focused on improving widely used in the education of preschoolers teaching strategies like play, drama, experiments, music and promoting such underutilized teaching ways like ICT approaches in preschool education. As the main target group is 3 - 7 years old children, cultural activities are the main tool and content of the implementation of the project - adaptation and integration innovative teaching technologies to the process of education.</p> <p>The project was implemented altogether with parallel e-Twinning project on the same theme.</p> <p>The project served as a learning tool for pupils at the following levels:</p> <ul style="list-style-type: none"> <li>• Improving the awareness of multiculturalism;</li> <li>• Creating new „joyful learning“ situations and spaces.</li> </ul> <p>Teachers acquired and developed new skills throughout the project:</p> <ul style="list-style-type: none"> <li>• Improving knowledge about new teaching strategies/approaches;</li> <li>• Learning about the basics of eight other European languages;</li> <li>• Developing project management and multicultural team work techniques.</li> </ul> <p>Its design has been arranged very carefully to make the project full of learning opportunities for pupils, teachers, staff, parents, administrators and local communities. Every participating school chose the actual teaching strategy/technique as a main topic. To make this project close to the children, every country also chose the traveling puppet, representing</p>

country, region or school. Every participating school created the portfolio with the three tasks/experiments related with the chosen topic (teaching strategy) to the teachers and children of partner schools. The traveling puppets bring this portfolio and "travels" by post to the partners' schools by schedule. In that way all participating schools were able to try new teaching strategies and to create new learning situations to the children.

Culture is a very important inspiration for the continuation project. No specific identity or product of culture can be superior or inferior to others; they are all contributions towards the enrichment and diversity of the societies they are part of. To put the teaching strategies into the teaching practice the schedule of cultural events is made. According to this schedule, the participating countries carry out the events revealing particularities of culture of every participating country.

During the transnational project meetings/training activities every country shared the experience of the teaching strategy of the hosting country, implementing these strategies into the practice during cultural events. The seminars and „open“ educational activities on the exact teaching strategy of hosting country were also carried out.

The participants also cooperated in exchanging and developing teaching methods and materials, in creating intellectual output website „Preschool teaching strategies“ as a basis for a long-lasting communication and in enlarging the teaching techniques in the preschool education. This website provided information about teaching strategies for the preschool teachers and other interested people. This product included educational practice in the adaptation and integration of new teaching strategies of eight partner countries.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The project has had a big impact upon our pupils and also upon our work as teachers. The main expected result of the project dissemination - a positive public perception and to encourage wider participation in Erasmus+ program, was achieved. The main goals of the dissemination of the project were:

- To raise awareness of preschool teaching strategies;
- To encourage teachers to adapt new teaching strategies/approaches;
- To engage teachers to take part to other Erasmus+ program activities;
- To develop new Erasmus+ partnership for the future and to increase positive responsive effect for the participating organizations.

Our contributions to the project were completely in line with the initial planning for project implementation. There were two main goals of the project: improving and promoting of preschool teaching strategies and sharing of cultural diversities. The pre-primary and primary teachers, staff of the schools, parents and local communities, experts and practitioners of preschool education, trainers and local, national authorities were involved into the implementation of the project. Effective communication among partners was established (Facebook group, e-Twinning "room", Skype conferences and chats, e-mailing). The participants also cooperated in exchanging and developing teaching methods and materials, in creating the Intellectual output website "Preschool teaching strategies" as a basis for a long-lasting communication and in enlarging the teaching techniques in the preschool education. This product included educational practice in the adaptation and integration of new teaching strategies of eight partner countries. During the transnational project meetings/training activities every country shared the experience of the teaching strategy of the hosting country and also implemented these strategies into practice and many seminars and "open" educational activities on the exact teaching strategy of the hosting country were carried out. It brought pedagogical innovation and creativity. A dictionary of eight languages, helping the children learn some basic vocabulary from the countries of the partnership was published as well as many brochures. The project was awarded a European quality label.

Multiplier event as a main dissemination event of the project had been organized and it involved teachers from other schools and representatives of local authorities. Almost all products of our project are widely available in electronic form. The intellectual output of the project website <http://www.teaching-strategies.eu> is open to all interested teachers, training institutions and parents. The presentations from the project countries have contributed a lot towards the measurement of the project results achieved. The end-users of the project intellectual output (website 'preschool teaching strategies') will be preschool and primary school teachers from Europe. These products from the website were also discussed during the Multiplier Event and it involved teachers and other authorities. The final result of the project - website "Preschool teaching strategies" can be transferred to the new areas (Adult education, teachers training) and sustained after the funding period has finished.

## Project profile: Students Today-Responsible Entrepreneurs Tomorrow (STRET)



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 26 months (Sept 2016- Nov 2018)
<b>Name and country of the coordinating institution:</b> The National Agency for European Educational Programmes and Mobility-Macedonia
<b>Contact coordinating institution (email):</b> arno.mkd@gmail.com, contact@arno.org.mk
<b>Name of the project coordinator:</b> Organization for Social Innovation "ARNO"
<b>Names and countries of partner institutions:</b> High School " Radviliskio Lizdeikos gimnazija "(Lithuania), High School "Prva susacka hrvatska gimnazija u Rijeci" (Croatia), High School " Gimnazija Rade Jovcevski Korcagin"(Macedonia), NGO "Out of the Box International" (Belgium)
<b>Project website:</b> www.stret.eu
<b>Link to Project Results Platform (if applicable):</b> NA
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  STRET project (Students Today-Responsible Entrepreneurs Tomorrow) focuses on delivering tailored programs for promotion of Social Entrepreneurship and Corporate Social Responsibility to high school students that are enrolled in the school subject "Entrepreneurship" in the three respective countries (Macedonia, Croatia and Lithuania).The project modules are designed in a lead of the recognized NGOs from Macedonia and Belgium (ARNO and Out of the Box International) that offer full expertise in the design of modules and programs that aim to improve the theoretical knowledge and skills of the students for becoming future Responsible Entrepreneurs. Students and teachers are involved fully at all project stages through use of creative tools (Online Campaigns, Photo Competition, Gala Fundraising Events) while the private sector companies are mobilized to share stories and provide the students on-site learning and exposure to real business environments.  College-age young people are open and enthusiastic about making a change in their society and to serving good to all citizens. Global awareness and interaction has broadened their perspectives on the role of doing good. They are eager to be involved, to make an impact. That's why it's crucial that, while at the same time that young people are encouraged to be future leaders in the private sector, they should learn on the Corporate Social Responsibility concept/ Social Enterprise Model and vision themselves as Responsible Entrepreneurs
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):  Desired impact is centered on: <ul style="list-style-type: none"> <li>• Creating innovative open educational resources to contribute entrepreneurial learning</li> <li>• Helping schools to develop new skills and competencies for teaching CSR and Social Entrepreneurship</li> <li>• Providing re-designed in-service training for teachers that teach Entrepreneurship</li> <li>• Developing and providing new learning/training opportunities for students (learning by doing, creative tools, ICT)</li> <li>• Using innovative pedagogies (educational methodologies and approaches) for training</li> <li>• Facilitating strategic partnership for partners to learn from each other's expertise (Macedonia, Croatia, Lithuania, Belgium)</li> <li>• Enhancing the role of responsible business by developing innovative, media exposed, events</li> </ul>

- Bringing ends user (students) to take part in all stages of the project
- Fostering peer group learning
- Enabling construction and deployment of community of practice
- Exploring Social Media and online resources to attract supporters

European cooperation is a vital part of the project and necessary to achieve the main goals of the project, which are promoting, increasing and exploiting further the European collaboration in adopting and disseminating best educational practices and improving comparability of education; and developing a collaborative, comprehensive and inspiring stories of success. The project and the developed model build and enhance confidence and understanding between the European High Schools, Private Sector, and NGO's with keen interest on the topic, by the means of collaboration and sharing of information on the best practices and joint promotion of success stories.

# Project profile: 21<sup>st</sup> Century Methodologies in our school



**Type of the project:** KA1 (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)

**Duration of the project:** 01/07/2014 - 01/07/2015 (12 months)

**Name and country of the coordinating institution:** SUGS Gimnazija Orce Nikolov  
Former Yugoslav Republic of Macedonia

**Contact coordinating institution (email):** gimnazija\_orce@yahoo.com

**Name of the project coordinator:** Ana Poprizova

## **Names and countries of partner institutions:**

Malta - Executive Training Institute Ltd.

France - CAVILAM – Alliance française

Slovenia - Skupina Primera d.o.o.

## **Project summary** (please do not exceed 2.500 characters including blanks):

We based our project on the National educational policy and School development plan. The main strategic issues in these documents are developing modern technologies in our schools and classrooms. The teachers are encouraged to use modern ICT technologies and educational platforms within the classroom.

The main objectives of the projects were developing teachers knowledge and competences in using modern technology and developing language skills having in mind that our school is partly bilingual (English and French language) and developing new techniques for critical thinking and creativity in classroom. We also tried to maintain impact and benefit for other teachers and develop long term benefits.

The School selection commission made selection of teachers who have good teaching experience and are interested and motivated to experiment in using of the new technologies. They were also teachers in bilingual classes and the experience of communicating on foreign language will improve their language skills. By communicating with colleagues from different countries, they will make a network of contacts which could be good base for further partnerships.

The selected teachers got information about the project from teachers who had participated in Erasmus programme in previous years and from the school coordinator about their responsibilities within the project.

Six teachers attended three different courses in three different countries.

After finishing the courses, they organized 3 different dissemination presentations in which they shared their experiences and new knowledge and skills that they developed. These presentations were attended by 90% of the teachers and were very motivating for teachers. The School management team supported and encouraged

all teachers to try and experiment to use these new educational tools in classroom, by implementing these new technologies within teaching plans and school curriculum.

We already informed our community about our project by sharing our stories in news and web portals.

The school commission and management team will make internal evaluation of the impact of the project within the school. The evaluation criteria will be the usage of the new technology and education platforms in classroom and feedback from students about the benefits of them.

In long term perspective there are some ideas about organizing dissemination presentations for other teachers from different school in our local community. Since our school is one of the best schools in our country we hope that we could be a school that could influence and rise interest among other schools and teachers to participate in these presentation and by sharing own experience, motivate other teachers to improve their teaching skills and make the educational process more modern and interesting to teachers.



**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The expected outcomes of the participants in the project were developing language skills, new ICT technologies and practical use of them in everyday teaching, exploring the process of setting up Blogs, Websites, Podcasting and etc. They also had chance to reflect on the tools and activities presented during the practical sessions and a chance to be introduced to relevant websites and teaching platforms for further development of their teaching skills and personal professional development. Furthermore, this will develop new teaching methods primarily by the teachers involved in the project, and by dissemination by the other teachers within the organization (school).

The teachers also become skilled in variety of thinking tools, that develop creativity and constructive thinking framework and models, which we expect to be a challenge for the teachers to use in classroom.

By participating in the project, some of the teachers developed new knowledge of bilingual methodology and developing of interdisciplinary projects which is of great importance for us, as a school, as we have bilingual classes.

Also by communicating with the teachers from other countries from Europe, the teachers made new contacts with teachers from different schools which could develop further as a school partnerships and school projects which is one of our development goals as a school and we have several good practices and experiences so far.

They also had chance to exchange ideas with fellow teachers in cross-cultural environment. By this kind of communication, we expect to develop our knowledge of European values and objectives which is important for us, because we want to prepare our students for being active part of European citizenship one day.

We also expect that the great benefit will also be present within our students as active participants in educational process, because of bringing the European "spirit" in the school.

All teachers, participants were obliged to organize presentations about their visit and share new knowledge, ideas and skills within the organization (school) and within the specific bodies of teachers (ex. between teacher from similar areas and subjects).

The participants implemented this new knowledge, ideas and skills in creating their lessons plans, organizing open lectures and open visits of their class work where their colleagues were able to see the improvement and development of their teaching and technical skills.

The School management team was monitoring their implementation.

Through sharing their experiences they promoted European values, objectives and spirit in the community.

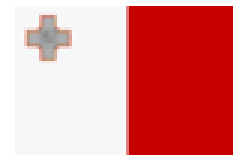
Each of the participants made a report of teachers visit and its participation on the project where they explained what competences they acquired during their visits and future plans how they will implement them in their further work.

Follow up activities:

- supervision of the implementation of the previously agreed activities within the Erasmus + programme;
- evaluating the outcome of these implementations in order to develop more modern lesson plans and improving of the students achievements due to this activities of the teachers which means benefit for the school in whole;
- developing further projects with new experiences, strengths and ideas.
- developing established contacts with school from different countries.
- receiving feedback from students.

We could conclude that all expected outcomes were successfully acquired, as planned.

## Project profile: Internationalisation and Inclusion through Methodology and Language Immersion Training



<b>Type of the project:</b> School mobility project (KA1) – Staff Mobility				
<b>Duration of the project:</b> 24 months				
<b>Name and country of the coordinating institution:</b> St Ignatius College Boys Secondary School – Qormi, MALTA				
<b>Contact coordinating institution (email):</b> sic.handaq.ss@ilearn.edu.mt				
<b>Name of the project coordinator:</b> Mariella Farrugia				
<b>Names and countries of partner institutions:</b> British Study Centres Teacher Training, UNITED KINGDOM				
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The main need of our school is the improvement in the teaching of the English Language. It is a fact that Maltese students can perform much better in international studies so there has to be a shift in the way of teaching and learning in order to help students obtain higher order cognitive skills. This can be achieved if teachers of English use new techniques in their teaching and by focusing on teachers themselves and providing them with new methodology. The need for teacher training arises from the fact that teachers should provide opportunities to increase verbal interaction in classroom activities to help ensure that students are exposed to as many different types of authentic language as possible. This can be achieved if teachers are confident enough to use the language. Another major need of our school is internationalisation which our school has little experience of. Improvement in the quality of internationalisation could be done by enabling teachers' future collaboration with their professional peers. Our school therefore needs qualified staff that can streamline curricular elements with an international orientation and also communicate and collaborate with professional partners abroad. The school feels the need to link its students to others in different countries thus our staff members need to acquire the necessary skills. The main aims of the project, which is a methodology and language course for overseas teachers in the UK, are to help teachers exchange experience with other colleagues and to improve their teaching and language abilities. The aims of this course will be achieved through the course objectives which are to extend teachers' teaching techniques, develop linguistic confidence, use various teaching techniques, create new activities and resources to deliver effective lessons and to enhance future collaboration among teachers. Different interactive and communicative activities will be used in this course to stimulate participants' creativity and inventiveness. Participants will be encouraged to share their own ideas and experience, and there will be opportunities to take part in the school's social and cultural programmes. Participants will have the opportunity to observe classes with learners in various fields. Cooperative learning, workshops, visits, lectures, seminars, peer learning and role-plays are methods that will be used during the project. Mariella Farrugia has been appointed as a teacher of English in 1997 after having graduated with honours from the University of Malta. She has taught in this school since her appointment and is currently responsible for the teaching of Form 5 classes preparing them for the MatSec certificate. She has been appointed as Head of Department for English in 2010 and actively assists the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of English through proper dialogue with the class teachers performing all the duties as a head of department. Should she be able to attend the Methodology and Language Course organised by British Study Centres she would be an example to other teachers as how EU projects are beneficial to one's personal development and encourage these teachers to embark on such projects. The project highlights a large number of skills which will enhance the professional development of the participant and which are essential for the participant to be in accordance with the latest and newest methodologies, standards and techniques in the teaching of English. The participant will exchange her experience with international colleagues and widen her horizon. This will be achieved through the course objectives which include the extension of the participant's contemporary teaching techniques and the development of her linguistic confidence and skills. The ability to use different teaching techniques</p>				

will help the participant in the aspect of inclusion in education and differentiated teaching. Ms Farrugia will acquire better knowledge of British culture and its educational system and also open doors to teachers' future collaboration with other professionals in different countries. Due to her position, skills and techniques acquired during the course will be effectively disseminated among other educators not only in her school but also in other schools. A social network is created in order to continue the participant's cooperation in her professional life. This will result in the improvement of the participant quality of work and will have a direct impact on her current and future students. The project will also have a strong impact on the students considered to be low-achievers and disadvantaged and improve the quality of their life. There will be an impact on the school as well which will implement new strategies and revise the teaching and learning action plan in the school development plan putting on the front burner the outcomes of the project.

**Project results / teaching ma** The main activity of this project was the participation of the participant in a structured course through mobility. Through this mobility, the participant acquired knowledge and consolidated good practices. She developed her own competences in English language teaching and increased the relevance of her teaching through newly acquired methodologies. Having been immersed in an English speaking city, that is, London, the participant improved her linguistic competence and increased her cultural awareness apart from improving her foreign language and linguistic skills. As a result of the course objectives highlighted above in section 6.1, the participant gained practical skills for her current position as Head of Department and there was also a boost to her professional development. One of the most fruitful learning outcomes was that the course was a golden opportunity for the participant to network with colleagues and institutions in the educational field. There is already a drive for another Erasmus+ project with a colleague from Poland in which the participant is already collaborating even though this is still at its birth. The participant's main objective for participating in this project was for personal professional development. Having successfully completed and actively participated in the course in Advanced Language Methodology, the participant developed new learning practices and teaching methods which she not only uses in her class with her students but also shares with her colleagues in the English department. Due to the fact that the other course participants came from several different countries as previously highlighted, the participant has both learned from good practices abroad and shared her own knowledge and skills with the others thus extending her professional network. The fact that the course objectives were very practical and hands-on, the participant has enforced and improved her practical skills relevant for her job and professional development. This is having a spill-over effect on the other members of the English teaching team in our school. One of the course objectives was using technology in the English classroom. This has improved the use of ICT tools namely, the use of English teaching software, ICT devices and the use of the internet for the purpose of English teaching. Providing feedback to students through marking and correction techniques was another of the course objectives and this has increased the participant's awareness on new methods of assessing skills acquired in the school context and beyond. The participant had never participated in such kind of professional development abroad and this experience has refreshed her attitude towards teaching and towards leading her English team apart from improving her knowledge of English. Also, having worked on the project from its very initial stages, that is, at application stage, the participant has definitely increased her awareness of funding mechanisms for school education projects and mobilities and has acquired the competences to encourage, promote and facilitate other colleagues who might show interest in embarking on similar projects.

## Project profile: Feel Good to Live Together



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> COURS SAINTE THERESE, Laval. France
<b>Contact coordinating institution (email):</b> ehousset@yahoo.fr
<b>Name of the project coordinator:</b> Evelyne Housset
<b>Names and countries of partner institutions:</b> akladna skola, Nabrezna 95, Nove Zamky. Slovakia Gimnazjum nr 1 im. Tadeusza Kościuszki w Nysie, Nysa. Poland Alternative Learning Programme, Paola. Malta
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Our project is conceived for young people conditioned by the image and who shape their food and clothing habits, the way they communicate and what they are conditioned about from the television and the internet. This has consequences on the way how they look at their body. The objective of our project is to improve the relationship between the body and the spirit to adapt itself to a constantly evolving world. The students need to become aware of the importance of healthy food to be better in their body and to think about the relation which they have with the others for their future life. International cooperation will permit them to exchange experiences and learn about different eating. Recipients of the project will be able to tolerate other nations' eating habits.</p> <p>Our project, concerning essential people needs, in an attractive way teaches young people appropriate behaviors in the domain of nourishment, active lifestyle and dealing with stress. The objective is that the young people make the link between theoretical knowledges and their everyday life. This is not always simple when we use a classic pedagogy. They recognize ecological ways of growing food. They learn how to prevent obesity and common diseases. Our project enables them to select nutrition and physical activities which allow them to be healthy and dexterous. Actions in the project, include teaching concentration, dealing with everyday stress and preventing health problems as well as taking responsibility of one's lifestyle. This increases chances of a better school education. International contacts and meetings coach the students about other nations' nutrition habits, tastes and customs. This project thus aims at learning to live better with the others by sharing different culinary cultures for example, through activities where the students will be brought to communicate directly between them. Participants of the project get to know other cultures and become sensible to their differences. They learn how to respect them and, in consequence, become tolerant.</p> <p>The Students will learn about nutrition and the well-being:</p> <ul style="list-style-type: none"> <li>- understand fundamental importance of healthy lifestyle and nourishment for their lives whatever is our culture</li> <li>- Are aware of dangers resulting from the valueless nutrition and the passive lifestyle and know how to prevent them</li> <li>- Have the basic knowledge of the way of living healthily: balance its food to be better in its body</li> <li>- Fight against the complexes by a work on the body</li> <li>- Manage its stress</li> <li>- Understand the necessity of health care</li> </ul> <p>Tolerance and Inclusivity:</p>

- Respect the other one in its differences
- Know cities and countries of their partners
- Share interests and passions
- Use foreign language in practice

#### Teachers:

- Widen their knowledge of the healthy nutrition and the lifestyle
- Share their experiences and knowledge with teachers of partners' schools
- Use in their work educative materials created during the project to emphasize the transversalité
- Find educational solutions to improve the well-being of the pupil so that he reaches better the learnings and so to value the educational work
- Open to have a more alive and less theoretical look on what it is a question of transmitting on
- Take consecutive actions related to the realizations of international educational projects
- Use foreign language in practice

#### Schools:

- Replace a project of establishment in an European frame(executive) to create an opening on other cultures in a world where the intolerance is a permanent fight
- The actions on the frames of the project allowed to realize compulsory and extra classes in an interesting way
- The realization of the project is an interesting experience for all the partners' schools
- Realizing the project schools can count on the support of students' parents and on local authorities
- Creation of the link with the "premises"("place") (producers, associations) to show the importance to work with the world in which he lives
- The successful international cooperation of schools is a crucial element of their promotion

## Project profile: PersOnalized teaChing: the Key to success in EducaTion - Tools



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 26 months
<b>Name and country of the coordinating institution:</b> LICEO GINNASIO STATALE " M. BURATTI " Viterbo. Italy
<b>Contact coordinating institution (email):</b> chiara.frontini89@gmail.com
<b>Name of the project coordinator:</b> Chiara Frontini
<b>Names and countries of partner institutions:</b> Alternative Learning Programme, Paola.Malta Kardos István Általános Iskola és Szakközépiskola, Szigetszentmiklós Hungary, Instituto de Educación Secundaria CESAR MANRIQUE, Arecife. Canary Islands, Spain, Agrupamento de Escolas D. Sancho I, V. N. Famalicão. Portugal, DISK MESLEKI VE TEKNİK ANADOLU LİSESI, Istanbul. Turkey Vereniging voor Christelijk Voortgezet onderwijs Rotterdam en omgeving, Christelijke Scholengemeenschap Comenius College, Rotterdam. Holland
<b>Project website:</b> <a href="http://pockettools.weebly.com/">http://pockettools.weebly.com/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <b>This project aims:</b> <ol style="list-style-type: none"> <li>1. supporting schools to address all students from the lowest to the highest end of the academic spectrum, projects supporting networking of schools which promote collaborative and holistic approaches to teaching, projects aiming to develop methods and to create conditions for personalised teaching and learning in order to support each pupil, and projects developing monitoring and assessment suitable for such approaches.</li> <li>2. Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective</li> <li>3. Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovative teaching methods</li> <li>4. Inclusive education</li> <li>5. ICT improvement</li> <li>6. Strengthening the profile of the teaching professions through knowledge sharing and joint staff training events;</li> </ol> <b>Main objective:</b> exchange of best practices (including organizational and operational tools, assessment methods etc) to enhance and improved personalized teaching and learning in secondary schools. <b>Activities.</b> We will focus on 3 main areas of improvement, to be organized simultaneously through the project: <ol style="list-style-type: none"> <li>1. In the first grade of secondary school, the problem of inadequate requirements is one of the main reasons for early school leaving or underachievement (particularly in basic skills, both STEM and literacy).</li> </ol> To tackle this issue, we will implement the mastery learning method and the cooperative learning/tutoring method. All partner schools will implement the same actions, to be adapted according to each school system, and share and discuss about the results.

The first action of the project will thus be a questionnaire to submit to all 10th grade students (14 y.o.) to test their pre-requirements. Those who will score low will be immediately included in a refresher/remedial course (to be organized in the afternoon and or in optional hours, in any case extra the regular lessons) by teachers and more-talented students who will play the role of tutors. This approach will help the school to build up a learning community, a stimulating learning environment based on positive relationship between teachers and peers.

In the meanwhile, regular classes go on with the didactic learning units; the teacher will have to continuing monitor and evaluate progresses; if the teacher notices underachievement in the first learning unit, recovery courses (always out of regular classes) will be organized at the end of the first unit to help the weaker students move to the second unit successfully. Al so on, until the end of the school year.

To support this process, a new innovative method will be introduced: an e-learning platform (hopefull build with the IWT system - Intelligent Web teacher system from the MOMA s.p.a. company) where individualized learning path can be build.

2. Basic skills and OCSE/PISA tests. Many countries assessment systems are not suitable for helping students deal with the PISA tests. Thus a teachers training is needed to help teachers re-shaping their assessment methods. This will be the main topic of the first joint staff training event, and in this issue having a Finish partner will surely be an asset! My plans are to organize the joint staff training event in Finland, 3 teachers per school can attend. At the end of the training, teachers will have to organize at least 15 hours per year of activities (30 hours in total, during regular classes or in extracurricular hours, but compulsory for 10th and 11th grades students, until 15 y.o. when they have the PISA test) of problem based exercises and labs to train students to get high score in the PISA tests.

3. Personalized teaching is also for talented students, who have to be encouraged by the teachers to further develop their excellences. Thus, some experimental learning modular units will be created by teachers, with different learning degrees, conceived around the concept of competence. They could be built on the IWT platform or on a regular basis. For this task, the flipped classroom, the inquiry based learning (for STEM disciplines) and crosscurricular links methods will be used

## Project profile: Truly Independent



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Młodzieżowy Ośrodek Wychowawczy, Radzionków .Poland
<b>Contact coordinating institution (email):</b> <a href="http://www.mow.radzionkow.pl">www.mow.radzionkow.pl</a>
<b>Name of the project coordinator:</b> Marcin Laczkowski
<b>Names and countries of partner institutions:</b> Alternative Learning Programme, Paola. Malta. TURHAN FEYZIOGLU TICARET MESLEK LİSESI, Istanbul. Turkey IIS Francesco Orioli, Viterbo. Italy
<b>Project website:</b> <a href="http://www.trulyindependent.elp.pl/">http://www.trulyindependent.elp.pl/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>The project answers the objectives of the strategic partnership to improve the quality and relevance of what can be offered in the field of education in the EU. This is also a horizontal priority in the field of inclusive education. Each of the partner schools can boast of innovative programs to help become more independent and better prepared for adult life. The desire to share these experiences and develop additional educational materials along with the intercultural context became the basis for the creation of this project. The main objective of the project is education for self-reliance and overcoming social passivity among young people.</p> <p>The number of participants directly involved in the project is 18 students from each country (a total of 72 students from all partner countries) . Through the dissemination activities and implementation of the developed solutions in educational practice, the project will include teachers and students of participating institutions . The Youth Educational Centre in Radzionków is a community of 50 students and 40 teachers and educators. The Turkish partner employs 60 teachers and teaches 1,500 students. The Italian partner : 180 teachers and 950 students while the Maltese partner has 200 students and 55 teachers.</p> <p>Activities during the project are based on the practical operation of the students, activating methods ( brainstorming) and methods of independent investigation to knowledge ( situational method , case studies). Methods of work with teachers include mini- lectures and study panels.</p> <p>The cooperation includes the exchange of good practices in the field of education. Each of the partner schools share their achievements through the preparation and implementation of a chosen module . Students participating in the project will acquire competence in: personal budget management, work organization, problem solving, and collaboration in the group. At the same time they develop their linguistic competence, and through international cooperation learn to use their knowledge abroad.</p> <p>Teachers will gain knowledge about the activities that contribute to the development of independence and better preparation for adult life in different countries. In addition, they will increase their language and intercultural competence. Participation in the project will increase the effectiveness of education by incorporating intercultural factor in ongoing educational activities and education. Thanks to the project activities schools across Europe will gain supportive materials to educate young people to independent life. Through dissemination activities the materials will be used at regional, national and European level. The final product in the form of a guidebook “Guide to independent life” will be posted on the project website and the websites of partner schools. "Guide to independent life" will include materials for students and materials for teachers available in PDF files and videos from the workshops.</p>

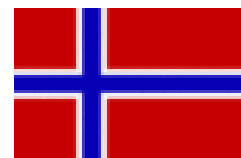


## Project profile: BEST (Be Enterprising, Succeed Together)



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2014-2016
<b>Name and country of the coordinating institution:</b> Howes Primary School – Coventry, UK.
<b>Contact coordinating institution (email):</b> admin@howes.coventry.sch.uk
<b>Name of the project coordinator:</b> Rebecca Bolland
<b>Names and countries of partner institutions:</b> <ul style="list-style-type: none"> <li>- Gozo College Secondary School (ex. Boys' School) – Malta</li> <li>- Holstre School – Estonia</li> <li>- 49 Dimotiko Scholeio Patras – Greece</li> <li>- Bagheria IV – Aspra – Italy</li> <li>- Zespol Szkol nr 10 – Poland</li> <li>- Lunde 10-arige skole - Norway</li> </ul>
<b>Project website:</b> <a href="http://best-project.eu/index.php">http://best-project.eu/index.php</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://best-project.eu/index.php">http://best-project.eu/index.php</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>In this project, students from Italy, England, Malta, Norway, Poland, Greece and Estonia discussed about their hopes for the future. Analysed the jobs their families do and discovered jobs in the area where they live, they explored possibilities open to them across Europe. The students together with their teachers shared ideas on how to run a business and what are the educational qualifications and skills they need for a specific job. The collaboration encouraged mutual respect and the ability to work with people from different cultures, and so it widened their horizons and increased their motivation to learn languages. The project gave opportunities to students from different countries to know more each other, either via the Internet (social media), and even more when they met for the Learning activities. It also helped students to enlarge their knowledge about the European countries.</p> <b>Aims:</b> <ol style="list-style-type: none"> <li>1. Students mix with other students from different countries, and get to know better the culture of other countries.</li> <li>2. They discussed about their dreams and how they can become true.</li> <li>3. Students explored the range of job opportunities open to them, and the skills and qualifications needed.</li> <li>3. They analysed their personal and educational skills and how they can develop them to reach their goal.</li> <li>4. Students created a business venture run by themselves.</li> <li>5. They learned to respect and appreciate different cultures.</li> <li>6. They used a common language (English), therefore they enhanced their communicative skills and their self-confidence in using a foreign language.</li> <li>7. They developed their ICT skills, and became more familiar with technology and with using a variety of internet tools for communication.</li> </ol> <b>The way Forward:</b> <p>This project meant that 6 of us (Estonia not included) commenced another KA2 project (2016-2019) as a collaborative continuation. This project is on the S.T.E.A.M subjects and is called F.I.N.D. (Future Inventors, New Discoveries). More information can be found at: <a href="http://find-project.eu/index.php">http://find-project.eu/index.php</a></p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <b>Activities and Outcomes:</b> The activities together with their results/outcomes were all uploaded in the project website, and can be found at: <a href="http://best-project.eu/activities.php">http://best-project.eu/activities.php</a>

## Project profile: Increased motivation in foreign language classes



### Type of the project:

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) **Learning Mobility of Individuals**

**Duration of the project:** 24 months

**Name and country of the coordinating institution:** Bergen Private Gymnas

**Contact coordinating institution (email):** post@bpg.no

**Name of the project coordinator:** Janne Olene Aske

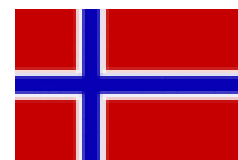
### Project summary (please do not exceed 2.500 characters including blanks):

The main objective of the project is to increase the student's motivation to learn foreign languages. Due to the schedule on our school, the pupils work with maximum two different subjects a day. It can therefore be very demanding to keep them focused, motivated and concentrated for three hours, especially in foreign language classes. In addition, some of the language groups consist of more than 20 students, which makes it challenging to follow them up and carry out activities where everyone is included and feel that they master the language on some level. A further challenge is that foreign languages, such as French, German and Spanish, are not prioritized by the majority of the students, and we would like to change this pattern. Our goal is to become better at helping students meet the difficulties and challenges when learning a language, which by turn can raise the motivation among our students.

The first part of our project therefore involved the foreign language teachers attending didactic courses abroad to receive new impulses and ideas on how to motivate the pupils when teaching a foreign language. We attended courses organized by, amongst others, Instituto Cervantes and Goethe Institut. Afterwards we have shared our experiences and new ideas, as well as lesson plans, with the other foreign language teachers. At the moment we are working on how to systematically implement and test the new ideas in our classes, as well as how to share our experiences with our colleagues who teach other subjects. We realize that this challenge will not be "cured" during our project, and see this as a project we will continue to work on. During the courses we learned new ways to make the students aware of the benefits with learning a second foreign language, as well as ways to continue to vary the form and content of the lessons to capture the interest of as many of the students as **possible. In the future we would like to involve the students more actively in our project, for instance through travelling with them to France, Germany, Spain or England to attend language courses in the language they are learning.**

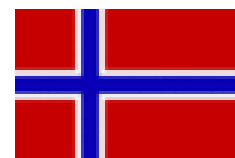
**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

## Project profile: From Sunnmøre to Catalonia through Art Nouveau



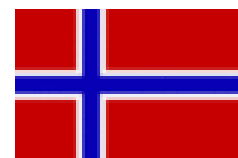
<b>Project Title:</b> From Sunnmøre to Catalonia through Art Nouveau
<b>Type of the project:</b> Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Sykkylven vgs, Norway
<b>Contact coordinating institution (email):</b> damian.cruz@mrfylke.no
<b>Name of the project coordinator:</b> Damian Cruz
<b>Names and countries of partner institutions:</b> XXV Olimpiada Barcelona (Spain)
<b>Project website:</b> <a href="https://www.artnouveauresource.com/">https://www.artnouveauresource.com/</a>
<p><b>Project summary (please do not exceed 2.500 characters including blanks):</b></p> <p>"From Sunnmøre to Catalonia through Art Nouveau" is a bilateral project involving Sykkylven vgs and Institut XXV Olimpiada. The project is thought for upper secondary school pupils (second year), and it has been motivated by the good synergies which international partnerships generate. The main theme of the project is Art Nouveau, which is a common trait Sunnmøre and Catalonia have. Moreover, Art Nouveau reflects a historical period of Europe, and there is expressions of it present in many more regions, cities and towns of Europe. Thus this project has as its main goal to develop students' academic, personal, and professional skills through producing a multilingual Art Nouveau Learning Program. In the process of producing the mentioned result Spanish and Norwegian students will work together exchanging experiences, working methods, and techniques. Furthermore, the participants will be generating long lasting bonds that will contribute to promote European development, integration, and solidarity.</p> <p>The project activities have as main goal the generation of the Learning Program. However, in this process we want pupils to broaden their historical perspective of local expressions such as Art Nouveau. Of great importance to the project as well is the way and conditions of life people had during this historical period.</p> <p>Entrepreneurship as a working approach is a crucial element of this project. Entrepreneurial thinking and methodology are together a common thread to several of the activities planned in this project. Why this focus on entrepreneurship's way of thinking and methodology? We want to promote critical and creative thinking, we want to equip our future citizens, our future leaders, with the tools necessary to analyze, cope, adapt, and master the challenges of their times.</p> <p>Activities will include access to the museum's archives and library, guided tours around the cities of Ålesund, Barcelona and its surroundings. Gathering of Life stories from the time Ålesund was reconstructed; exploration of local landscape and natural environment that inspired the local expressions of Art Nouveau. Visits to old factories at the industrial pole of Llobregat river and Ter.</p> <p>Workshops with activities aiming "historic empathy", where the pupils will work with Life stories of children and women who worked at the factories.</p> <p>Moreover, the project will organize social gatherings such as food courts and family outings during exchanges where the participants will experience different local traditional dishes and activities.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="https://www.artnouveauresource.com/">https://www.artnouveauresource.com/</a></p>

## Project profile: Sustainable Development in local communities



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> August 2015 – August 2017
<b>Name and country of the coordinating institution:</b> Otta ungdomsskole (Otta secondary school), Norway
<b>Contact coordinating institution (email):</b> Monica.haskjold.eide@sel.kommune.no Leif.solheim@sel.kommune.no
<b>Name of the project coordinator:</b> Monica Håskjold Eide
<b>Names and countries of partner institutions:</b> OSG de Ring van Putten (the Netherlands) I.E.S Rodrigues Moñino (Spain) Agrupamento de Escolas de Seia (Portugal) Istituto Tecnico Nautico “Gioeni-Trabia” (Italia)
<b>Project website:</b> <a href="http://www.susdev.school.eu/">www.susdev.school.eu/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://twinspace.etwinning.net/11185/home">https://twinspace.etwinning.net/11185/home</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The starting point of our project was the work the coordinating school, Otta ungdomsskole, had done since 2011 participating in a National project called <i>The Sustainable Backpack</i>. The core of the project was to increase awareness, understanding and competencies on sustainable development. <i>The Sustainable Backpack</i> is a national priority initiated by the Ministry of Education and Research and the Ministry of Climate and Environment to support Norwegian schools to implement Education for Sustainable Development (ESD).</p> <p>Sustainable development is an important topic internationally. In this project, we have focused on challenges we have on sustainable development in our local environment, and searched for similarities and differences internationally in order to stimulate and create a commitment amongst youths of today. In our opinion, young people in our time need a focus that can strengthen and develop respect, commitment and care for the nature- and culture-environment in their local surroundings. This can be done in different ways, and we have seen that the partner schools have both differences and similarities in what challenges we meet, and therefore have had different approaches to the topic. This has been very interesting to observe, and this has expanded the horizons of students who has participated.</p> <p>Economic challenges and changes in work markets increase a need to think differently. How are we going to take advantage of the resources we have in our local environment at the same time as we take into account the vulnerability of our nature? We wanted to focus on sustainable development to develop the understanding of how local use or misuse of nature is crucial to secure our future. We have seen that collaboration with other countries/areas has contributed to increase knowledge on the topic and to develop skills to take action to secure a sustainable future. Observation and knowledge from different angles of the topic has contributed to develop a deeper understanding of how local use or misuse of nature can influence global development.</p> <p>We have worked together for almost two years now, and our experiences are truly positive. We have collaborated virtually through TwinSpace, Skype and Facebook. In addition to this, we have created and developed a website. Our qualitative and quantitative surveys has so far shown that the students who has participated have benefited positively on literacy, ICT, knowledge on the topic and action competences.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p><a href="https://twinspace.etwinning.net/11185/home">https://twinspace.etwinning.net/11185/home</a> <a href="http://www.susdev.school.eu/">www.susdev.school.eu/</a></p>

## Project profile: I C U – a Toolbox for Optimal Teaching



### Type of the project:

Strategic school- to –school partnership

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

**Duration of the project:** 2 years

**Name and country of the coordinating institution:** Hatteng skole, Norway

**Contact coordinating institution (email):** Heidrun.Gronnvoll@storfjord.kommune.no

**Name of the project coordinator:** Heidrun Nyaas Grønvoll

### Names and countries of partner institutions:

Osnovna skole Glina, Croatia, Uuemoisa Lastea – Alkool, Estonia, Ita-Hakkilan koulo, Finland, Escola Josep Veciana, Catalonia(Spain), Szkola Podsradowa nr 3, Poland

**Project website:** <https://www.facebook.com/groups/626017630754367/>

### Project summary (please do not exceed 2.500 characters including blanks):

Erasmus project «I C U – a Toolbox for Optimal Teaching»

(I C U = I see you)

Participants:

Spain, Poland, Finland, Estonia, Croatia and Norway

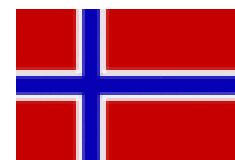
A teacher and student – based two year project. Project act. are planned for students aged 6-12 years with the main focus on the 6-9 year olds.

Our focus is preventing early school leaving by strengthening the five basic skills – oral, numeracy, writing, ICT, reading. We aim to guide the student to reach his/her full potential by using these skills to help them achieve the goals they set for themselves. To do this we need the very good methods from all over Europe regarding the teaching of these five skills. Our project idea is to collect, try out, evaluate the best practice from each school and create a Toolbox with methods to be used in all schools for better teaching.

Along this teacher - based project activities we have activities for children: reading competitions, writing 6 books together, one chapter each in each book, we have national dolls travelling with their diary. At the end of the project the dolls return home with their diaries full of information of daily life and school life throughout Europe.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

# Project profile: The correlation between pedagogy and methodology in preschool, primary school and day care facilities for school children



<b>Type of the project:</b> School mobility project Erasmus+ mobility
<b>Duration of the project:</b> 01.09.2014 – 01.09.2016
<b>Name and country of the coordinating institution:</b> Norway
<b>Contact coordinating institution (email):</b> elin.stromsholm@frosta.kommune.no
<b>Name of the project coordinator:</b> Elin Mari Strømsholm
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>We have now completed a project, which goal was to develop the transition preschool – SFO (The Norwegian before-/afterschool-program) – school, where the focus was mainly on the pedagogical context. We wanted to see the correlation through the whole course of the children’s education/upbringing, and challenge our pedagogical thought-patterns to be able to continue the development of the pedagogical program in preschool, SFO and school, which can prevent youth from dropping out of high school. As a part of this project, in the fall of 2014, 12 participants have been on an excursion to Reggio Emilia in Italy.</p> <p>Regarding the fact that several of the preschools in the municipality of Frosta has worked a lot with methods inspired by preschools in Reggio Emilia in Italy, our goal was that all employees in the preschool, SFO and the first grades in school should gain knowledge about the philosophy of Reggio Emilia and methods of working that belongs to it. A common frame of reference and knowledge could possibly lead to a debate, which we were hoping this visit to Reggio Emilia could help lead to. Afterwards, the participants were responsible for gatherings for all the employees in the preschools, the SFO and in the lower classes in primary school. To create an understanding of the pedagogical way of thinking, terms like “project”, “creation of meaning”, “children’s right to participate”, “motivation”, “how we look upon children”, “learning”, and “parental supporting” have been central.</p> <p>Because of the fact that the employees from the preschool, SFO and school went on a trip together, it lead to internal relationship-/teambuilding. This has made the cooperation between preschools, SFO and school develop and improve. From the fall of 2015, we have implemented monthly meetings. From the fall of 2016, this group expanded with to school nurses, one environmental therapist and the leader of the integration-service. We have received funds from the directorate of children, youth and family to our work with parental-supporting initiatives. We think that we are on our way to creating a good cooperation about interdisciplinary preventive work that ensures that the children in Frosta has good conditions for learning and developing in a positive direction. We work together in direction of the goal of reducing dropouts in High School. Interdisciplinary cooperation between the fields of upbringing/education and health is important in the continuation.</p>

## Project profile: Develop yourself!-support of talented students



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) School mobility project (KA1)
<b>Duration of the project:</b> 24 months
<b>Name and country of the coordinating institution:</b> Liceum Ogólnokształcące imienia Mikołaja Kopernika, Tarnobrzeg/Poland
<b>Contact coordinating institution (email):</b> lo@oswiata.tarnobrzeg.pl
<b>Name of the project coordinator:</b> Mrs Beata Dul
<b>Names and countries of partner institutions:</b> Karatay Anadolu Lisesi Antalya/Turkey, Deutschhaus-Gymnasium Würzburg/Germany-hosts of job shadowing activities
<b>Project website:</b> <a href="http://lo.tarnobrzeg.pl/teksty/pokaz_tekst/erasmus">http://lo.tarnobrzeg.pl/teksty/pokaz_tekst/erasmus</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://lo.tarnobrzeg.pl/teksty/pokaz_tekst/produkty-projektow">http://lo.tarnobrzeg.pl/teksty/pokaz_tekst/produkty-projektow</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The Erasmus + programme project KA1 “Develop yourself!-support of talented students ‘ was carried out from 01.08.2014 till 31.07.2016 with the budget of 32, 355 Euro.</p> <p>It consisted of 17 mobilities in a form of job shadowing(5mobilities) and of different methodological Training courses (12mobilities).</p> <p>The Project "Develop yourself!- support of talented students" was the result of the identified needs of our school in the following areas: supporting talented students in science and foreign languages, change of traditional methods of teaching into creative, enquiry based one with the use of modern technologies, school internacionalization and the increase of the number of different international projects, increasing number of different contests’ participants, development of teaching competence and activating teachers towards longlife learning.</p> <p>The main objective was the support of linguistically and scientifically talented students interested in science through the introduction of changes in traditional methods of teaching.</p> <p>The project aimed at the further introduction of the 3.0 education, which is characterized by blurring the lines between teachers and students so that we are all discoverers of information and the creators of new knowledge.</p> <p>Direct participants of the project were teachers of foreign languages( English and German) and teachers of science and other subjects(historians, geographers, IT teachers, biologists) interested in the areas covered by the project .</p> <p>Indirect participants were and still are talented students taught by the teachers mentioned above, other teachers-members of school staff with whom participants shared acquired knowledge, and finally-all students attending our school.</p> <p>Within the project we planned 2 job shadowing activities in our partner schools in Turkey and</p>



Germany , and 6 various courses on which ICT, cultural and didactic competence of participants were developed.

The courses depicted also the needs of participants' professional development.

We chose 4 courses in the Great Britain on CLIL, Using Technology for Teaching

English, Focus on Ireland including CLIL method, Creative activities&Motivating materials for secondary classroom, 1 organized by NPDN/Tarnobrzeg in Cyprus on Web 2.0 Tools for effective teaching and project work, 1 by Europafels in Germany on Individual approach in heterogenic groups with the use of modern technologies and methods.

All tasks undertaken in the project depicted our current professional development needs.

All participants received Europass document confirming acquired skills and knowledge.

Within the project we used methods of active participation, good practice examples, self-presentation, creative methods of learning and teaching, self-evaluation, observation of model classes, modern technologies supporting the educational and long life learning process, inquiry based methods.

The project's results so far have included : the growth of competence and knowledge of the direct participants, the increase of students' and teachers' engagement in the international projects: eTwinning, youth exchanges, strategic partnerships; the shift from traditional teaching into the modern one; stable, sustainable cooperation with Deutschhaus Gymnasium; start of using CLLIL method, acquiring the ability of self-evaluation; the focus on the talented students, wider offer of extracurricular activities.

In long term perspective we expect that the project will lead to the introduction of the CLIL ( teaching whole subjects or their elements in the foreign language) and creating bilingual classes.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Etwinning projects

<https://twinspace.etwinning.net/10484/>

<https://twinspace.etwinning.net/5670>

projects with Asia-Europe foundation

[http://aec.asef.org/projects/2015/Proposal-What\\_Matters\\_in\\_Your\\_Life\\_2017.pdf](http://aec.asef.org/projects/2015/Proposal-What_Matters_in_Your_Life_2017.pdf)

Methodological articles written for Asia-Europe foundation

[http://aec.asef.org/resources/adam\\_stepinski5.html](http://aec.asef.org/resources/adam_stepinski5.html)

[http://aec.asef.org/resources/adam\\_stepinski4.html](http://aec.asef.org/resources/adam_stepinski4.html)

[http://aec.asef.org/resources/adam\\_stepinski3.html](http://aec.asef.org/resources/adam_stepinski3.html)

strategic partnership project „Witnesses of 2nd World War“

2016 r ERASMUS+ Strategic partnership 2016--1-NL01-KA219-022971-3 CHRISTELIJK COLLEGE

NASSAU

youth exchange with I.E.S Vecindario/Spain/Gran Canaria

<http://newfriendsnewadventures.blogspot.com.es>

some conferences materials( all in Polish) available at the web link below

[http://lo.tarnobrzeg.pl/teksty/pokaz\\_tekst/produkty-projektow](http://lo.tarnobrzeg.pl/teksty/pokaz_tekst/produkty-projektow)



## Project profile: THROUGH DEMOCRACY TO LITERACY



<b>Type of the project:</b> Strategic school-to-school partnership (KA2) Cooperation for Innovation and the Exchange of Good Practices. Strategic partnerships for Schools.
<b>Duration of the project:</b> September 2015 – September 2017 (1.09.2015 – 01.09.2017)
<b>Name and country of the coordinating institution:</b> Leikskólinn Holt, Reykjanesbaer, Iceland
<b>Contact coordinating institution (email):</b> holt@leikskolinnholt.is
<b>Name of the project coordinator:</b> Anna Sofia Wahlström (annawah@simnet.is)
<b>Names and countries of partner institutions:</b>  Przedszkole nr 48 z Oddziałami Integracyjnymi, Zabrze (Poland), C.R.A. Alto Cidados, Arnedillo, Enciso, Herce and Prójano (Spain) Vrtec Tržič, Tržič (Slovenia)
<b>Project website:</b> <a href="http://www.throughdemocracytoliteracy.wordpress.com">www.throughdemocracytoliteracy.wordpress.com</a>
<b>Link to Project Results Platform (if applicable):</b>  <a href="http://www.throughdemocracytoliteracy.wordpress.com">www.throughdemocracytoliteracy.wordpress.com</a> (Erasmus+ website) <a href="http://www.fourheadeddragon.wordpress.com">www.fourheadeddragon.wordpress.com</a> (eTwinning project “Four-headed dragon” within Erasmus+ partnership; November 2015-May 2016) <a href="http://www.ourerasmuscats.wordpress.com">www.ourerasmuscats.wordpress.com</a> (eTwinning project “Our Erasmus Cats” within Erasmus+; April 2016-October 2016) <a href="http://www.egrapesblog.wordpress.com">www.egrapesblog.wordpress.com</a> (eTwinning project “Bunch of e-Grapes” within Erasmus+; October 2016-May 2017) <a href="http://www.erasmuswatercycle.wordpress.com">www.erasmuswatercycle.wordpress.com</a> (eTwinning project “Erasmus Water Cycle” within Erasmus+; April 2017-June 2017)
<b>Project summary:</b>  “Through democracy to literacy” project is an action research where the participating preschools use pedagogical documentation as a tool of assessment and educational development evolving literacy and democracy.  <b>Being literate is much more than reading and writing!</b>  Literacy is often understood in a traditional sense being reading and writing a text. Literacy also has to deal with such issues as creation of meaning, digital technology, media literacy, literacy concerning the society, environment, culture, mathematics, science and the different ways children use to express themselves. <b>In this project we attend to work with these different criteria of literacy. Searching for democracy approach which let children become active participants in learning and let teachers create learning environment for developing students` skills in literacy.</b>  In this Erasmus+ project the area of practice was integrating democracy and literacy into the daily life of preschool activities based on the interest, initiative and active participation of the children. In a matter of learning methods schools were an inspiration for each other as well as other institutions and schools across in their regions and countries.  “Through democracy to literacy” project consists of four topics which were taken into consideration, discovered and then enhanced as the results of discussions between teachers in participating schools, learning activities organized while training visits, and through eTwinning projects build on the basis of what teachers learnt during training events.

**How can teachers initiate and support democracy and literacy?** – when schools put their attention into teachers' role in learning process and school approach, and its influence on children development and behavior.

**Children's participation in their learning process.** –Teachers got familiar with Project Based Learning, Child – Centered pedagogy, the importance of child-initiated projects and activities as well as an important role of free play in students development, both for academic and soft skills.

**How to involve parents, enhancing the democratic impact as well as in supporting children's learning processes considering literacy.** In this section schools evaluated their ways of collaboration with parents and local communities for the development of students in the area of literacy and democracy. Teachers got inspired by few initiatives discovered while training events and mutual observation, like: Learning Communities approach, Kindergarten council.

**Looking into daily routines and school environment as to how we can improve democracy and literacy skills.** Reorganization of school environment for the best opportunities to gain literacy skills and space for democracy.

In this Erasmus + project, born within successful eTwinning partnership, we keep working in shorter eTwinning projects (one after each training event), for the opportunity of our students to enjoy the collaboration with colleagues with a use of methodology their teachers learnt in Erasmus+.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

**"Through democracy to literacy" publication** – in preparation (available in June 2016)

**Dissemination of project results in media, press, conferences in partners' countries and abroad:**

DISSEMINATION sub-page on project web site: <https://throughdemocracytoliteracy.wordpress.com/dissemination/>

**eTwinning projects:** "Four-headed dragon", "Our Erasmus Cats", "Bunch of e-Grapes", "Erasmus Water Cycle".

**"Building values" video:** <https://www.youtube.com/watch?v=gIgnj-iaxZY>

**Interesting initiatives:**

**Learning Communities in our schools:**

- Restaurant in a Classroom (<https://egrapesblog.wordpress.com/2017/03/21/in-the-classroom-restaurant/>)
- Ecological food workshop (<https://egrapesblog.wordpress.com/2017/03/08/ecological-food-workshop-in-spain/>)
- Tasty Adventure (<https://egrapesblog.wordpress.com/2017/03/01/tasty-adventure-with-learning-community/>)

**Children take the role of kindergarten staff, according to their choice expressed in videos recorded by parents:**

<https://integracja48.wordpress.com/tag/inicjatywa/> (initiative in Polish kindergarten)

## Project profile: Understand better to help better - dealing with pupil behavioural challenges in 2015-2016



<b>Type of the project:</b> (School mobility project (KA1))
<b>Duration of the project:</b> from 1st June 2015 to 31st May 2016
<b>Name and country of the coordinating institution:</b> Zespół Szkół Technicznych i Licealnych Czechowice-Dziedzice, Poland
<b>Contact coordinating institution (email):</b> skeczek.g@gmail.com; zstil@zstil.eu
<b>Name of the project coordinator:</b> Grazyna Skeczek
<b>Names and countries of partner institutions:</b> 1. Progetto Crescere – Società Cooperativa Sociale, Reggio Emilia, Italy 2. Liceo Scientifico G. da Procida, Salerno, Italy
<b>Project website:</b> <a href="http://www.zstil.eu/dokumenty/projekty_unijne/erasmus_grono/podstrony_erasmus/o_projekcie_en.html">http://www.zstil.eu/dokumenty/projekty_unijne/erasmus_grono/podstrony_erasmus/o_projekcie_en.html</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/831ef3ab-d5e0-477d-a271-8abb5a39d9cb">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/831ef3ab-d5e0-477d-a271-8abb5a39d9cb</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The project engaged 15 people from ZSTiL - the teachers of general and vocational subjects and the school counselor. The analyses of the school's needs (the pupil's educational situation, level of international cooperation, usage of ICT tools, level of social and organizational competences of the teachers) showed the necessity of:</p> <ul style="list-style-type: none"> <li>- increasing the knowledge and experience of the teachers about the way of thinking of the contemporary teens, the ways of dealing with pupils' difficult behavior, learning practical strategies of working with them</li> <li>- broadening the European dimension of the school</li> <li>- development of other competences of the teachers.</li> </ul> <p>The following tasks were executed:</p> <ul style="list-style-type: none"> <li>a) a 20-hour language course</li> <li>b) a cultural training on Italy(6 hours)</li> <li>c) an essential training devoted to the project's topic(6 hours),</li> <li>d) participation of 12 people in a 5-day course abroad „Teenagers with Behaviour Disorders Or Bad Boys?” organized by Progetto Crescere, Reggio Emilia, Italy</li> <li>e) participation of 4 people in a 4-day job shadowing at Liceo Scientifico Statale G.da Procida, Salerno, Italy</li> <li>f) participation in individually chosen online courses on ICT tools at the eTwinning platform (all project's participants)</li> <li>g) activities implementing and promoting the project's results</li> </ul> <p>The above mentioned activities were conducted in various forms (mainly in group cooperation) and with varied methodology (a talk, lecture, presentation, discussion, conversation, reflection, case study, surveillance, e-learning, visits at schools, etc.)</p> <p>The main aim of the project was to improve the quality of the school's performance. The execution of the project resulted in taking a better care of the pupils, tailored to the needs of contemporary teens and complies with the latest knowledge about their behaviour. Other goals were to increase the school's European dimension, develop the teachers various' competences (inter-cultural, European, social, linguistic, ICT).</p> <p>The project did influence: the school's other teachers, the pupils, the pupils' parents, the very school, the teachers and</p>

school counselors from other local schools, the local authorities and communities, the partner institutions, the European communities.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The execution of the project resulted in the following:

1. The quality of school's work has improved

– operating procedures for dealing with pupils with behavioural disorders and socially maladapted have been worked out (can be found on our project's website

[http://www.zstil.eu/dokumenty/projekty\\_unijne/erasmus\\_grono/podstrony\\_erasmus/erasmus\\_grono\\_en.html](http://www.zstil.eu/dokumenty/projekty_unijne/erasmus_grono/podstrony_erasmus/erasmus_grono_en.html));

- the effectiveness of educational activities has gone up;

- the quality of care of the pupils has improved thus minimizing the negative results of problems connected with teenagers' behaviour;

- the bad impact of pupils with behavioural disorders on their peers is decreasing and a better integration of such pupils with other teens is visible;

- the cooperation of teachers and parents has become more professional.

2. The teachers' teaching and educational competences have developed – they have broadened their knowledge about behavioural disorders and their diagnosing, the methods of working with pupils with such defects, bullying and its preventing; they also analysed the educational projects about pedagogical and psychological care carried out by the foreign partners; they exchanged their experience with the Italian experts

3. The school's European dimension has expanded as well as those of our foreign partner institutions (e.g. by increasing the network of international contacts)

4. The teachers' numerous competences have been developed (European, inter-cultural, linguistic, computer, social and organizational ones)

5. The integration of the teaching staff has improved

6. The teachers' engagement in the school's work increased as they have become more aware of the common responsibility of the school's welfare (e.g. 2 application forms for Erasmus+ project were submitted, an eTwinning project - Sierpinski Carpet Project was successfully completed <https://twinspace.etwinning.net/363/home> and our page: <http://www.zstil.eu/sierpinski.html>)

7. The school's prestige in the local community has changed for the better

8. The prestige of the foreign institutions cooperating with us has also increased

9. The knowledge in the local community about Erasmus+ program and about Italy has broadened; the attitude of tolerance towards the cultural diversity of Europe has improved

10. We have managed to make other European schools interested in running similar projects in the future

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/831ef3ab-d5e0-477d-a271-8abb5a39d9cb>  
and <https://groups.etwinning.net/14066/pages/page/72688>

To sum up, the execution of the project resulted in a better functioning of the school in teaching and educational areas and broadened the school's European dimension. The skills and abilities acquired by the teachers while doing the project had already been used and will be used in the future for planning and executing further actions on behalf of the school (e.g. applying for other European projects).

## Project profile: Career in Art



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, <u>Strategic partnership in the field of school education (KA2)</u> )
<b>Duration of the project:</b> 3 years
<b>Name and country of the coordinating institution:</b> Fine Arts High School in Gronowo Górne, Poland
<b>Contact coordinating institution (email):</b> joanjastrzebska@wp.pl
<b>Name of the project coordinator:</b> Joanna Jastrzębska
<b>Names and countries of partner institutions:</b> Ljubljana Secondary School of Design and Photography (Slovenia), WICO campus Mater Dei (Belgium), Colegiul Auto Traian Vuia (Romania), The Secondary Art School of Ladislav Bielik in Levice (Slovakia), Figen Sakallıoğlu Anadolu Lisesi (Turkey)
<b>Project website:</b> <a href="http://ssof.si/erasmusplus/">http://ssof.si/erasmusplus/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ssof.si/erasmusplus/index.php/results">http://ssof.si/erasmusplus/index.php/results</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Career in Art brings together art schools from six countries. The train of thought behind the project is to teach our students the basic business and entrepreneurial skills they need for a successful artistic career. The main issue of our communities is that most of the students who graduate from an art school will encounter difficulties. These may refer to trying to find a job, being able to withstand criticism of their art, coping with praise, or choosing the right career path. Students' art and work needs to sell, otherwise they will not be able to make a decent living. Our students need to develop their passion, however, they must understand the needs, demands and rules of the present job market. Our project treats their artistic development as a way to give them future careers. We live in a world where it is easier to carry on other people's ideas, blend with the crowd and work in a factory or corporation. This project gives our students an idea of how to wish to stand out, how to give wings to your attitudes, a way to express themselves, a way to think out of the box and to know it's the right way. This project is a chance for our new generations to give life to their ideas not fearing the risks, not limiting their options.</p> <p>Therefore we wish to give our learners the basis of how to become great artists. A real professional artist knows history of art, they know different artistic techniques of modern and ancient times. An artist must be skilled – they must have innovative ideas - be ready to experiment, try new techniques to have a better vision of their goals in life. Apart from it, artists need to know languages to be able to sell their work worldwide, as well as be literate in modern technologies, as art today has gone digital. Nevertheless, young artists must also master some traditional techniques of (painting on glass, ceramics, sculpting on wood, etc.). With our project we create links between old craftsmen and young minds. This way we will keep our traditions alive, and we will give our students the chance to breathe new life into traditional artefacts.</p> <p>In our project, students and teachers were involved in art activities, which were carried out at respective schools as well Transnational Teachers Meetings and Short-Term Students Exchanges, which saw students exchanging ideas, working on hands-on projects, learning new artistic techniques, talking with artists, learning about national heritage and art history, going to galleries and museums, visiting studios, attending seminars on business in art, creating their ePortfolios and exhibiting their art.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>Results: <a href="http://ssof.si/erasmusplus/index.php/results">http://ssof.si/erasmusplus/index.php/results</a></p>

## Project profile: Escolas do Baixo Alentejo: A Caminho da Liderança/ Schools from Alentejo Down: The Path of Leadership



### Type of the project:

(School mobility project Consortium (KA1))

**Duration of the project:** 12 months

**Name and country of the coordinating institution:** Câmara Municipal de Alvito- Portugal

**Contact coordinating institution (email):** geral@cm-alvito.pt

**Name of the project coordinator:** Jaime Araújo

**Names and countries of partner institutions:** Agrupamento de Escolas de Alvito, Agrupamento de Escolas de Cuba e Agrupamento de Escolas de Vidigueira- Portugal

### Project summary (please do not exceed 2.500 characters including blanks):

- The consortium project entitled "Schools of Baixo Alentejo - A way to leadership," meets the concerns of the City Council of Alvito regarding the inadequate management of the institutions and the alarming early school leavers in the region, which is a social and human problem feeding situations such as social inequalities, precarious jobs, low productivity and low competitiveness that are reflected in society and in the development of the country. In addition, early school leaving has been a flagellum in the Alentejo region, with rates well above the European average (EU - 11,9%; Portugal - 19,2%; Alentejo - 25%). This is a serious problem for the Portuguese schools, jeopardizing the teachers' careers, with fewer students at school, but with a lot more in the classroom (increasing of the 0 schedules) and an obstacle to development, due to the lack of labor skills, contributing to the desertification of the interior of the country, already plagued by an ageing population. Thus, the project's main objectives are:

- Improve the skills of principals / managers of school organs;
- Reduce early school leaving in the institutions;
- Increase the educational success of students at the schools;
- Adopt specific measures to combat early school leaving in the institutions;
- Enhance official documents that govern the functioning of the institutions.

Regarding the profile of the participants, and meeting the specific needs of the three schools, the selection will fall on members of the directions of schools and teachers or psychologists who are in direct contact with students in order to be able to identify, signal and act effectively towards early school leaving situations.

For the expected results in the project, these are embodied on:

- Greater coordination between different departments and levels of education in the institutions;
- Update school management strategies in the different institutions;
- Introduction of preventive measures to combat early school leaving in the institutions;
- Development of a combat manual of school leaving, based on the OECD report "No More Failures: Ten Steps to Equity in Education";
- Change / improvement of official documents governing the activities of the organizations in order to improve the functioning of the schools.

The benefits in the long term of the consortium shall be the following:

- Reducing school failure;
- Recovery of students who had left school;
- Application at the schools of the region, of the proposals present in the manual produced by the consortium;
- Greater productivity and efficiency in the services provided by the schools;
- Decrease in cases reported to the committee of child and young protection - CPCJ;
- Greater social cohesion in communities.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

- Booklet with measures to combat school dropout used by the organizations involved in the Consortium project and disseminated to other schools in the region (you can find attached and will be translated into English for presentation in Bonn). This booklet was based on the OECD report “No More Failures: Ten Steps to Equity in Education”;
- Links with innovation which is available on the national television channel MEO 507890 (<http://kanal.pt/gerir-canais> User-jimmyaimar@gmail.com Password- Jimmy281977) :  
<https://www.youtube.com/watch?v=gG2xb2QxosU&t=52s>  
<https://www.youtube.com/watch?v=K6Zf4z0BxrQ>  
[https://www.youtube.com/watch?v=4\\_jNyMC-iHg](https://www.youtube.com/watch?v=4_jNyMC-iHg)  
<https://www.youtube.com/watch?v=qeVsozeu9XY&t=32s>  
and so on...9<sup>th</sup> and 8<sup>th</sup> grade Math's!

**Project profile: “For a School of the Future: open and inclusive” (“Para uma Escola do Futuro: aberta e inclusiva”)**



<b>Type of the project:</b> Mobility of learners and staff - School education staff mobility project (KA1)																									
<b>Duration of the project:</b> 1 year (22/09/2014 - 21/09/2015)																									
<b>Name and country of the coordinating institution:</b> Escola Secundária José Saramago – Mafra PORTUGAL																									
<b>Contact coordinating institution (email):</b> School Management: direcao@esjs-mafra.net Coordinator: anadias@esjs-mafra.net																									
<b>Name of the project coordinator:</b> Ana Maria Marques Dias																									
<b>Names and countries of partner institutions:</b>																									
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<b>Project website:</b> All materials can be shared by email.																									
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): Project Overview: The “Escola Secundária José Saramago – Mafra”, in developing its strategic plan, aims to modernize and upgrade its human and material resources to ensure quality educational and training solutions for all young people and adults of the county, with special emphasis on their educational and personal growth in order to provide them with tools that enable them to act as responsible and autonomous citizens at a European Dimension in a global world. The project implementation of good practices, which are visible in students’ results as well as in numerous projects that complement the curricular activities aimed at the integral training of the students, will improve certain aspects, particularly in the use of new technologies in an educational context, in the area of leadership, organization and school management and in the support it provides to students with special educational needs or other problems. So the implementation and dissemination of this project made it possible for teachers to upgrade their skills in order to enhance the use of ICT in different subjects, projects and school organization, innovating methodologies and practices within the school thus contributing to improve teacher performance and student outcomes. Project objectives: This project arose in the context of our School’s Educational Project and that of the Municipal Educational Project, being consistent with their goals and objectives. We consider that the following objectives were achieved: <ul style="list-style-type: none"> <li>- to improve language and communication skills;</li> <li>- to develop interpersonal and intercultural skills which will enable an effective and constructive participation in the educational community;</li> <li>- to develop diverse and innovative approaches in education in general, and in the context of the classroom, in particular;</li> <li>- to share life experiences and good practices;</li> <li>- to provide a personal , cultural and professional enrichment;</li> <li>- to improve the knowledge of different European countries’ educational systems;</li> <li>- to enable participants to make better use of new technologies in the educational context , so as to make the most of existing resources in the school, promote motivation and subsequent students’ academic success;</li> <li>- to contribute to an innovative approach to teaching both at a technological and a linguistic levels;</li> </ul>																									



- to improve the quality of services provided by the school in different areas.

Number and profile of the participants:

The twenty participants in the project, consisting of eighteen teachers, one of whom a male, all of Portuguese nationality and aged between thirty-eight and fifty-nine years, belong to different disciplinary groups: 3 Portuguese/French/Spanish teachers; 1 English teacher; 2 geography teachers; 4 mathematics teachers; 5 physical science teachers; 1 IT teacher and 2 Special Needs teachers.

Description of activities:

According to the project guidelines (ICT, quality improvements for the institution and Special Needs Education), the participants combined personal training needs with those of the school while choosing structured courses, conferences and Job Shadowings in educational organizations of reference.

Results and impact:

Participation in the various mobility activities contributed to the improvement of:

- Technological, language, communication and intercultural skills;
- The teaching activity performance;
- Collaborative work between school teachers and between them and their students;
- The use of new technologies in an educational context;
- Institutional practices of the school, in general and in the special education area in particular.

Medium and long-term benefits:

- To develop the organizational structures of the School;
- To promote overall improvement in the quality of the educational service;
- To make the best use of the existing school resources;
- To promote collaborative work between teachers both locally and at European/ International level and between them and their students;
- To motivate school staff in carrying out their work functions, leading to the academic success of students;
- To allow new European/ International educational projects to come about.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The most relevant topics addressed by our project were:

- ICT - new technologies - digital competences
- Quality Improvement Institutions and/or methods (incl. school development)
- Disabilities - special needs

<b>Conferences (*)/ Structured courses/ Job Shadowing</b>	<b>Results / teaching material</b>
<ul style="list-style-type: none"> <li>- <i>European School Heads Association Conference *</i></li> <li>- <i>2<sup>o</sup> Convention of International Confederation of Principals – Leading Educational Design *</i></li> </ul>	<ul style="list-style-type: none"> <li>- International practices in the field of School Management were shared amongst teachers who are linked to the School Management Structures.</li> </ul>
<ul style="list-style-type: none"> <li>- <i>Energy Psychology in the classroom to reduce early school leaving</i></li> </ul>	<ul style="list-style-type: none"> <li>- Dissemination of the text "EFT - Emotional Freedom Techniques", elaborated by the participant.</li> <li>- Support in the application of EFT techniques.</li> </ul>
<ul style="list-style-type: none"> <li>- <i>FCL course: Collaboration and innovative learning scenarios</i></li> </ul>	<ul style="list-style-type: none"> <li>- Workshop "Ferramentas WEB 2.0" at the Training Centre - CFAERC, in Mafra.</li> <li>- Various teachers applied the techniques within their school work.</li> </ul>
<ul style="list-style-type: none"> <li>- <i>Using E-Learning in the classroom</i></li> <li>- <i>ICT in Education</i></li> </ul>	<p>Participants created:  <a href="http://esjspragaerasmus2015.weebly.com/">http://esjspragaerasmus2015.weebly.com/</a>            Computer applications used in the mathematics' classes.</p>
<ul style="list-style-type: none"> <li>- <i>Job Shadowing at Centre de Recursos Pedagògics del Segrià (CRP)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Good practices applied to Spanish students with special needs were shared amongst teachers.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Job Shadowing at Ernst-Litfaß-Schule, Berlin</i></li> </ul>	<ul style="list-style-type: none"> <li>- Good practices regarding the German Professional Education were shared amongst teachers.</li> <li>- Workshop “Ensino Profissional” at the Training Centre - CFAERC, in Mafra.</li> </ul>
<ul style="list-style-type: none"> <li>- <i>GO-Lab Summer School 2015</i></li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of good practices, with European teachers, on the Go-Lab site.</li> <li>- Sharing of good practices and new methods with the Physics’ teachers of our school.</li> <li>- Workshop at the Training Centre - CFAERC, in Mafra.</li> <li>- Materials created during the course were used in classes.</li> </ul>
<ul style="list-style-type: none"> <li>- <i>Stage Didactique pour professeurs de Français Langue Étrangère</i></li> <li>- <i>Nubescuela 2015</i></li> </ul>	<ul style="list-style-type: none"> <li>- New teaching methods and innovative materials were shared with teachers of French and Spanish.</li> <li>- Materials on the internal school site (Moodle).</li> </ul>
<ul style="list-style-type: none"> <li>- <i>Language and Methodology for Teachers of English</i></li> </ul>	<ul style="list-style-type: none"> <li>- New teaching methods and innovative materials were shared with teachers of English.</li> <li>- eTwinning Project "Bridging Borders Between European Schools" for sharing of good practices and teaching materials amongst European teachers.</li> </ul>

## Project profile: MORE - MOBILE Resources on Education: let's learn with each other



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Agrupamento de Escolas da Batalha - Portugal
<b>Contact coordinating institution (email):</b> direcaoaeb@aebatalha.ccems.pt
<b>Name of the project coordinator:</b> Miguella Fernandes
<b>Names and countries of partner institutions:</b> <ul style="list-style-type: none"> <li>- Lycée Saint Cricq – France</li> <li>- Istituto di Istruzione Superiore Nicolò Pellegrini – Italy</li> <li>- Osnovna sola Preska - Slovenia</li> </ul>
<b>Project website:</b> <a href="https://twinspace.etwinning.net/639">https://twinspace.etwinning.net/639</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="https://www.youtube.com/channel/UCE9wkEYVcQrcgYK4jeuVf3A">https://www.youtube.com/channel/UCE9wkEYVcQrcgYK4jeuVf3A</a> <a href="https://goo.gl/X50BHb">https://goo.gl/X50BHb</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Our project idea started with our etwinning project MORE. After working together for one year and knowing each other skills and expertise we decided to share and spread our knowledges to each other and among our students. The aim was to join synergies from all countries, each one specialized in a technical area of knowledge. There were four countries with teacher of different expertise: Portugal with long experience in programming, France in electronics, Italy in Robotics and Slovenia with a primary school experience in European projects and willing to test the solutions created by the other countries with their students. We can say that the project change the way we work in our classes today. The project had also:</p> <ul style="list-style-type: none"> <li>- Helped to decrease the number of early school leavers</li> <li>- Improve language skills for both teachers and students</li> <li>- Get learners involved through cooperation between European countries</li> <li>- Collaborate between different levels of education (peer learning)</li> <li>- Use appealing didactic materials</li> <li>- Test new and innovative educational resources</li> <li>- Innovate teacher practice through the production of new and appealing materials</li> <li>- Teachers and students will improve and share their ICT skills among the project partners</li> <li>- Promote educational success from primary to higher education, putting schools at the service of student learning by supporting all the steps for the project development.</li> </ul> <p>All teacher involved in the project now integrate coding, Arduinos, robots in to their classes. Our students became more creative in problem solver.</p>

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Some of our results:

- Educational resources for maths and science for primary schools (online and apps)
- Educational tutorials for electronics, robotics, app development, interfacing electronic systems and desktop devices and saving data read by Arduino.
- Educational games (Apps) for kindergartens and primary schools
- Programming devices with robotics like sensitive moving robots
- Programming electronic systems with microcontrollers related with maths and science

Some devices had sensors to collect data like: temperature and humidity, movements, sounds detector, light intensity, or others, measure some characteristics of the environment.

- Organisation of robot soccer game : (EXTRA Activity)
  - Building of soccer fields
  - Development of mobile device app to remote control the robots
  - Building of new robots
  - Creation of automatic goal detection system and score display
- Organisation of robot race (EXTRA Activity)
  - Building of tracks
  - Development of programs for line-following robots
  - Development of mobile device app to remote control the robots
  - Creation of automatic time measuring system for the race
- Digital Christmas trees - Leds and Arduinos;
- Digital Christmas cards;
- Digital trees remotely controlled;
- Project logos.

Visit the website: <https://twinspace.etwinning.net/639/pages/page/20128>.

## Project profile: Internationalize, Articulate and Innovate



<b>Type of the project:</b> School mobility project - Erasmus + KA1
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Agrupamento de Escolas da Maia, Portugal
<b>Contact coordinating institution (email):</b> aline.santos@aemaia.com
<b>Name of the project coordinator:</b> Aline Santos
<b>Names and countries of partner institutions:</b> Euneos, Finland and Estonia; Quarter mediation, Holland; Learn it easy, Athens; In Dialogue, Austria; ETI - Executive Training Institute, Malta; Eruditus Association, Norway; Edukarjala, Finland; Shadows - training teachers for europe, UK; Sotkamo Lokio – Finland; GMS Mörikeschulein, Germany.
<b>Project website:</b> <a href="https://groups.etwinning.net/22679/pages/page/146710">https://groups.etwinning.net/22679/pages/page/146710</a> <a href="https://www.facebook.com/Projeto-Internacionalizar-Articular-e-Inovar-661155074037829/?fref=ts">https://www.facebook.com/Projeto-Internacionalizar-Articular-e-Inovar-661155074037829/?fref=ts</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>It is a project that, by identifying the needs of the Cluster (through the analysis of the Teacher's Training Plan 14/16, External Evaluation reports and questionnaires addressed to the group of teachers), intends to internationalize the School, increase the inter- and intra-departmental articulation and provide innovative experiences in education to the teachers of the Cluster.</p> <p>The project will be developed over two academic years, with the frequency of twelve structured courses and one jobshadowing, which will take place in several European countries (Greece, Estonia, Spain, Norway, United Kingdom, Malta, Netherlands, Romania, Denmark and Finland), involving twenty-one mobilities of teachers from various levels of education, from various departments and belonging to the four schools of the Cluster. Teachers will move mainly in pairs, pairs composed of teachers from different schools and different levels of education, aiming at increasing the articulation.</p> <p>The training aims are to provide innovative experiences in education related to Internationalization, Mathematics, Sciences, Languages, ICT, as well as classroom management, conflict management, student motivation, among other identified needs. The frequency of courses such as "Creativity in teaching and training and how to use music, art, ICT and sports in education", "Best practices Benchmarking!", "Benchmarking - Learning with games", "Spice Up Your Teaching Ideas - Methodology in Practice Today", and "Tap-swipe-pinch into Stem - Learning Maths and Sciences with tablets", will provide to the group of teachers a set of new skills, knowledge and attitudes that will allow them to reinvigorate their practices and renew their Everyday life.</p> <p>After the courses are held, participants are expected to reproduce what they have learned in small Structured Courses for all the teachers of the Cluster so that all the faculty can benefit from the project, reflecting in this way the development of a set of skills, knowledge and attitudes that become a differentiating factor in the development of the teaching / learning process of the children and students of this institution.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>In our eTwinning group we have: a cultural research of the city visited, the Program and Contents of the course, all the material collected in the Structured Course, the contacts of the people met, the Educational System of the country visited and the Training Evaluation.</p>

## Project profile: Culture and Cinema



<b>Type of the project:</b> School's Partnership
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Agrupamento de Escolas da Maia, Portugal
<b>Contact coordinating institution (email):</b> aline.santos@aemaia.com
<b>Name of the project coordinator:</b> Aline Santos
<b>Names and countries of partner institutions:</b> École primaire du Carei, France; CEIP Los Albares, Spain; 1st Experimental Elementary School of Tessaloniki, Greece.
<b>Project:</b> <a href="http://interaemaia.wixsite.com/comenius">http://interaemaia.wixsite.com/comenius</a>
<b>Link to Project Results Platform (if applicable):</b>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The Cinema and Culture project was developed in four countries - Spain, Portugal, France and Greece - during the 2013/2014 and 2014/2015 school years.</p> <p>The main actors involved were the two groups of the 3rd year of E.B.1 of Gueifães (Agrupamento de Escolas da Maia) in the academic year of 2013/2014 who were in the 4th year in the last year. There were several activities developed in the project: students made posters, had skype sessions with colleagues from other schools and created a documentary about their daily routine in the first year. In the second year of the project 12 students participated in the Comenius Weeks (in Thessaloniki and Menton), integrating the classes of the partner schools and experiencing the students' daily lives in the host families; continued skype sessions with colleagues from partner schools; created a short film about cultural aspects of their region that involved the development and creation of a script, the story board, a "making of" of the short film, the appreciation of it and, finally, a delivery ceremony of prizes and the participation in the international festival "Festimaj" – "Le plus grand festival du cinema du monde", organized by France. The Comenius Open Day and the Comenius Gala were also held to disseminate the results of the project to the Educational Community.</p> <p>Throughout the two years of the project, it was often intended to extend the same to the other classes of the same school, to the other E.B.1 of the Group and to the School Community.</p> <p>In this way it was tried to deepen the cultural awareness among the participants of the different countries, as well as to develop artistic, linguistic and technological competences. It was intended that students acquire a cinematic awareness and experience this art form.</p> <p>The aim was to realize the principle of creating an European cultural awareness and to promote the involvement of students in challenging projects that would generate motivation and develop students' autonomy and initiative.</p> <p>The goals were: developing an awareness of European citizenship; promote, effectively, collaboration between different cultures; develop awareness of common cultural aspects among different countries; promote the idea of cultural diversity as a positive attribute and an essential competence for the success of a European learning project; enhance awareness and pride in your own culture; increase linguistic awareness; develop the cinematographic awareness / media literacy through the creation of a documentary and a short film; promote the sharing and appreciation of cultural aspects; develop critical awareness of media literacy.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): The project results were very differentiated and can be consulted in the platform mentioned above. Are worth of note: the documentary, the short film, the virtual platform itself, the effect of the mobilities in each group of students (young students aged from 8 to 10 years old) and in each group of teachers regarding their professional development.</p>

## Project profile: Network of Democratic Citizenship Schools



### Type of the project:

Strategic partnership in the field of school education (KA2)

### Duration of the project: 24 months

**Name and country of the coordinating institution:** ECOS – Cooperativa de Educação, Cooperação e Desenvolvimento CRL. - PORTUGAL

**Contact coordinating institution (email):** geral@ecos.pt

**Name of the project coordinator:** Joana Franco

### Names and countries of partner institutions:

[Kulturno izobrazevalno drustvo PiNA](#) (Slovenia)

[Centrum Rozwoju Inicjatyw Społecznych CRIS](#) (Poland)

[Agrupamento de Escolas Pinheiro e Rosa AEPROSA](#) (Portugal)

[Gimnazija Gian Rinaldo Carli Koper - Ginnasio Gian Rinaldo Carli Capodistria](#) (Slovenia)

[IV Liceum Ogólnokształcące im. Mikołaja Kopernika](#) (Poland) – not a Partner in ERASMUS + funding application

**Project website:** [www.democraticschools.ecos.pt](http://www.democraticschools.ecos.pt)

**Link to Project Results Platform (if applicable):** not applicable

### Project summary (please do not exceed 2.500 characters including blanks):

The project **Network of Democratic Citizenship Schools** is funded by the European Union under ERASMUS + Programme and it is the result of a partnership between 3 schools and 3 civil society organizations from Poland, Portugal and Slovenia. Its target group is the school community, especially the students, but also teachers, school non-teaching staff and parents/tutors. The surrounding community, such as civil society organizations, youth organisations, municipalities, universities, citizens and others, is also involved by supporting, providing feedback, and getting engaged in the planning and delivery of project local activities.

Seeking to **encourage young people's active citizenship**, by developing their sense of belonging to the school, local, national, European and global communities and by promoting their Participation in the decisions affecting their lives, the partner teams involved in this project have been developing, between September 2015 and August 2017, a number of common actions with the following goals:

- Understand, compare, collect and organise information regarding School Participation in each partner country;
- Research and study various models of participatory and democratic citizenship in schools;
- **Create a Scale of Reference for Participatory Citizenship Schools**, a practical self-assessment tool in terms of school actors Participation in learning, governance and community relations;
- Approve Action Plans for Participation containing the actions that each School community involved in this project will undertake in order to "climb stairs" in the Scale of Reference for Participatory Citizenship Schools, during and after the period of project implementation;
- Launch a "Network of Democratic Citizenship Schools", which will initially include the 3 School Communities involved in this project, that shall act as multipliers, promoting the integration of other EU Schools in the network.

### Project results / teaching material (if relevant, please indicate web address / the source of supply):

- Scale of Reference for Participatory Citizenship Schools ([www.democraticschools.ecos.pt](http://www.democraticschools.ecos.pt))
- Action Plans for Participation (to be published on the same website)
- Participatory Schools 4 Better Democracies – 2017 Conference Paper (currently being developed)



## Project profile: Cross-curricular educational approach endeavor in a border-less Europe



<b>Type of the project: KA2</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))	
<b>Duration of the project:</b> 24 months	
<b>Name and country of the coordinating institution:</b> INSPECTORATUL SCOLAR JUDETEAN MARAMURES, ROMANIA	
<b>Contact coordinating institution (email):</b> isjmm@isjmm.ro	
<b>Name of the project coordinator:</b> DURUŞ LIGIA	
<b>Names and countries of partner institutions:</b> OSMANIYE IL MILLI EGITIM MUDURLUGU, TURKEY	
<b>Project website:</b> <a href="https://www.facebook.com/Cross-Curricular-educational-approach-endeavor-in-a-border-less-Europe">https://www.facebook.com/Cross-Curricular-educational-approach-endeavor-in-a-border-less-Europe</a>	
<b>Project summary</b> (please do not exceed 2.500 characters including blanks):  <p>The general objective proposed and achieved has been the implementation of cross-curricular approach into didactic process of primary&amp;secondary educational level, in order to enhance student's motivation and engagement, the holistic understanding of concepts, of real-life situations of learning and, finally, to sustain the learning process. The specific aims proposed and achieved are: a)to contribute, for long term, to the sustainable development of society by the improvement of education and of life quality in local community b)to contribute, for short and middle term, at the improvement of education for the both region through the new attitude, knowledge, competences of students and of teachers regarding the educational approach c)to build educational approaches for students, teachers, local community members who are part of the target group, in terms of cross-curricular education d)to form to target group the skills and habits regarding the cross-curricular education through the contribution of different educational factors in educational activities e)to manage the quality and efficiency of free time for students, youth and adults engaging in actions to research different links between fields where can find a phenomenon/concept/situation. The project has been based on following problems, identified in our institutional strategies and who gave the project idea: a)to help the students to reach their potential through the value of multiple intelligence b)to realize the link between different local and European institutions and association, through didactic activities, conferences, seminars etc regarding the cross-curricular approach in education (benefits, tools, methods) c) to realize the self-evaluation of students, teachers, local communities and authorities regarding the key competences developed d) to give adaptive feedback from educational field e)to use the online resources and on-line tools for dissemination f)to share the specific creative/formative educational method for the sustainable development through cross-curricular activities. The partner institutions of this regional partnership have identified a common need: to promote the cross-curricular approach in educational activities, as modality to link the theory to the practice and the different curricular fields and, additionally, to value the main emotional intelligence of our students. The students from disadvantaged category (with disabilities/educational difficulties, at the risk of educational failure and school abandon) have needed to be motivated regarding their participation at educational system. We have found that the school needed to be closer to the local community in learning/teaching process. We have needed to propose new methods and tools in learning/teaching process. For these, the project activities have implemented training piloting sessions of these innovative methods for 36 Romanian and 83 Turkish teachers from schools involved in the implementation. The partnership, between 2 institutions from Maramures county (Romania) and Osmaniye region (Turkey) are realized in order to support the implementation of the project &amp; to disseminate its results. From each region have participated one school and one institution with interest in educational field. Each partner has been responsible for project implementation; the coordination is the Romanian partner. The direct beneficiaries (from entire category of target group) are constituted by 60 teachers, 800 students from primary+secondary level, 24 school inspectors, representative from local authorities, parents. The project proposes managerial activities assured by transnational project team. Each partner has a managerial team. The project proposes 4 transnational meetings (48 mobilities). During the implementation, we have recorded 4 intellectual outputs: IO1 -practical Guide of cross-curricular teaching&amp;learning activities on 100 DVDs&amp;on Facebook, IO2 -optional course, IO3 -managerial study, IO4 -teachers training course support. Other results from: administrative&amp;financial documents,</p>	



monitoring/evaluation/dissemination activities. The project evaluation has been realized as quantitative and qualitative aspect, through direct observation, feed-back as evaluation methods. The dissemination has been realized through poster, 800 ex. leaflet, PowerPoint presentations, local meetings, project Facebook, webpage of partner institutions, 3 presentations in media. The add value at EU level through the didactic method centered to needs, aspirations and possibilities of learners. The impact is for short&middle&long term for students and teachers. The educational experience is transferable and opportune for others. The sustainability is assured through the possibility of exploitation of project results in future. The training activities are an investment in human resource and this sustains the durable development. It adds a cultural awareness through the activities from our countries.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

Pedagogical results: The project has contributed at the development of educational documentation through the intellectual outputs. We have proposed and we have applied a questionnaire for the initial/ongoing/final evaluation of our target group, using a representative sample composed by: 50 students, 25 parents, 25 other persons from local community. For the monitoring of lessons/activities, we have used the sheets for observation. All direct beneficiaries proposed in project form has been participated at the project implementation (400 students, 24 school inspectors, 60 teachers) and we have a good cooperation between our regions in educational field. We have proposed/agreed/applied a procedure for communication. The questionnaire drawn up by the project teams and applied, in both regions, to parents reveal that they are more content concerning the school results of their children in the context of the use, in didactic activities, of methods proposed by our project. Didactic results: Each region has collected the information and the own-experiences regarding the use of methods proposed trough the project. The main partners have participated at different local/regional/national multiplier events and at this occasion they have expose the common poster and leaflets. We have trained 119 teachers not included in the partnership. Methodical results: The coordinator institution has elaborated different tools for monitoring and evaluation of project activities and of project implementation trough: Power Point presentations, financial evidence sheets, check-list. The analyze of needs included in the strategies for institutional development of each participant institution for next school year contains a positive change concerning the subject of innovative approach, the use of cross-curricular methods used in didactic activities, the individual intelligence valued in teaching-learning process. Because the study proposed as Intellectual Output 3 is considered not an intellectual output, this represents another important project result. Exceeding the initial expectation, we have piloted the project Intellectual Output 4 in both regions. In Romania we have piloted the IO4 through training activities with 39 teachers in Romania and with 83 participants in Turkey. As project result, these persons have understood the concepts, the didactic philosophy of the methods proposed by our project and have the competences concerning the use of cross-curricular methods and the valuing of the multiple intelligence. We have observed a positive change of attitude of participating teachers and students to the teaching/learning process and a sustained motivation for implementation of project outcomes. The events for dissemination have given a new value to these activities, ensuring fuller understanding and acceptance of project ideas in broad social circles. Administrative results: Each partner institution has definite the local team and different administrative points, the strategies for implementation/monitoring/evaluation/dissemination and the specific tools and modalities for each phase. The local teams have gathered individual experience in transnational project partnerships and in project management and the partners had the opportunity to highlight the differences between the school educational systems. The both regions have participated with proposals for the project logo. One proposal of Turkish partner school has been selected. During each project meeting the partner institutions have realized the common minute. Each transnational project meeting has a working agenda. The Romanian local partner (the public body) has proposed the draft for poster and leaflet, the draft for the questionnaire for parents/other persons from local community. The Turkish main partner has realized and actualized the project Facebook. Other results: the poster (each partner have the poster on roll-up), the leaflets (400 exemplary for each region), 50 DVDs with the intellectual outputs (distributed at national / regional level for dissemination), many photos posted on Facebook and at project corner from each partner institution, the project portfolio (with all specific documents). The realization of poster&leaflet&Power Point presentation is important as general information about the project, addressed to local community, teachers, students, parents, other schools etc.

## Project profile: Wellbeing and Inclusion for New Educational Resources-WINNER



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01.09.2014-31.08.2016
<b>Name and country of the coordinating institution:</b> Vaslui County School Inspectorate, Romania
<b>Contact coordinating institution (email):</b> isjvaslui@isj.vs.edu.ro
<b>Name of the project coordinator:</b> Mihnevici Landiana
<b>Names and countries of partner institutions:</b> Commune di Marsciano, Italy
<b>Project website:</b> <a href="http://www.project-winer.eu">http://www.project-winer.eu</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/#search/keyword=Wellbeing and Inclusion for New Educational Resources&amp;matchAllCountries=false">http://ec.europa.eu/programmes/erasmus-plus/projects/#search/keyword=Wellbeing and Inclusion for New Educational Resources&amp;matchAllCountries=false</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>The challenge of migration is a challenge for European Union. This is essential nowadays when professional success and the possibility of finding and keeping a job are closely related to the level of education reached by each individual, especially for migrants who change, sometimes definitively, their country, way of life, social, educational and cultural environment. In this context, the presence of Romanian citizens in Italy has become more and more consolidated over the years. Today, the Romanian community constitutes 20% of the foreign population in Italy. From these, 24.4% are living in Umbria Region. In Romania, more than 80000 children have at least 1 parent working abroad. In Vaslui County, in 2014, 1033 children had both parents abroad, 2198 one parent and 400 the unique parent left abroad for work. Concerning the remigration, in 2014, 140 students came back in Vaslui County schools (mainly IT and ES); the number increased from year to year (65 in 2012 and 84 in 2013). From these, 27,8% have learning difficulties and re-adaptation problems, even if the perception is often positive.</p> <p>The project general objective is to improve the level of inclusion of migrant and re-migrated children and families in the chosen country and of lonely children, in order to develop a wellbeing based school and community environment both in RO and IT</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>-to develop a wellbeing-based, inclusive, non-discriminatory environment in min. 8 schools from Vaslui(RO) and Umbria(IT) regions, until august 2016;</li> <li>-to develop a common inclusion strategy involving at least 8 schools, 2 NGO, 9 municipalities and 2 education institutions from Vaslui(RO) and Umbria(IT) regions until 2016;</li> <li>-to improve the educational and social environment for min. 772 migrant, 140 re-migrated and 200 left alone children until august 2016</li> <li>-to raise awareness of the importance of the European cooperation between educational systems, civil society responsables in order to support young people full integration in society, especially those in risk of exclusion (772 migrant, 140 remigrated and 200 left alone children) until august 2016</li> <li>-to create an European bilateral space of reflection and sharing of experience between all stakeholders involved in the youth counseling and support for integration in their adoption/origin country (IT, RO) until august 2016</li> </ul> <p>The target groups are:</p> <ul style="list-style-type: none"> <li>a) 903 Romanian students, 688 Italian/migrant students of 17 nationalities of which, 40.9% (282 students) are from RO.</li> <li>b) teachers <ul style="list-style-type: none"> <li>-134 teachers from RO; 200 teachers from IT</li> </ul> </li> <li>c) parents <ul style="list-style-type: none"> <li>-approx. 640 Romanian and 340 Italian parents/tutors/other family members</li> </ul> </li> </ul>

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The project main results are 3 intellectual outputs, as follows:

**-Study of migrant/remigrated children inclusion needs**

The study analysed the school and social inclusion needs of migrant students in the adoption country(Italy) and of the re-migrated students in the origin country after a period of living and studying abroad(in English, Italian and Romanian)

**-Inclusive School, Inclusive Community-training course**

This is a training course(course content)for teachers/other educators working with migrant/re-migrated students(in English)

**-Migrant/Remigrated Children Inclusion Practical Guide**

The guide presents the migrant/re-migrated children inclusion policies and practices in EU, Italy and Romania, the cluster of inclusion indicators elaborated through the project, their test results in partner countries and good practices examples of local inclusion projects developed by associated partner schools and other schools(as local partners)-English, Romanian and Italian version.

## Project profile: YEL - Young European Leaders



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 26 months (1. 09. 2015 - 31.10. 2017)
<b>Name and country of the coordinating institution:</b> Gymnázium bilingválne, Žilina, Slovakia
<b>Contact coordinating institution (email):</b> gbza@gbza.eu, janka.mladenkova@gbza.eu
<b>Name of the project coordinator:</b> Janka Mládenková
<b>Names and countries of partner institutions:</b> Schildin-lukio, Jyväskylä, Finland Institution Saint Jude, Armentieres, France Witteking Gymnasium, Lubbecke, Germany Lycée Michel-Rodange, Luxembourg city, Luxembourg IES Miguel Catalán, Zaragoza, Spain
<b>Project website:</b> <a href="http://yel.softstudio.sk/">http://yel.softstudio.sk/</a> , <a href="http://www.zamun.sk">www.zamun.sk</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Six secondary schools from Finland, France, Germany, Luxembourg, Spain and Slovakia interested in developing a project on debating in school and students' leadership skills promotion, decided to apply for funding as a strategic partnership.</p> <p>They realise that young people struggle to fit the society, to find the active place as responsible citizens and to meet labour market expectations. Throughout the wide range of project activities, students are given the opportunity to improve their communication skills (argumentation, negotiation, public speaking), critical thinking, negotiation, research, language and digital competences, etc. and collaborate together in the virtual space (in the TwinSpace) and face-to-face in the multinational debating/youth clubs created at schools or during model conferences with international and multilingual setting (<a href="http://www.zamun.sk">www.zamun.sk</a>). In order to participate and perform well at a conference (where students solve specific international issues as delegates of allocated countries), involved teachers together with the students create intellectual outputs, which will be implemented into the club activities or ordinary lessons in each school and tested as a part of school curriculum, in particular during 2/3-month long-term mobilities of chosen students (30 in a two-year project period). The methodology applied envisages long lasting impact of the project results on wide school community. The participating schools organise school debates, local public discussions, simulations of UN or EU conferences and projects in cooperation with local and regional activities and share with the others also after the official end of the project. All the materials developed in the project are published through e-twinning site, school webpages and ZAMUN website and made available as a source for others who want to conduct a similar project.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>In the process of creation, under construction - a part of the results can be found on <a href="https://twinspace.etwinning.net/6192/home">https://twinspace.etwinning.net/6192/home</a></p>

## Project profile: World of Work “WOW”



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 01.09.2015 – 31.08.2018
<b>Name and country of the coordinating institution:</b> Dr. Josef Raabe Slovensko, s.r.o., Slovakia
<b>Contact coordinating institution (email):</b> raabe@raabe.sk
<b>Name of the project coordinator:</b> Mgr. Andrea Vadasová
<b>Names and countries of partner institutions:</b> Secondary Private School of Design, Slovakia The Primary school and Kindergarten of Udica, Slovakia The University of West Bohemia, Czech Republic 7-th Primary School and Kindergarten in Plzeň, Czech Republic, The University of Stuttgart, Germany MiNe-MINT, Germany
<b>Project website:</b> <a href="http://www.world-of-work.eu/en">http://www.world-of-work.eu/en</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/0cd8f68f-a484-4535-992d-3703d469bbd7">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/0cd8f68f-a484-4535-992d-3703d469bbd7</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>In many European countries, there is a considerable “gap” between what is learned in the classroom and the real life context of pupils’ world (New Skills for New Jobs flagship initiative, 2010). Part of the problem lies in the fact that teachers have limited access to resource materials, through which to emphasize relevance (Developing Key Competences at School in Europe. Challenges and Opportunities for Policy, 2012). Furthermore, most curricula are examination-driven, as a consequence of which teachers adopt a highly didactic approach to cover the syllabus and meet the expectations of students, teachers and parents. As a result, pupils are not adequately prepared by the education system for the world of work. (Proposal for key principles of a Quality Framework for Early Childhood Education and Care, 2014).</p> <p>To address the above mentioned challenges, the WOW project combines the efforts of 7 relevant organizations from 3 European countries (Slovakia, the Czech Republic and Germany) to create innovative methodical materials and an online platform to increase the relevance and quality of “world of work”-related subjects in lower secondary education schools. Furthermore, the project will seek to address the reported lack of resources and insufficient level of specific competencies among teachers in this educational area.</p> <p>The consortium consists of 2 enterprises - active in the field of school education; 2 universities; and 3 schools, thus ensuring that the WOW outputs will be designed, developed, tested, validated and disseminated through cooperation and exchange of expertise among some of the leading European experts in the relevant field.</p> <p>More than a total of 4800 pupils in lower secondary education, teachers and parents will participate in various project activities, i.e.: testing of the WOW outputs, validation, demonstration workshops, targeted dissemination and direct use of products.</p> <p>Roles and responsibilities between partners have been distributed and agreed to ensure that business, academic and school expertise are applied in a balanced way to guarantee the successful implementation of each of the 6 main</p>

work packages, covering all project activities throughout the project lifetime. The duration of the project is planned for 36 months, which will be followed by additional activities to ensure sustainability of results.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

The project foresees the following activities and outputs:

- to produce an evidence base research on good practices and major challenges with regard to “world of work”-related subjects provision in partner countries, as well as across Europe;
- to design, develop, test and validate WOW methodical materials for teachers in “world of work”-related subjects in lower secondary schools;
- to organise and carry out 16 creative workshops for teachers and pupils in Slovakia and the Czech Republic to demonstrate in practice how to apply the WOW methodical materials;
- to develop a WOW video, which will serve as a practical visualisation of how methodical materials could be applied in curricula and out of class activities;
- to create and launch a WOW online platform (free interactive tool), where all materials will be uploaded in four language versions, to allow for future exploitation and sustainability of project outputs;
- to carry out one large dissemination event for national and international stakeholders.

## Project profile: Learning for life through internationality



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 12 months
<b>Name and country of the coordinating institution:</b> School Preserje pri Radomljah, Slovenia
<b>Contact coordinating institution (email):</b> o-preradomlje.lj@guest.arnes.si
<b>Name of the project coordinator:</b> Mateja Persolja
<b>Names and countries of partner institutions:</b> Albäcksskolan Hultsfrednot, Sweden; Bearsden Academy, Scotland
<b>Project website:</b> <a href="http://os-preserjeradomlje.splet.arnes.si/erasmus-k1-staff-mobility/">http://os-preserjeradomlje.splet.arnes.si/erasmus-k1-staff-mobility/</a> <a href="https://sites.google.com/site/formativnospremljanjeznania/skotska-izkusnja">https://sites.google.com/site/formativnospremljanjeznania/skotska-izkusnja</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>For the past fifteen years the primary school Preserje pri Radomljah has been working intensively on the realization of its vision; Seen as a leader in its field being a role model for schools who are inspired by us. The non-authoritative leadership of our headmistress encourages a highly motivated and creative team of employees who devote a lot of time and energy to making changes and finding strategies for the introduction of innovations.</p> <p>Education being the basis of our remit we also recognized the role of good relations, which today brings us a high degree of confidence from our pupils and their parents to trust our expertise in making changes. We continue to modernize teaching methods and working formats.</p> <p>We visited schools in Scotland, Finland and Sweden. These countries have already introduced in their curriculum by the reorganization of their educational policies, everything what we want to apply in our education: i.e) good relations and well-being, inclusion of students at all stages of learning and evaluation, early introduction of foreign languages in a modern way, assistance in teaching pupils with special needs, integration of school life and local community, linking content and objectives, implemented formative monitoring of individual skills, work portfolio, learning and education for responsibility and initiative, and learning at higher taxonomic levels.</p> <p>Sweden, such as Scotland and Finland, gave the example of education for greater accountability, by giving students more freedom and trust of rules in schools and society. In Finland we acquired particular knowledge of quality management in education, an excellent example of integration of school and everyday life, excellent performance of the curriculum, which is based on trust in the teacher's professionalism with a high degree of ethics and knowledge. We also had the opportunity to present our work and practice and gain additional partners for successful dissemination of the project.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>During the project activities we found partners and had the opportunity to present our work and practice and gain additional partners for successful dissemination of the project, which was carried out in Ljubljana at the seminar Education for Tomorrow. In this way we got confirmation that we work in the right way and feedback from professors from different countries which enabled us to make a better self-assessment. With a view to successful dissemination and self-assessment, we also organized The Fair of Knowledge that we carried out for 60 teachers from all over Slovenia.</p> <p>In the area of formative assessment of knowledge, we participate in the training of Slovenian teachers.</p> <p>On the basis of mobility, we made a selection of examples of good practice. We have already partly implemented the work with students way of monitoring knowledge, self-assessment, feedback, some examples of interdisciplinary teaching. We also prepared proposals for the implementation of ideas in the future annual work plan of the school. Despite our desire, all the ideas will not be possible to implement, because our legislation and norms don't allow us this realization.</p> <p>Together with the teachers, we will consider how to make it possible to realize some of these proposals, despite some obstacles. In this purpose, we applied to the Ministry of Education, Science and Sport an application for updating, according to our wish to keep descriptive assessment at least in the third grade.</p> <p>Teachers who have been a part of this project have been showing more enthusiasm, creativity, initiatives and openness to new and different ways of teaching. Going abroad and having an opportunity to observe different practices, cultures and traditions enables teachers to have a better insight in their own practice, which is necessary before making any changes.</p>



## Project profile: Together in the past, together into the future



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> Šolski center Celje, Gimnazija Lava, Slovenia
<b>Contact coordinating institution (email):</b> anja.ramsak@sc-celje.si
<b>Name of the project coordinator:</b> Tatjana Štorman
<b>Names and countries of partner institutions:</b> V. gimnazija Zagreb, Croatia
<p><b>Project summary</b></p> <p>The project was coordinated by Gimnazija Lava grammar school, Šolski center Celje, together with its partner school V. gimnazija Zagreb (grammar school), which is one of the most successful and most highly-respected grammar school in Croatia. The main advantage of cooperation with a school from a culturally similar environment is the fact that similar approaches and practices in both environments can easily be compared.</p> <p>On the basis of SWOT analysis Gimnazija Lava recognized its strong and weak points and in its development plan set its priorities:</p> <ul style="list-style-type: none"> <li>*satisfaction of key stakeholders achieved with increase in quality,</li> <li>*strengthening of the high-skilled professionals,</li> <li>*consolidation of recognition and competition of Gimnazija Lava on both local and European levels.</li> </ul> <p>The main objectives of the project were:</p> <ul style="list-style-type: none"> <li>* strengthening of specialist, pedagogic, didactic, management and other competences of the participants,</li> <li>* identification and transfer of innovative education practices / approaches from the partner school into the school's activities,</li> <li>* the improvement in the quality of work at Gimnazija Lava,</li> <li>* strengthening of the European dimension and international cooperation of the school.</li> </ul> <p>Strategies and methodologies to achieve these objectives were the preparation participants for the mobility, personalized training with job shadowing and benchmarking of good and innovative practices at the partner school and working of participants in 'doublets'.</p> <p>We carried out 16 mobilities/trainings in 8 five-day mobility flows. Each of the sixteen participants had a mentor teacher (a teacher of the same subject) at the partner school, who led the training.</p> <p>The participants were:</p> <ul style="list-style-type: none"> <li>* teachers of general subjects: Slovenian, maths, English, German, biology, chemistry, psychology, sociology, information science, sports, music, arts;</li> <li>* heads of professional working groups: Slovenian, biology sports;</li> <li>* assistant headmaster.</li> </ul>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>The expected and reached project results are:</p> <ul style="list-style-type: none"> <li>• improved specialist, pedagogic, didactic and management competences of the participants,</li> <li>• a new international partnership with V. gimnazija Zagreb and thus a stronger European dimension,</li> <li>• familiarization with the Croatian school system,</li> <li>• identification and analysis of 14 examples of good practice at the partner school,</li> <li>• comparison of 13 curricula of different subjects,</li> <li>• comparison of 12 matura exams of different subjects,</li> <li>• 12 published articles on the project activities and results,</li> <li>• 16 personalized training programmes of job shadowing in the duration of 5 days (in 8 flows),</li> <li>• 16 Europass Mobility documents for the participants, proving their acquired/ improved competences,</li> <li>• 16 letters of evaluation by the participants and their mentors,</li> <li>• the future cooperation between the students of both grammar schools.</li> </ul> <p>Besides the above mentioned results the schools managed to continue cooperation even after the official ending of the project. So in the school year 2016/2017 we have carried out several activities together.</p> <ul style="list-style-type: none"> <li>- a science-sports camp for 2 classes of 3<sup>rd</sup> year students (one from each school; subjects included: sports, biology, geography; led by the teachers of the previously mentioned subjects of both schools; lasted 5 days);</li> <li>- a project Books Unite (38 students from both schools reading and discussing books about marginalized groups in both countries; led by the teachers of the Slovenian and Croatian languages; a 2-day student exchange);</li> <li>- a project The Evening of Mathematics (seven students of our school took part in the workshops organized by V. gimnazija Zagreb; our maths teacher prepared and carried out a workshop for the project).</li> </ul>



## Project profile: Career in Art



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, <u>Strategic partnership in the field of school education (KA2)</u> )
<b>Duration of the project:</b> 3 years
<b>Name and country of the coordinating institution:</b> Fine Arts High School in Gronowo Górne, Poland
<b>Contact coordinating institution (email):</b> joanjastrzebska@wp.pl
<b>Name of the project coordinator:</b> Joanna Jastrzębska
<b>Names and countries of partner institutions:</b> Ljubljana Secondary School of Design and Photography (Slovenia), WICO campus Mater Dei (Belgium), Colegiul Auto Traian Vuia (Romania), The Secondary Art School of Ladislav Bielik in Levice (Slovakia), Figen Sakallıoğlu Anadolu Lisesi (Turkey)
<b>Project website:</b> <a href="http://ssof.si/erasmusplus/">http://ssof.si/erasmusplus/</a>
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ssof.si/erasmusplus/index.php/results">http://ssof.si/erasmusplus/index.php/results</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Career in Art brings together art schools from six countries. The train of thought behind the project is to teach our students the basic business and entrepreneurial skills they need for a successful artistic career. The main issue of our communities is that most of the students who graduate from an art school will encounter difficulties. These may refer to trying to find a job, being able to withstand criticism of their art, coping with praise, or choosing the right career path. Students' art and work needs to sell, otherwise they will not be able to make a decent living. Our students need to develop their passion, however, they must understand the needs, demands and rules of the present job market.</p> <p>Our project treats their artistic development as a way to give them future careers. We live in a world where it is easier to carry on other people's ideas, blend with the crowd and work in a factory or corporation. This project gives our students an idea of how to wish to stand out, how to give wings to your attitudes, a way to express themselves, a way to think out of the box and to know it's the right way. This project is a chance for our new generations to give life to their ideas not fearing the risks, not limiting their options.</p> <p>Therefore we wish to give our learners the basis of how to become great artists. A real professional artist knows history of art, they know different artistic techniques of modern and ancient times. An artist must be skilled – they must have innovative ideas - be ready to experiment, try new techniques to have a better vision of their goals in life. Apart from it, artists need to know languages to be able to sell their work worldwide, as well as be literate in modern technologies, as art today has gone digital. Nevertheless, young artists must also master some traditional techniques of (painting on glass, ceramics, sculpting on wood, etc.). With our project we create links between old craftsmen and young minds. This way we will keep our traditions alive, and we will give our students the chance to breathe new life into traditional artefacts.</p> <p>In our project, students and teachers were involved in art activities, which were carried out at respective schools as well Transnational Teachers Meetings and Short-Term Students Exchanges, which saw students exchanging ideas, working on hands-on projects, learning new artistic techniques, talking with artists, learning about national heritage and art history, going to galleries and museums, visiting studios, attending seminars on business in art, creating their ePortfolios and exhibiting their art.</p>
<p><b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply):</p> <p>Results: <a href="http://ssof.si/erasmusplus/index.php/results">http://ssof.si/erasmusplus/index.php/results</a></p>

## Project profile: Acquisition of language and methodological skills for the improvement of the school's European dimension



<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 2014-2016, 24 months
<b>Name and country of the coordinating institution:</b> IES Escultor Juan de Villanueva (Spain)
<b>Contact coordinating institution (email):</b> pabloar@educastur.org
<b>Name of the project coordinator:</b> Pablo Arribas Rojo
<b>Names and countries of partner institutions:</b> Gentofte Kommunes Ungdomsskole (Denmark), Henfling-Gymnasium (Germany), Liceo Classico Statale Pilo Albertelli (Italy), Liceo Classico Tito Lucrezio Caro (Italy),
<b>Project website:</b> <a href="http://erasmusplusvillanueva.blogspot.com.es/">http://erasmusplusvillanueva.blogspot.com.es/</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Our project arises from some needs we have identified in our school, primarily related to linguistic and methodological competence, which could be effectively addressed with a customized teacher training programme.</p> <p>Our school has always been involved in European programmes and keeps contact with other European schools. Projects and exchanges have always been part of our curriculum, and consequently, a large segment of our staff has wide experience in applying the European dimension to their teaching practice.</p> <p>Foreign languages are a very important part of our programme, and we currently teach English and French as first and second language, and German as a second language. In addition, a bilingual programme in English is, after ten years, firmly established in Secondary, Upper Secondary and some of our vocational training courses. All these arguments conclusively justify a teacher training project aimed to improve the foreign language and teaching skills of our staff, and to consolidate the European dimension which is already present in the education we provide. Our project will not only cater for the needs of language teachers and CLIL teachers, but it will also include those who want to improve their language skills in order to participate in future European projects and the bilingual programme. Since we want this project to be as inclusive as possible, it must be developed over a period of two years to make sure that all the participants can benefit from both training and job shadowing activities.</p> <p>Regarding the linguistic competence, the specific objectives are:</p> <ul style="list-style-type: none"> <li>• To improve language skills in English and German.</li> <li>• To improve proficiency in other languages (Italian), with a view to possible strategic partnerships.</li> </ul> <p>Regarding the methodological competence, these are the objectives:</p> <ul style="list-style-type: none"> <li>• To improve the methodological competence to teach English, French and German.</li> <li>• To improve CLIL methodological competence.</li> <li>• To improve methodological competence.</li> </ul> <p>Approximately 20 teachers are taking part in the project and their profile is as varied as the aspects we intend to cover:</p> <ul style="list-style-type: none"> <li>• Foreign language teachers.</li> <li>• CLIL teachers, in Secondary, Upper Secondary, and Vocational Training.</li> <li>• Teachers who wish to be assigned to the bilingual programme in the near future.</li> <li>• Teachers who wish to improve their language skills to participate in European projects.</li> </ul> <p>The activities proposed to achieve the project objectives are:</p> <ul style="list-style-type: none"> <li>• Training: foreign language courses (English, German, Italian); CLIL methodology courses in English; methodology courses for ESL and FSL teaching.</li> <li>• Job shadowing: visits to a school in Denmark with a bilingual programme in English; visits to a school in Italy where Spanish is taught; visits to a school in Germany.</li> </ul> <p>In regard to the results and impact of the project:</p> <ul style="list-style-type: none"> <li>• Overall improvement of the teachers's foreign language skills.</li> <li>• Implementation of effective teaching methods to promote a greater student involvement in their learning, which will benefit the entire school community.</li> <li>• The staff's acquisition of skills and expertise to apply creative thinking and innovation to their teaching.</li> <li>• Creation of a motivating multicultural learning environment, which integrates the entire educational community.</li> <li>• Participation in new educational experiences (job shadowing), which promote the European dimension and provide innovation to the teaching practice in bilingual education.</li> <li>• Development and implementation of good practices in CLIL.</li> </ul>

- Production of teaching materials for CLIL.
- The staff's willingness to participate in future KA2 strategic partnerships.

In addition, these are the goals in the medium and long term:

- To consolidate the European dimension of the school.
- To strengthen the relationships with our European partners and to establish new partnerships with other European institutions.
- To increase the quantity and quality of mobilities.
- To improve the quality of education in the school and to promote the methodological change.
- To create teaching materials that will improve the academic performance of students.
- To promote entrepreneurship as a way to increase employability.
- To improve ICT skills.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

To increase the motivation of students -make the student the center of education.

Regain the students' initiative through participation in cross-cutting projects.

To increase the use of eTwinning.

To introduce techniques of self-assessment.

To promote the change of tasks during the class.

To promote the rational use of ICT: know how to combine them with the analogue tools (slate, pencil and paper).

Retrieve oral expression as a fundamental pillar of learning and evaluation of the student: to claim greater role of oral test against the written exam and to implement it at an age as early as possible.

To introduce innovative methodologies, such as the gamification

To provide greater visibility into the results of students, which can be exposed in public, as well as disseminated on the internet.

To require assessment material from student in fewer quantity but higher quality.

In addition, other results of the project are:

Webconference room for communications with partners of Erasmus+ and for the specific use of the eTwinning platform.

Implementation of school management software.

Future creation of a think tank for the methodological innovations in the institution.

Furthermore, dissemination activities are project's results: participation in various conferences and seminars, institution's website, project's blog, infographics, media interviews, etc.

Conferences:

"Jornadas de Buenas Prácticas Erasmus+" in CPR Consejería de Educación La Rioja.

"Buenas Prácticas Erasmus+" in CPR Gijón-Oriente.

"Compartir Experiencias Erasmus" in CPR Oviedo.

Website and blog:

<http://erasmuspluskavillanueva.blogspot.com.es/>

<http://www.iesescultorjuandevillanueva.es/>

<http://www.educastur.es/lenguas-extranjeras/programas/erasmus/difusion>

Infographics:

[https://prezi.com/t7ghpx9p07dy/erasmus-ka101-ies-escultor-juan-de-villanueva/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/t7ghpx9p07dy/erasmus-ka101-ies-escultor-juan-de-villanueva/?utm_campaign=share&utm_medium=copy)

<http://www.genial.ly/View/Index/570e67b41561e809b8d801a9>

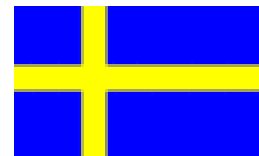
Project's close day:

<https://magic.piktochart.com/output/14509485-jornada-de-clausura-erasmus-ka101-ies-escultor>

Video: [http://https://youtu.be/ygfftdato\\_o](http://https://youtu.be/ygfftdato_o)

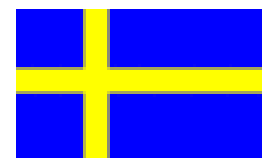
Digital magazine of participants: <https://es.calameo.com/read/0050480921bf3c6b1b503>

## Project profile: Entrepreneurial teaching and learning in a European context



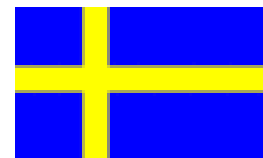
<b>Type of the project:</b> School mobility project (KA1)
<b>Duration of the project:</b> 24 months 18 Aug 2014 -17 Aug 2016
<b>Name and country of the coordinating institution:</b> Fridaskolan Vänersborg, Sweden
<b>Contact coordinating institution (email):</b> kahe0421@fridaskolan.se
<b>Name of the project coordinator:</b> Karin Helmersson
<b>Names and countries of partner institutions:</b> HAK Ybbs, <b>Austria</b> , CEIBas Arteaga, Sucina, <b>Spain</b> , Publiczne Gimnazjum nr 5 w Opolu, <b>Poland</b> <b>IST course providers:</b> Progetto Crescere Soc. Coop. Soc. <b>Italy</b> , European Bridges Consulting <b>Finland</b> , Associazione Laboratorio del cittadino Onlus <b>Italy</b> , Euneos Oy <b>Finland</b> , QUARTER MEDIATION <b>Netherlands</b> , CERVANTES TRAINING S.L. <b>Spain</b> , GO! HET GEMEENSCHAPSONDERWIJS, <b>Belgium</b> , UPPSALA UNIVERSITET, <b>Sweden</b> , The Learning Teacher Network <b>Sweden</b> .
<b>Project summary:</b> The Fridaskolan Vänersborg two-year Erasmus+ project: "Entrepreneurial teaching and learning in a European context" originated in the international and national ongoing debate about education. On all political levels and in the medias, many search for reasons for the declining results in Swedish schools, referring to the PISA report and lack of motivation. The work is the start of a long term strategic development plan, to implement our school guidelines and provide staff with competence and skills to develop ways to create a good environment for learning and efficient, entrepreneurial methods to motivate and provide the pupils with values and key competences. Our extended European network of school partners and skilled IST course providers provide staff with knowledge and skills in communication, ICT, social and environmental sustainability, pupils with learning disabilities, methods for enhanced classroom activity and motivational boosts, entrepreneurship in a teaching and learning context as well as method for teaching about values, in a society where borders disappear but where xenophobia is an existing obstacle for coexistence. The project's participants were selected to cover an extensive and representative choice regarding age, gender, subjects and levels taught as well as previous international experience, for the greatest possible impact inside and outside of our school. Successful project implementation, documentation and dissemination - also in a more long term perspective. Participants in all activities established personal contacts and further cooperation opportunities. There are several long term benefits of this project work: *The management's and coordinator's gained skills in project management and internationalisation will ensure continuity. *The staff's acquired knowledge and international experience will be shared and inspire others too to further extend the international influences at our school. * IST course contacts with schools and other expertise as well as job shadowing at partner schools will trigger further activities - networking and cooperation in other areas and subjects involving more colleagues both at partner schools and at home. The project network will give staff and pupils access to first-hand information from contacts all over Europe. In turn, this will motivate everyone even further to work on communication skills and entrepreneurial forms of learning from each other in a European context.

## Project profile: The Employment Guarantee- A European Challenge!



<b>Project Title: The Employment Guarantee- A European Challenge!</b>
<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) KA2 - Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for Schools Only
<b>Duration of the project:</b> 01-09-2015—01-09-2017
<b>Name and country of the coordinating institution:</b> Sandagymnasiet, Sweden
<b>Contact coordinating institution (email):</b> lena.hjelmstam@jonkoping.se
<b>Name of the project coordinator:</b> Lena Hjelmstam
<b>Names and countries of partner institutions:</b> Trinity Academy, Scotland; Gymnasium Beekvliet, The Netherlands; Kooperative Gesamtschule Waldschule Schwanewede, Germany
<b>Project website:</b> <a href="http://sandagymnasiet.wixsite.com/erasmusplus">http://sandagymnasiet.wixsite.com/erasmusplus</a> <a href="https://twinspace.etwinning.net/10944">https://twinspace.etwinning.net/10944</a>
<b>Link to Project Results Platform (if applicable):</b>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks): This project aims to allow students to enter positive destinations in terms of entering the workplace, securing a place at University or further education and the innovative aspect is that we will track the students for five years after the students have left school, through the help of a model used in Scotland which we intend to adopt in our respective countries.</p> <p>The project addresses the priority of early school leaving as it puts in place a range of activities to motivate them in school and enhance their basic skills. This will be sustained for a period after the students have left school through a model which we will develop to track where they are in terms of employment or further education.</p> <p>Through a variety of motivational activities we will highlight future options for all students within their country as well as transnationally. The collaboration with organisations outside of school will help the students to see needs and relevance to activities within school education and thus encouraging them in their studies.</p> <p>Our project aims to promote and address issues which affect all school age pupils with a specific focus on improving the oft problematic transition between school and work and allowing the pupils to see, in an international context, how these barriers can be broken down and that by doing so pupils' motivation and likelihood of positive destinations post school will increase.</p> <p>The pupils have visited companies and universities in the different countries to learn how to actively seek out new opportunities by evidencing key companies who recruit young people in each of the participating areas. The pupils have been divided in groups of two participants from each country to learn to cooperate with people from other cultures and ethnicity. With the information gained from visits, the pupils have created brochures and a webpage, thus also learned how to use different ICT tools. The final assignment of this project will be a regional fair where the participants will display the material they have produced when exploring the external partners. This fair will give the participants the possibility to show entrepreneurship and initiative and will ensure a wide spread of their knowledge to other pupils. Our intention is to continue the collaboration with third parties after this project is ended.</p>

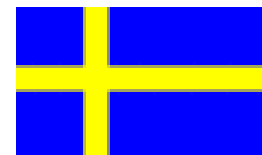
## Project profile: Democracy for children in preschool



<b>Type of the project:</b> (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2) KA2 strategic school-to-school partnership
<b>Duration of the project:</b> 01-09-2014 to 31-08-2017
<b>Name and country of the coordinating institution:</b> Skogsgläntans preschool, Sweden
<b>Contact coordinating institution (email):</b> skogsglanttan@norrkoning.se or annkatrin.jarl@norrkoning.se
<b>Name of the project coordinator:</b> Ann-Katrin Jarl
<b>Names and countries of partner institutions:</b> Taskius, Lithuania Klauzada, Lithuania Santo Christi de la Vera Cruz, Spain Mehmet Meto Anaokulu, Turkey Dječji vrtić Radost, Croatia
<b>Project website:</b> www.democracyforchildren.com
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): Preschool lay the foundation for the children to understand what democracy is. Only when children can make their voices heard, we can start thinking about a democratic society. It requires respect for the child's voice and child's initiative and it requires knowledge and in depth discussions about the concept of democracy among pedagogues in preschool. We need to provide an appropriate environment and educate our children about respect of others, basic values and social skills. We wish to provide opportunities for children to learn about other cultures, lifestyles and circumstances that are both common heritage and diversity of realities. The main objectives are to foster democratic citizens through processes of exchange of experiences that refer to specific areas of the curriculum. To create democratic learning environments and an understanding of different concepts that allow democratic processes to grow in the daily practices of the preschools involved in this cooperation. Enhancing the organizational settings of the preschools and at improving the skills of the staff. Confirm human values amongst children and educate them towards becoming active citizens at later stages of life. Highlight and strengthen their role, foster their autonomy and provide the basis for active citizenship. At project meetings we share experiences and processes and provide opportunities to reflect on own activities and best practices of different topics.
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): The presentations from the different project meetings is on the project website www.democracyforchildren.com All partners are working just now with a book for children and pedagogues who describe good example of situations and topics we have been working with during this three years.



## Project profile: Life on PromethEUs



<b>Type of the project:</b> Strategic school-to-school partnership
<b>Duration of the project:</b> 2014 - 2016
<b>Name and country of the coordinating institution:</b> Kungsgaardsskolan, Angelholm, Sweden
<b>Contact coordinating institution (email):</b> teresa.torle@engelholm.se
<b>Name of the project coordinator:</b> Christian Rydberg (now working at Malmoe University) and Elvin Smajić
<b>Names and countries of partner institutions:</b> Kungsgaardsskolan, Angelholm, Sweden OŠ don Mihovila Pavlinovića, Podgora, Croatia Gimnazjum im. dr. Wl. Brzezinskiego, Krajenka, Poland Tacırlar Egitim Vakfi İlkokulu, Istanbul, Turkey Istituto comprensivo E. D'Arborea Castelsardo, Italy
<b>Project website:</b> <a href="http://www.lifeonprometheus.eu/">http://www.lifeonprometheus.eu/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>Life on PromethEUs was a school partnership which involved five schools from Croatia, Turkey, Sweden, Italy and Poland. Our project built on the previous one called Spaceship Santa Maria which had been carried out by partners from Sweden and Croatia. The new partners were invited in order to transfer the results.</p> <p>The focus of the project was the international crew of the imaginary spaceship Santa Maria that landed onto a habitable planet called PromethEUs after a 500-year-long quest for a planet to start new civilization. The planet is the metaphor for the place where we live. Throughout the project, students had to plan and organize life on PromethEUs because they were not to return to Earth for generations.</p> <p>The students were confronted with a number of cross-curricular problems and had to solve them together with partners through discussion and debate. Teachers prepared lesson plans for each topic as introduction. After the lessons were dealt with, the most important and controversial points of each topic were collected in tutorials with problems that were discussed and solved. Working collaboratively in teams, students came up with the common solution of the problem.</p> <p>Students from each partner school presented their solution at the project's learning activities, in Croatia, Turkey and Poland. The students' discussions and debate resulted in a common solution to the problem. This way, our students improved their civic, citizenship skills as well as foreign language competences.</p> <p>During these activities, each host organized a Europe day, team building and sports activities. The visiting students and teachers attended or held lessons. Visiting teachers held trainings and workshops for local teachers to disseminate the projects outcomes. We carried out two transnational project meetings, one in the beginning of the project and one towards the end.</p> <p>We applied new innovative approaches in learning / teaching process like cross-curriculum learning and inquiry based education that we expect to be adopted in the everyday teaching by the participating teachers. We improved all of the key competences of teachers and students. This project promoted collaborative learning, critical and creative thinking and developed transversal skills and problem solving skills. Our students improved their entrepreneurial skills. Our project raised awareness of sustainable development issues.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <a href="https://issuu.com/rgcn/docs/prometheus_handbook">https://issuu.com/rgcn/docs/prometheus_handbook</a>

## Project profile: WelComm: Communication Skills for Integration of Migrants



**Type of the project:** Strategic Partnerships addressing more than one field

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school

**Duration of the project:** 24 months

**Name and country of the coordinating institution:** Cooperative Vereniging Pressure Line U.A., The Netherlands

**Contact coordinating institution (email):** pl@pressureline.nl

**Name of the project coordinator:** Svetlana Rashkov

### **Names and countries of partner institutions:**

KU TU EOOD, Bulgaria

SYNTHESIS Center for Research and Education LTD,

Cyprus EURORESO, Italy

UNISTRASI, Università per Stranieri di Siena,

Italy Inthecity Project Development, The

Netherlands

FLEP - Formação, Língua e Estudos Portugueses, Limitada, Portugal Instituto de Formacion y Estudios Sociales (IFES), Spain

**Project website:** [www.welcomm-project.com](http://www.welcomm-project.com)

**Link to Project Results Platform (if applicable):** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/57baf33a-4d14-462a-90fc-d0aa8cbf8495>

### **Project summary** (please do not exceed 2.500 characters including blanks):

"WelComm: Communication Skills for Integration of Migrants" aims at raising awareness of the importance of education for social inclusion of migrants from early age and promoting opportunities for equal start in education. WelComm addresses EU policies on early childhood education and care (ECEC) by developing materials and approaches for supporting school readiness and language acquisition of migrant children and at the same time supporting parents in their role as the main educators of their children during the early years. Among others, the WelComm products are designed in order to help children understand better the content of lessons taught, increase their interest in the benefits of learning, raise their motivation and create interest in educational opportunities.

The WelComm objectives were focused on:

- Providing opportunities for equal start in education for migrant children in pre-primary and primary school age
- Raising awareness of the importance of education for social inclusion from early age among migrant parents
- Developing innovative tools for non-formal language learning and thus improving the capacities of migrant organisations and language educators working with migrants
- Developing basic communication skills in host country language

These objectives were achieved through the development of a Multimedia Learning Kit for Migrant Children – a high-quality, attractive multi-device language product for creating and upgrading language skills of migrant children. The Kit includes a variety of language learning materials, using or involving several forms of communication or expression. It was produced in a tangible form as “WelComm GameBox”, containing a DVD with animated films and video with motion games, 4 board games and a colouring book. In addition to the GameBox there are 6 comic books



of fairy tales adapted for the purposes of language learning in each one of the partner language. The Kit was produced in 1,200 copies in the 6 partner languages (NL, BG, IT, ES, PT, GR) and spread among numerous migrant organizations and language providers working with migrant children and parents. It provides them with new approaches and motivational boosters for engaging migrants in a process of integration in society and improving the quality, attractiveness and accessibility of the language offer for migrants. The Multimedia Learning Kit was piloted within demonstrational workshops training (volunteer) educators to use it with learners. The training workshops created a substantial multiplication effect and numerous follow-up events demonstrating the Kit were organized both by the workshop participants and by the project partners upon request from organizations. The Multimedia Learning Kit was provided to migrant organizations and language providers which are currently using it within language courses for migrant children and parents. In addition, each partner organized events for exploitation and sustainability of the project results involving relevant stakeholders. The WelComm project was widely disseminated through social media (Facebook, LinkedIn) and online dissemination. All materials developed under the WelComm project are available on the project website ([www.welcomm-project.com](http://www.welcomm-project.com)) Project events and activities are published on the Facebook page: <https://www.facebook.com/welcommproject/>

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

**Collection of Good Practices and Exchange of Experience**

The project developed a collection of 30 good practices focused on approaches and practices for social integration of migrants through cultural and language skills at EU level. The good practices are grouped according to the categories they address and made available on the project website <http://welcomm-project.com/good-practices-from-partner-countries/>.

**Informational Brochures**

The informational brochures are developed for each of the 6 target countries, targeted at migrant parents as motivation boosters revealing the benefits and opportunities of education and language learning for integration into society. The brochures can be also provided to language educators working with migrants as supporting language materials for developing skills on important cultural and social issues. Each partner has collected information on the cultural background of its country, local traditions, holidays, norms of behaviour, do's and don'ts, etc. which are developed as a user-friendly information supporting the integration of migrants. Each brochure is developed as an interactive PDF in two language versions (English and national language) with easy navigation. The information from the brochures is available in all languages on the project website <http://welcomm-project.com/the-netherlands/>. The interactive PDFs can also be found there.

**Didactic Approach**

The didactic approach refers to principles for language learning in early age in migration context and it concerns the most efficient language learning approaches to be included in the Multimedia Learning Kit for Migrant Children. The Kit adopts the affective-humanistic approach which puts the focus on the communication needs of learners, the importance of language as a tool for self-expression and social interaction, the active engagement of learners in the construction of their knowledge and the awareness and appreciation of the differences among learners. In particular, the Kit is based on the Total Physical Response (TPR) and the game-based activities methods combining them with the principles for multimedia learning. The didactic approach is available on the project website <http://welcomm-project.com/project-library/>

## Project profile: The Insula College centennial: shaping the future (100 jaar Insula College: werken aan de toekomst)



<b>Type of the project:</b> KA1 (School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 1 year
<b>Name and country of the coordinating institution:</b> Insula College, The Netherlands
<b>Contact coordinating institution (email):</b> <a href="mailto:kschilders@insulacollege.nl">kschilders@insulacollege.nl</a> , <a href="mailto:kpaarlberg@insulacollege.nl">kpaarlberg@insulacollege.nl</a>
<b>Name of the project coordinator:</b> Karin Schilders & Karin Paarlberg
<b>Link to Project Results Platform (if applicable):</b> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-projects-compendium/">http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-projects-compendium/</a>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>This project is named 'The Insula College centennial: shaping the future'.</p> <p>A centennial is a good time to look ahead. Our school has internationalisation in the vanguard of her school policy for the coming years. Also, the use of IT in school will be expanded according to the latest views. The school will install a high quality wifi network and will provide all pupils and staff with a laptop. Even if such preconditions are promising, knowledge and skills concerning this topic need to be acquired in order to improve the overall level of internationalisation.</p> <p>Only recently, our school appointed two of its staff as international coordinators. These coordinators will follow the course 'how do I make my school more international', organised by EUNEOS, held in Porto in Portugal, together with two other colleagues, amongst which a member of our school board. This will qualify the participating staff to further develop internationalisation at our school. As head coordinators, they will share their expertise with other partner schools in future.</p> <p>Furthermore, Insula College will require extensive knowhow on eTwinning, which will offer our school a platform to communicate with other schools, to find new partners, to cooperate and to develop projects together and share information. In creating a state-of-the-art IT landscape, our school commits itself to participate in this European learning community with zest. In the spring of 2015, four of our staff members will be selected to go to Brussels to follow courses about the future of the classroom, featuring the use of eTwinning and IT and E-safety. Furthermore, four colleagues will travel to Italy to improve their digital competences to ensure a powerful learning environment in future. They will then assist other colleagues to digitalise the future classroom.</p> <p>In addition, our school will meet the schooling needs of a number of its staff (i.e. the English Department, consisting of seven members) by sending them to a conference to further their expertise and to learn to work with innovative and creative language teaching methods suitable for the use of IT in the classroom. Our school will benefit from this knowhow as it is planning to switch to IT based lessons in the classroom. In consultation with the board, these staff members will furthermore adapt their curriculum to cater for this new classroom set-up. During the overall introduction of IT-based lessons in school, this could provide other departments in our school, but also outside our school, with an example.</p> <p>The headmasters will work on factors which will ensure a high quality school policy in an international setting. Their role as school manager will be key in this process.</p> <p>All participants will disseminate the knowhow they have acquired to the other members of staff by organising</p>

workshops in school. The knowhow will be used in lessons and embedded in their curriculum. The participants will fill out a Europass CV, including the courses they have just followed abroad. The board and the international coordinators will oversee these actions to ensure school policy is met. The school policy concerning internationalisation will be evaluated and improved upon to ensure the foundations of our international aspirations are sufficiently sturdy. Consequently, the further dissemination of knowhow will have our pupils, and using eTwinning, also our partnerschools, discover their role in a European setting, by exchanging experiences with their peers in other European countries.

According to our school, one of the most important elements of internationalisation is to help pupils and staff alike to view the world around them in a different light. To enable pupils and staff to cross the borders of their country, but also their own limits, and to have them develop an open mind about other cultures, is one of the keys to European citizenship.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

We have results in different levels of our organization:

Practical assignment for pupils, professional development of teachers, coordinators and director, school policy adaptations and new perspectives on modern day education for our future development as a school.

Please find some examples below:

The School policy plan on internationalization was revised and updated following the course 'how to make your school more international' in Porto. Also, ideas and concepts touched upon in this course are now featuring in a very successful KA 2 project. Also, the school's website was added to, in order to promote internationalization and disseminate activities in this field.

Curriculum adaptations following the visit to the IATEFL in Manchester, for example, a workshop about paraphrasing has resulted in this skill being incorporated into the curriculum of the English Department. Also, apps for learning words, literature lessons and more have resulted from this visit.

Esafety: At our open day in January 2017, Esafety posters developed during a course in Brussels, were once again used to boost Esafety awareness, and little online quizzes were offered to visiting pupils and parents. Furthermore, during special training sessions, first graders are made aware of safety issues in the digital world when learning to work with their laptop in their first week at our school.

eTwinning introduction: One of our teachers went to an international eTwinning conference in Rome. eTwinning is being used in the current KA2 project as well. We have seen the kick-off of a group of 15 teachers to manage the further international development of our school. One of the positions in this group will be an Insula College 'eTwinning ambassador' to promote eTwinning in our school.

social media in the classroom Four teachers went to a course to investigate the use of social media in the classroom. This phenomenon is gaining more and more ground, for example, one of our teachers set up a blog/website to discuss and promote Dutch literature as a result.

Our deputy director and the science coordinator of our current KA2 project went to Finland to engage in school-related benchmarking. The trip was presented at a general teachers' meeting. Our school is incorporating topics touched upon during this course, such as the further development of a professional learning environment based on principles of individualized learning. Also, modern languages will be taught in modules in the first year.

Another deputy director paid a visit to the Essa Academy in Manchester to see how use is made of modern technology in the classroom in a rigorously modernized / digitalized school.

# Project profile: Stories that Move. Toolbox against discrimination



<b>Application title:</b> Online Learning Tool on Antisemitism and other forms of Discrimination
<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> 36 months, until 1-9-2018
<b>Name and country of the coordinating institution:</b> Anne Frank House, Netherland
<b>Contact coordinating institution (email):</b> k.polak@annefrank.nl g.gerichhauzen@annefrank.nl (attending the conference)
<b>Name of the project coordinator:</b> Karen Polak Guido Gerrichhauzen is attending the conference
<b>Names and countries of partner institutions:</b> Anne Frank House, Netherlands Anne Frank Zentrum, Germany Eagerly Internet, Netherlands Erinnern.at, Austria; International School Amsterdam; Netherlands Milan Simecka Foundation, Slovakia Pedagogical University Cracow, Poland Zachor Foundation, Hungary MART, Ukraine.
<b>Project website:</b> <a href="http://www.storiesthatmove.org">www.storiesthatmove.org</a>
<p><b>Project summary</b> (please do not exceed 2.500 characters including blanks):</p> <p>Stories that Move. Toolbox against discrimination is an online toolbox that challenges learners (14 – 17 years old) to think critically about diversity and discrimination, and to reflect on their own position and choices in these matters. The toolbox is a multi-lingual educational website that helps young people across Europe explore the meaning of hate speech, exclusion and discrimination. The need to support educators in this field has become even more apparent against the background of current events, including the recent violent attacks in Paris, Copenhagen and Brussels, the refugee crisis and the growing support for right-wing parties. Stories that Move will be available in English and in all the national languages of Austria, Germany, Hungary, the Netherlands, Poland, Slovakia and Ukraine.</p> <p><b>Learning from one another</b></p> <p>In the online toolbox educators and learners will find five ready-to-use learning paths, with multiple layers of information, assignments and life stories. In short film clips young people share their positive experiences but also those of exclusion, discrimination and hate crimes. These poignant and recognisable stories form the starting point of an honest exploration of many topics related to discrimination. The stories of 27 young people from across Europe are included in the project.</p> <p><b>Inclusive approach</b></p> <p>The Toolbox focusses not only on racism and antisemitism, but also on antigypsyism, discrimination of LGTB and discrimination of Muslims. This inclusive approach gives room to all young people's voices making all learners feel included and involved. This will in its turn empower educators to discuss sensitive and complex issues both inside and outside of their classrooms.</p> <p><b>The five learning paths</b></p> <p>With the online toolbox Stories that Move we aim to help mainstream both education and learning about diversity and various forms of discrimination. We use learning paths around the following themes to do so:</p>

- Identity and diversity
- Facing discrimination
- Life stories connecting past and present
- Mastering the media
- Taking action

### **Shared European history**

The online learning tool underlines the shared European history of antisemitism and other forms of discrimination. Moreover, thanks to country-specific content on relevant local topics and situations, Stories that Move matches curriculums throughout Europe.

### **Project results / teaching material** (if relevant, please indicate web address / the source of supply):

[www.storiesthatmove.org](http://www.storiesthatmove.org) is the website that provides educators all the information that they need about the online learning tool. They can register, make their own digital classroom and prepare their classes. The pedagogical approach and advice concerning the different 'learning paths' is included in the part 'For educators'.

The toolbox consists of five learning paths of which three are online and are being tested in schools across Europe. The other two learning paths have also been developed and tested in paper version and will be online in June 2017. The materials are now available in English. At the start of the school year 2017-2018 the project will be available in the languages of all the partners. For the autumn of 2017 five multiplier events are being prepared. These seminars will form the start of the national implementation in each of the project countries.

## Project profile: Skilled European Entrepreneurs (SEE)



<b>Type of the project:</b> (Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))
<b>Duration of the project:</b> 2 years
<b>Name and country of the coordinating institution:</b> RSG 't Rijks The Netherlands
<b>Contact coordinating institution (email):</b> jvijfhuizen@rsgrijks.nl
<b>Name of the project coordinator:</b> Drs. Jan Vijfhuizen
<b>Names and countries of partner institutions:</b> Liceo Scientifico Statale Galileo Galilei, Italy; Jesuites Gracia Collegi Kostka, Spain; Europaisches Gymnasium Bertha van Suttner, Germany; Foerdegymnasium, Germany; Tolworth Girls' School, United Kingdom
<b>Project website:</b> www.seeurope.es
<b>Link to Project Results Platform (if applicable):</b>
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): <p>The speed of change in our societies, rapid advances in new technologies, and the changing needs of the economy in a globalized world will lead to new challenges. One crucial challenge we have to face is the unpredictability of the future. Think of the children starting school today, they will retire in 2076! What will the world look like then? Our national education systems should enable our students "to solve problems that do not exist yet, to use technologies that have not been invented yet and to succeed in jobs that do not exist yet".</p> <p>Another challenge is overcoming the socio-economic crisis affecting Europe. Consequently, our educational systems have to provide students with the multiple skills required by rapidly changing, interconnected competitive economies.</p> <p>As a result our education systems need to be modernized. Creativity and innovative thinking are as important as literacy and numeracy. Developing leadership skills, enhancing a sense of initiative and entrepreneurship, increasing self-empowerment and self-esteem, promoting the importance of effective cooperation by using traditional and new ways of communication have all been recognized as means to promote employability and career prospects, especially in reaching key functions in (inter) national business and improving flexibility in a changing 21st century Europe.</p> <p>The multilateral project "SEE: Skilled European Entrepreneurs" aims to promote creativity and stimulate innovation by broadening and deepening the impact on our students and on our society and economy. Moreover, it uses an entrepreneurial approach to put ideas into practice by combining and enhancing the competences and skills mentioned above.</p> <p>This multi-dimensional project is also an innovative approach to learning as it aims to integrate modern entrepreneurial skills into the educational field to improve and modernize the existing school systems. It will employ strategies, which can be used at different levels (individual development – students and teachers -, school development, development in society and on an international level) by enhancing cooperation and clear leadership while working towards a shared vision.</p>
<b>Project results / teaching material</b> (if relevant, please indicate web address / the source of supply): <p>The final project result that came out of this project was a combination of a learning platform and social meeting place for students. On the platform they can exchange information about themselves, (international) projects but also ideas, notes, articles etc. related to school subjects</p> <p><a href="http://welearnsee.eu/">http://welearnsee.eu/</a></p>

**Project profile: Beni Ben Yapan Farklılıklarım, Yaratıcı  
Drama ile Ben de Varım.**



**Type of the project:**

School mobility project (KA1)

**Duration of the project: 1 year**

**Name and country of the coordinating institution:** Huseyin Guvercin Secondary School-Turkey

**Contact coordinating institution (email):** 9706200@gmail.com

**Name of the project coordinator:** Elif Ayşe KABASAKAL

**Names and countries of partner institutions:**

- 1)Czech Republic- Prague-Itc-International Training Center
- 2)Portugal-Lisboa- Cascalheira Consultoria em Recursos Humanos

**Project website:** [www.farkimdrama.org](http://www.farkimdrama.org)

**Link to Project Results Platform:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/29cdd47e-2bc9-4275-a4ec-f5e46c2d8af0>

**Project summary**

With the effort of Project Development Team, our school has been performing to be an international institution in accordance with 2020 strategy of EU Commission. Our students show differences in terms of their personel characteristics, intelligence levels and family background. Due to the current facts of the school such as full time inclusion activities for disabled students, presence of the students who are accomodated in orphanage(under protect program), fled from war, sexist approach of the pupils between the ages 10-14, reluctance of the students to attend the courses, failures in setting purpose, the need for new educational approaches has increased. Our teachers are currently using the methodologies which has traditionally been using and has been proven to be effective on the students with certain individual development characteristics and various learning needs. Failure of the Syrian students to speak Turkish results in interpersonal communication problems and negatively impacts academic skills; however, creative drama activities which includes various musical activities and games have already proven to be more effective as a universal language to communicate. With the impact of rapid changes in the field of education and inter cultural interactions, there has been an increasing need to improve the current methodologies applied for the target group as well as the development of the professional skills of our teachers. Particularly after the number of the students in the target group increased , it had been necassary for our students to make contributions in terms of coping with peer victimisation, respect for individual differences, keeping and increasing the success level of the school. It has been seen that creative drama is successfully implemented in European countries. Creative drama activities are often implemented to create an attractive school environment for our students who are in the inclusion groups (attention deficit, hyper activity, physical and mental deficiency), accomodates at boys orphanage, or emigrated to the city as war victims. In this regard, we increased their verbal communication skills of these students, met their social needs, ensured their school attandance and integration with the school, coped with peer victimisation and improved their problem solving skills in terms of conflicts through creative drama. It was also reached to integrate creative drama to the courses in all branches to ensure that all students access the education by learning through experiences, enjoying without being isolated. Thus, it became possible for all the students to strengthen the ties among themselves, strengthen their group cooperation and love the school. With this activites we strengthened adaptation these students which have been exposed to social exclusion and their parents to the school and strengthened the communication

between themselves. The Project was provided by 24 participants. These participants were selected among those who have attended similar drama courses, can apply their learnings during the classes, currently continue their master degrees, open to self development, enthusiastic and interactive and can represent our country abroad in the best way. New learning outputs was achieved in terms of creative drama as a result of two constructed education opportunity to Czech Republic(1-5 February 2016 )and Portugal (18-22 July 2016). The following methodology and techniques were followed: a preliminary test before the courses and a final test were applied to measure to what extend participants and target group show development after the acceptance of the project. The experiences gained were applied in the classes, drama boards, a web page, social media, digital parents boards. Regular meetings were held with the teachers who took part in the implementation, the observations were shared and feasibility of the project was followed through the interviews of the Guidance Service with the target group. The competences of the participants increased to implement "learning by practicing and experience" methods in an universal and contemporary manner. The optimistic impact spreading from the class to the school helped the target group to gain a positive perspective and increase their entrepreneurship for the future. Taking into account that there are also similar groups in the surrounding schools, it became possible to spread the impact over the other students and teachers with similar institutions by holding up a seminar. Emotional feelings such as social exlusion, absense of the sence of self belonging, mistrust was minimized. The students which learn to build self confidence and trust others were encouraged to set his/her targets in the life.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

[www.farkimdrama.org](http://www.farkimdrama.org)

"beni ben yapan farklılıklarım yaratıcı drama ile ben de varım" facebook group



## Project profile: Innovate with Lego Eduaction

**Type of the project:**

(School mobility project (KA1), Strategic school-to-school partnership, Strategic partnership in the field of school education (KA2))

**Duration of the project:** Two Years

**Name and country of the coordinating institution:** UNITED Kingdom

**Contact coordinating institution (email):** cfouracre@hotmail.co.uk

**Name of the project coordinator:** Caroline Fouracre

**Names and countries of partner institutions:** Denmark, Germany, Hungary

**Project website:**

**Link to Project Results Platform (if applicable):**

**Project summary** (please do not exceed 2.500 characters including blanks):

During a previous Comenius project we visited Denmark where we watched a coding lesson using Lego Mindstorm .

It was apparent to us all that pupils were highly motivated- all pupils whatever sex, ability, age were all on task and having fun. Yet they were using subliminally problem solving skills related to maths and science. None of us - Germany, Hungary, Wales had seen this before yet we understood how vital it would be for our pupils. Between this and a next Comenius visit we developed an idea that linked coding,sustainability, design, construction, geography and language .All of us understand that our school budgets are incredibly tight and that to purchase Lego Mindstorm and associated materials would be beyond us. We therefore contacted Lego and after process we were contacted by Education Lego that it was excited and would support us with materials and equipment. Whilst benefiting hugely form Lego we also recognise that for this project to work in the way would wish we require further funding.

The number of pupils involved in this project would be directly 500 and indirectly with open access of the scheme 1000s and staff involvement would be 40.

We aim to develop pupils who can use coding and sustainability creatively in their own environments and for pupils to actively exchange ideas through the partnership. Teachers will be trained to carry out coding and workshops will be used to develop understanding.

Coding in effect is the new literacy of the 21st century. There are so many elements which effect our daily lives our smartphones have apps and even microwaves are powered by code. Through this project we are seeking to develop students who are future architects of the digital age. The staff across the partnership seek to inspire pupils to build on the ideas as there are limitless possibilities related to coding and achievement even for less able pupils is possible. All of us have diverse catchments and we all wish to capture the imagination of all pupils. Sustainability will also play a huge part in our future .

During mobilties pupils would be provided with a creative hub and they can work together in mixed groups to develop skills, build friendships and raise standards of work.

All partners demonstrate they are determined to protect the planet from degradation, including through sustainable consumption and production, thus supporting the idea that needs of the present and future generations is very relevant. As our pupils are the future then it is vital that they take ownership of this topic. Global threats, are more frequent and intense natural disasters impact on degradation and exacerbate the list of challenges which humanity

faces. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously affecting coastal areas and low-lying coastal countries, including many less developed countries. Our young are creative thinkers who may resolve such issues in the future .

"By highlighting issues faced by others across the world or even by individuals in their community students will learn to develop empathy , consideration, and a better sense of social responsibility to improve the world. " Taken from Schools Online British Council.

We all use ICT as part of our lives and we believe it will become more prevalent there is a suggestion that many jobs will increasingly rely upon coding, but we as teachers should be determined to ensure that all our pupils can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature. They are mutually supportive. The interlinkages of coding and sustainability are of crucial importance in ensuring that pupils can develop lives which will be profoundly improved and our world will be transformed for the better.

The city of the past is likely not the city of the future—climate change is bringing an end to the traditional model.

Urban areas are now home to half the world's population, consume half the world's energy, and, according to some measures, account for as much as 70 percent of global CO2 emissions. They also remain the hubs and engines for the world's economic, political, cultural, and social development. Fortunately, the young of today- our pupils many will have the power to regulate buildings, density, energy use, and transportation, cities our young will be the pacesetters of the future in climate change mitigation. And because our pupils of today will discover that the greener they are, the better their quality of life and the greater their competitive advantage, they have by necessity become innovative, reality-based drivers of environmental policy and action

As a result of this project maths, science, problem solving , design skills will developed and all our pupils will understand the huge benefits associated with coding and that Sustainability and programming are linked to support a better way of living.

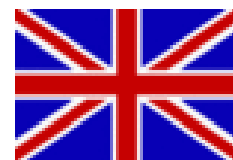
**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

This is a two year project and the German and Welsh coordinators are collating lesson ideas as they come in from partner countries and indeed using their own material. Germany is responsible for KS2 pupils while Wales is responsible for collating lesson ideas for KS1 – Foundation Phase

At a recent pupil mobility in Germany staff held a meeting to discuss format for such lessons as we are having difficulty in harmonizing planning – similar formats etc. We think we have now come to an understanding and once the project is nearing completion the idea is to provide a scheme of work combining sustainability with Coding which will be available for all.

All partner schools have been asked to be a platform for learning and the Welsh School, for instance has already produced Enhancement Days within it s own school and in Cluster Schools where our pupils have taken part in peer to peer learning.

## Project profile: Bridging three generations: Timeless games and toys



<b>Type of the project:</b> Strategic partnership in the field of school education (KA2)
<b>Duration of the project:</b> Sept 2015 – August 2017
<b>Name and country of the coordinating institution:</b> Haci Sabanci Ortaokulu Secondary School, Ankara, Turkey
<b>Contact coordinating institution (email):</b> havvageylan@hotmail.com    tercumanselcuk@gmail.com koneill344@c2kni.net
<b>Name of the project coordinators:</b> Mrs Havva Geylan & Mr Kevin O'Neill
<b>Names and countries of partner institutions:</b> The Partners of the Project are as follows: 1) Haci Sabanci Secondary School (Coordinator School, Turkey) 2) St Colman's Primary School and All Saints' Nursery Unit (United Kingdom) 3) Notre Dame Junior High School (France) 4) International School of Bergen (Norway) 5) State School Istituto Comprensivo via Santi Savarino (Italy) 6) School Tiberiu Morariu Salva (Romania) 7) Nicola Vaptsarov Secondary School (Bulgaria) 8) Grundzales Pamatskola (Latvia)
<b>Project website:</b> <a href="https://bridging3generations.com/">https://bridging3generations.com/</a>
<b>Link to Project Results Platform (if applicable):</b> N/A until completion of project
<b>Project summary</b> (please do not exceed 2.500 characters including blanks): The motto of this Project is "Bridging Three Generations" namely grandparents, parents and grandchildren. Such bridge will be constructed using the traditional games and toys that oldest living generation (grandparents) used to play in their childhood period. There are numerous projects already realized on games and toys. Therefore, this Project will mostly use the theme of traditional games and toys as an instrument for creating a common ground where the grandparents and the grandchildren can improve the interaction between them. Discovery of the traditional games and toys itself will be organized as an opportunity to increase interaction between the oldest living generation (grandparents) and youngest generation (grandchildren) at schools. The overall objectives of the project are: a) to raise awareness on roles and contributions of grandparents on the development of the grandchildren, b) to help the children interacting with their grandparents in order to contribute their emotional and social development, c) to raise awareness especially among the "less educated" grandparents about their role and contribution in emotional and social development of their grandchildren, d) to explore traditional games and toys with the contribution of the grandparents, e) to exchange best practices among the project partners especially in regard to fortifying ties and bonds between the grandparents and grandchildren, f) to exchange between the countries traditional games that help cognitive, emotional and social development of the children, g) to develop and propose a "Curriculum" to the educational policy makers aiming to improve interaction between the oldest and youngest generations in school environment to assist education of the latter in school. The target groups of the project are a) pre-school, primary school and secondary school pupils in partner schools: there are more than 4500 pupils in total attending to the Partner schools in total. b) parents of the pupils attending to these schools: there are around 5500 parents (father and mother) excluding those who migrated abroad for employment reasons. c) grandparents of these pupils: there are around 4500 grandparents (grandfather and grandmother) excluding those who are either deceased or live in geographically distant places Expected results of the project are as follows: d) teachers and management of the partner schools: 300 teachers and assistant teachers

- 1) Qualitative achievement indicators of the project are as follows:
- a) Improved involvement of the grandparents in the education and development of their grandchildren,
  - b) Increased interaction between the pupils and grandparents,
  - c) Enhanced involvement of pupils facing situations making their participation difficult,
  - d) Developed awareness on national and transnational educative traditional games that may be incorporated to syllables in different level of school education,
  - e) Advanced IT capability of the partner schools especially in terms of innovative technologies and platforms that may be used for education purposes,
- 2) Quantitative achievement indicators of the Project are as follows:
- a) number of parents and grandparents participated to the project activities conducted in schools
  - b) number of pupils involved in the project activities,
  - c) number of traditional games learnt and played during the project,
  - d) number of participants in the multiplier events organized by the Partners
  - e) number of visits to the project website,
  - f) Quantity of time the grandparents spent with the grandchildren at school for teaching and playing traditional games selected.

**Project results / teaching material** (if relevant, please indicate web address / the source of supply):

All project materials are downloadable from the website.

<https://bridging3generations.com/>

## CONTACT

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