

Κατάλογος Εγκεκριμένων Σχεδίων
Βασικής Δράσης 2

ΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ

2017



Συμπράξεις ανταλλαγών μεταξύ σχολείων

Ο κύριος στόχος των συμπράξεων ανταλλαγών μεταξύ σχολείων είναι η ενίσχυση της ευρωπαϊκής διάστασης των συμμετεχόντων σχολικών ιδρυμάτων, η ανάπτυξη της δυνατότητάς τους για Erasmus+ Programme διασυνοριακής συνεργασίας και της ικανότητάς τους να αντιμετωπίζουν νέες προκλήσεις. Μέσω της οργάνωσης δραστηριοτήτων κινητικότητας για μαθητές, οι εν λόγω συμπράξεις προάγουν επίσης τις αξίες της ανεκτικότητας και της αποφυγής των διακρίσεων, όπως επισημαίνονται στη Διακήρυξη του Παρισιού. Στο πλαίσιο των συμπράξεων ανταλλαγών μεταξύ σχολείων μπορούν να υλοποιούνται διάφορες δραστηριότητες για την ανταλλαγή προσωπικού και μαθητών μικρής διάρκειας και μεγάλης διάρκειας (από 3 ημέρες ως 12 μήνες). Τα συμμετέχοντα σχολεία σε όλα τα σχέδια ενθαρρύνονται ιδιαίτερα να χρησιμοποιούν τη διαδικτυακή πλατφόρμα eTwinning, προκειμένου να συνεργάζονται για το σχέδιο πριν από την έναρξη, κατά τη διάρκεια και μετά το πέρας των δραστηριοτήτων κινητικότητας.

Προτεραιότητες των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης

Η συνάφεια των σχεδίων Στρατηγικών Συμπράξεων με τις ορισμένες ανά τομέα προτεραιότητες είναι προαπαιτούμενο για την έγκριση της χρηματοδότησής τους. Σύμφωνα με το πλαίσιο του προγράμματος, οι στρατηγικές συμπράξεις πρέπει να καλύπτουν είτε: α) τουλάχιστον μια οριζόντια προτεραιότητα, είτε β) τουλάχιστον μια προτεραιότητα σχετική με τον τομέα της σχολικής εκπαίδευσης.

Συγκεκριμένα, για τον τομέα της Σχολικής Εκπαίδευσης οι προτεραιότητες συνίστανται στις εξής:

- Ανοικτή εκπαίδευση και καινοτόμες πρακτικές στην ψηφιακή εποχή
- Βελτίωση της πρόσβασης σε προσιτή και ποιοτική προσχολική εκπαίδευση και φροντίδα
- Αντιμετώπιση της πρόωρης εγκατάλειψης του σχολείου και των προβλημάτων που αυτή συνεπάγεται
- Απόκτηση και ανάπτυξη υψηλού επιπέδου, συναφών με τις ανάγκες τους, βασικών δεξιοτήτων και ικανοτήτων
- Ενίσχυση του προφίλ του επαγγέλματος του Εκπαιδευτικού
- Προώθηση απόκτησης βασικών δεξιοτήτων και ικανοτήτων
- Κοινωνική Ένταξη

Περισσότερες πληροφορίες για τη Δράση μπορείτε να δείτε στον [Οδηγό του Προγράμματος](#), αλλά και στη [Συμπληρωματική Ανακοίνωση: Σχολική Εκπαίδευση 2017](#).

Τα Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Κινητικότητας KA2 στον Τομέα της Σχολικής Εκπαίδευσης για το 2017 είναι αναρτημένα [εδώ](#).

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Επιμέλεια Έκδοσης: Εθνική Μονάδα Erasmus+

Η υποστήριξη της Ευρωπαϊκής Επιτροπής για την παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντανακλά τις απόψεις μόνον των δημιουργών και η Ευρωπαϊκή Επιτροπή δεν φέρει ουδεμία ευθύνη για οποιαδήποτε χρήση των πληροφοριών που εμπεριέχονται σε αυτή.

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HORIZONTAL: OPEN AND INNOVATIVE PRACTICES IN A DIGITAL ERA

Δράσεις που προάγουν καινοτόμες παιδαγωγικές μεθόδους και μεθόδους διδασκαλίας, μάθησης και αξιολόγησης, και οι οποίες υποστηρίζουν τους εκπαιδευτικούς και τους εκπαιδευόμενους να χρησιμοποιούν τις ψηφιακές τεχνολογίες με δημιουργικούς, συνεργατικούς και αποτελεσματικούς τρόπους

Κωδικός: 2017-1-EL01-KA219-036139
Τίτλος Σχεδίου: SMART - Science Meets Art
Συντονιστής: 1 ΓΕΛ ΠΥΡΓΟΥ ΗΛΕΙΑΣ
Εταίροι: Zakladni skola a materska skola Brno, Kridlovicka 30b, INSTITUTO DE EDUCACION SECUNDARIA LA AZUCARERA, Istituto Magistrale Statale "Camillo Finocchiaro Aprile", Moision koulu, Oostvaarderscollege, Holabrekkuskoli
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Our project “Science Meets Art” consists of a partnership of 7 high schools with students of 13-18 years old, from Greece, Spain, Czech Republic, Italy, Finland, Iceland and Netherlands. The total direct participants, students and teachers, will be 240. Altogether 400 people will benefit indirectly from the activities organised by the project.

Quite many pupils think that school Physics, Chemistry and Mathematics are extremely difficult and not useful in their lives. Many pupils, too, face Literature, History and Sociology as subjects without reflection in real life so they find these subjects very boring. The result in both cases is that students are not interested in studying these subjects anymore.

Therefore, the main objective of this project is to make Science less abstract, more grounded in everyday life, and easier to understand. This objective will be achieved through the connection between Scientific, ICT and Artistic disciplines, so Science will become more visible around us, and its beauty and logic will emerge.

Another objective is related to the fact that comparing the way in which Science is studied in different European countries will provide the students with an additional motivation to study scientific subjects, and will arouse in teachers the will to develop a transdisciplinary thinking and to use innovating teaching methods and skills to prepare students for lifelong learning. So, all the participants will perceive that solutions are found everywhere.

The methodology of the activities will be based on Integrated Learning, that is informal and non-formal educational techniques which promote competences as innovation, use of all the senses, creativity, imagination, cooperation, critical thought and active participation in the educational process.

The expected results will be:

i) intellectual: our students will experience how science works and how the different disciplines are related to one another, they will develop foreign language linguistic competences and improve ICT competences by the use of innovative ICT tools, and cultivate attitudes such as creative thinking, self-esteem, respect, cooperativeness and empathy, they will be trained to take initiatives, they will experience their cultural diversity.

ii) material: posters and calendars, celebrations of World days, DVDs with the outcomes of all the workshops and the activities, travel diaries, exhibitions in schools and institutions (city halls, social centers, other schools, teachers training centers).

Students and teachers will perform the following activities:

- make the project known to schools, parents, communities and organizations
- make committees for the various tasks
- construct the project website on e-Twinning platform, You-tube channel and Facebook. These platforms will contain all the information of the project (aims, activities, outputs, dissemination)
- select logo and mascot
- make videos to introduce their schools, cities and countries
- practice ICT tools, apps and games
- create calendars and posters
- create photo-galleries and films using specific ICT apps
- participate in LTT activities and TPM by performing workshops at museums, scientific centers, ancient and modern theaters, technical parks, libraries, schools and in nature, in order to discover the connection between Geometry, Chemistry, Restoration and Architecture of buildings, Art and Science into Nature, the scientific and artistic effects of Light and Color, Art and Technology, Theater and Logic, Physics and Geometry, Recycling and Environmental Art
- create travel diaries
- organize cultural events and activities (exhibitions of photos and paintings, theatrical plays, etc.)
- celebrate the World Art Day and the World Science Day
- conduct science experiments and construct simple machines, gadgets and art-pieces using recycled materials
- create presentations about architects and buildings, Science into Nature, the effects of Light, Global Warming and Meteorology
- disseminate the activities through local Press and social media, lectures, congresses and learning courses.

Impacts:

- enhancing the students' interest and skills in Science, ICT and Literature
- disseminating new teaching methodologies and good practices
- increasing interest in participating in an Erasmus+ Program.

As another objective of the project is to make all its stages visible to a broad audience, long term sustainability will be reached in the field of education through the sharing of the outcomes to a broader public who can use the innovative learning techniques and integrate these non-formal and informal ways of education into the subjects of our schools, and develop them.

Moreover, the maintenance of the project activities will be imprinted in the behavioral and intellectual change of our students as mentioned above and of the involved teachers as they will get familiar with dynamic pedagogical techniques and will use these techniques in their daily work.

Κωδικός: 2017-1-EL01-KA219-036305
Τίτλος Σχεδίου: MATH Road around EUROPE
Συντονιστής: ΓΥΜΝΑΣΙΟ ΚΑΙ ΛΥΚΕΙΟ ΣΚΡΙΠΕΡΟΥ ΚΕΡΚΥΡΑΣ
Εταίροι: INSTITUTO DE EDUCACIÓN SECUNDARIA GUÍA, 18 Comprehensive school William Gladstone, ISTITUTO DI ISTRUZIONE SUPERIORE"ENRICO FERMI"
Διάρκεια Σχεδίου: 20

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

The project's main objective is to apply gamification to the educational field, using ludic activities to learn. It's a perfect cooperative tool which will allow us to bring Maths closer to our students. An active and creative Maths learning facilitates the students incorporation to the labour market, as it helps our students to make decisions, solve problems and fosters their creativity. In addition, the student's communicative and digital competence are essential as it is a cooperative transnational project. It also improves the cooperative ability and promotes respect towards other people. All the activities expect to promote the Intereuropean dialogue and the knowledge of other languages and also promote the introduction of cooperative learning elements between nations.

The main concern of all the partners is to innovate in the Maths teaching methods in order to contribute to strengthen our students entrepreneur spirit.

The thematic areas which will be worked are: Numbers, Ratio and Proportion; Geometry and Measure; Algebra, Graphics and Functions; and Probability and Statistics. Each of these will be the topic of an eTwinning project managed by one of the partners. It will be included in many activities destined to their incorporation to our intellectual output the interactive Math Road Map. The selection of the type of activities which we are going to use referred to a Maths field, will be essential procedures in the project's development. The selection of the problems that our students are going to create, the presentations of the most important mathematicians of each country, are some of the activities that will construct the Math Road Map. The translation of all the resources in different languages and its publication in our second intellectual output, the education portal. All partners will work on the activities and products in an equitable way during certain periods of time. Each partner will be in charge of its development.

The project's intellectual outputs will be the interactive Math Road Map . It allows us to join all the activities carried out during the project. We will publish all the project's development, the resources and the results in the education portal so as to provide the information to any interested people.

The students will be the most favored ones, as innovation and creativity in the methodology will contribute to improve Maths teaching. Participating in this project will also improve our students' digital and linguistic competence, as they will communicate and work together on different activities.

Teachers will also receive a positive benefit from it, as it will affect directly the methodology in Maths lessons. Access to different educational resources, new technological tools and the

gamification of Maths will lead to a profound change in the way we understand the teaching of this subject.

Mobilities and communication among students, teachers and educational community are a fundamental part in a multilateral project like this, and it will not only contribute to improve linguistic competence but also to acquire a new way of understanding Europe and the society in general. Its impact will affect all families involved and the whole educational community.

The project will be disseminated online: project's education portal, schools' websites, eTwinning and different social networks. Parents, students and educational community will be able to access all information via these publications or through informative meetings, to which other schools in the area and education inspectors will be invited.

The impact will be assessed in an objective way at the school through three different evaluations: initial, intermediate and final. We will take into account the following indicators: increase in the number of students who get good results in Maths; in the interest to get to know other cultures; in the number of teachers and students with an official diploma in a foreign language; in the use of new tools and methodology in the classroom and in the degree of satisfaction of the families. These evaluations will be addressed to teachers, students and families in order to know the real impact of the project.

The effort does not end here. European citizenship, teaching of foreign languages and new methodologies that will favour the development of basic competences, new technologies. All these things are necessary nowadays for a student to become a successful professional in the future. We want all this to be a hallmark of our schools. This is why we commit ourselves to continue to keep the education portal a minimum of five years and continue with the eTwinning and incorporate activities, resources and games in the curriculum to ensure the continuity in time, not only for the schools involved, but also for any student, teacher or school that might be interested.

Κωδικός: 2017-1-EL01-KA219-036319
Τίτλος Σχεδίου: Augmented and Virtual Reality in Education
Συντονιστής: Ekpedeftiki Shareholder Ltd (NEA GENIA ZHPIDH)
Εταίροι: IMS Private School, Istituto Comprensivo Panicale - Piegaro - Paciano, Pedro de Axular Cooperativa
Διάρκεια Σχεδίου: 18

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Augmented Reality (AR) is an innovative pedagogical approach to be implemented for Secondary school students in an advanced digital environment through the use of tablets (IOS, Android, Windows). At the same time, Virtual Reality (VR) tools and 3D printing methods being the cutting edge of digital technologies are an exceptional didactic approach to inspire students in the teaching of Science in the classroom, in the science lab and during the educational visits. We consider that this approach will enhance the creativity of both teachers and students and improve teaching and learning processes. The aim of the approach is to trigger motivation, increase the attention, boost critical thinking and advance the knowledge of Secondary school students, what is more, it is bound to improve understanding and school performance of underachievers. Not to mention, that students with Special Educational Needs (i.e dyslexia) will have an excellent opportunity to participate in a digital and educational project specially designed for them.

The approach can be successfully applied in Science, Technology, Mathematics and Art courses. The teachers, working in a digital environment, will take advantage of the course material and guide students to produce their own, thus benefiting from the combination of the two.

Teachers can motivate and improve the understanding of students by using AR, VR and 3D printing in the teaching process, bringing to life the experience of the physical word, and helping students to construct their own concept of nature. Teachers will design and implement educational scenarios incorporating good practices and aiming to specific learning outcomes. Through this process both teachers and students will enhance their digital skills.

The context of this teaching approach aims at increasing attention, understanding, confidence and satisfaction for all students. It also provides an excellent environment for all types of learners to cultivate team-working skills as well as eliminate cases of isolated students.

This approach will also update and enhance the educational procedure, meeting the learners' needs, nurturing digital literacy and improving the quality of education. The exploitation of specific learning outcomes will then be used to determine the uniqueness, special skills and talents of each student.

OBJECTIVES The main objectives of the project are:

1. Construction of educational scenarios using AR, VR tools and 3D printing within a STE(A)M educational approach.
2. Exchanging educational scenarios with participating schools and the educational community.
3. Communicating the procedure and outcomes to the educational community.

In terms of students:

1. Trigger motivation, attention, critical thinking and knowledge of Secondary school students, including underachievers.
2. Improve students' digital literacy.
3. Improve students' communication skills.

PARTICIPANTS, ACTIVITIES & METHODOLOGY

Schools participating in the project come from Greece as well as three more European countries.

Each school partner will contribute with their teachers and classes in this project. The age of students ranges between 12 to 15 years.

The teachers are going to design, exchange and implement educational scenarios using tablets mainly for the subject of Science (interdisciplinary courses). Existing educational AR and VR applications are going to be used, as well. Furthermore, new educational material is going to be created using appropriate software and 3D printers.

Key persons from all participating countries will meet in the beginning of the project for exchanging knowledge, train each other, create the didactical methodology and program the following steps. Parallel programs will be followed in each participating school and the material will be exchanged through the hosting organisations open e-Class learning platform, the eTwinning platform and European Education Networks. During the period of the project, participants will hold regular teleconference meetings(i.e Skype) and have a second meeting, in one of the participating organisations in order to keep track of the project's progress. Learning outcomes will be evaluated independently from each partner, and also there will be an application for a European quality label and European eTwinning prize. A third and final meeting-workshop will be hosted by Greece to present the procedures and the results to the educational community and all participants.

Methodology

- internally cross-train according to the expertise of each team
- create necessary educational material in a way that can be used by all teams independently of the national curriculum
- test-implement the material and the methodology to perform refinement actions
- create the final material to be used
- to implement in the classroom, the science labs and the educational visits
- to evaluate the outcome in terms of students performance (including underachieving students, SEN)
- to disseminate

SCHOOL EDUCATION: Supporting efforts to increase access to affordable and high quality early childhood education and care (ECEC)

Βελτίωση της πρόσβασης σε προσιτή και ποιοτική προσχολική εκπαίδευση και φροντίδα, ενίσχυση της ποιότητας των συστημάτων προσχολικής εκπαίδευσης, λήψη μέτρων για την ηλικιακά κατάλληλη ανάπτυξη των παιδιών, ώστε να έχουν καλύτερα μαθησιακά αποτελέσματα και να διασφαλίζεται μια καλή αρχή στην εκπαίδευση για όλους.

Κωδικός: 2017-1-EL01-KA219-036156
Τίτλος Σχεδίου: Together Everyone Achieves More
Συντονιστής: 110ο ΝΗΠΙΑΓΩΓΕΙΟ ΑΘΗΝΩΝ
Εταίροι: Oulun kaupunki, sivistys- ja kulttuuripalvelut, Sampolan päiväkoti, Lycée Technique Provincial Jean Boets, Nipiagogeio Kentrioy, Rujienas pilsetas speciala pirmsskolas izglitibas iestade " Varpina"
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

“Together Everyone Achieves More” arose in Finland, Turku, in a Contact seminar for School Education (Erasmus+), titled “Playing and Learning Child” (9-12.10.2016). Through this seminar, educators pointed out the critical role of the home and family environment in determining children's school success. We decided that our project had to include all levels of education, if possible, from pre-school to secondary education. We focused in early childhood education because we think that family involvement at the preschool level has a number of lifelong benefits, such as establishing the importance of education and developing a network of helpful connections. Parental involvement at this critical point provides the child with a springboard that makes the move to elementary school a more tranquil transition. Therefore, four Kindergarten Schools from Greece (Athens and Crete), Finland and Latvia and a Secondary School from Belgium cooperated to organize activities that encourage all parents, regardless of their origin and language, to get involved in their children’s education.

The main aim of "Together Everyone Achieves More" is to create a friendly, active, creative, sociable and communicative school; a place of research, learning and reflection that is good for teachers, pupils and families, to strengthen good relations in the school community; we insist on the importance of teamwork and collaboration; will cooperate to promote the improvement of basic and generic skills, to create positive habits for lifelong learning, promote the inclusion of disadvantaged students, prevent learning difficulties and facilitate transition between different levels and stages. We will encourage and support families, especially refugee and immigrant families, to involve in their children's education and help them to create a home environment that encourages learning; we will help them to increase the interaction with their children and to be more responsive and sensitive to their children's social, emotional and development needs. Our main priority is to improve parents' perception of the school and to strengthen the family - school connection, through organized activities which promote cooperation and creative engagement. In addition, we will improve our competence in foreign languages through the educational use of information and communication technology and direct contact with our partners.

We believe that one of the most important achievements of this project is that many different cultures will share different practices in parent involvement. We strongly believe that there is no “one size fits all” approach to increasing family involvement. The most appropriate strategies will depend on local interests, needs, and resources. Identify the strengths, interests, and needs of students’ families, schools, and staff and design strategies that correspond to

these identified areas will be our greatest goal. So, all schools will organize activities and workshops adapted to the culture of each country and share the results through an e-Twinning club.

In this effort we are supported by the Athens' University, the University of Oulu (Finland), Adult Education Centers and the local community of each country; they will all support our project and help us to disseminate the results of our project, so that to benefit as many as possible.

Κωδικός: 2017-1-EL01-KA219-036174
Τίτλος Σχεδίου: LEARNING OUTside the classroom IN the EUROPEan Nature
Συντονιστής: 1ο ΝΗΠΙΑΓΩΓΕΙΟ ΒΟΥΛΑΣ
Εταίροι: GRADINITA CU PROGRAM PRELUNGIT NR.21, Arukyla Kindergarten Rukkilill, DIREZIONE DIDATTICA 8° CIRCOLO PIACENZA, Ecole Maternelle Saint Exupery
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

The pre-primary organisation 1 Nipiagogeio Voulas, located in the region of Eastern Attica Greece, is the applicant organisation for a strategic partnership among 5 pre-primary schools from Greece, Estonia, France, Italy and Romania, in the field "Strategic Partnerships for Schools Only" with main objective of the project the "Exchanges of Practices".

The title of the project is "LEARNING OUTside the classroom IN the EUROPEan Nature" with the acronym "LEARNING OUT IN EUROPE". The applicant organisation who will be the coordinator of the partnership, 1 Nipiagogeio Voulas, has a significant experience in European projects such as participation in education staff mobilities (2003 and 2011), participation in a network of European educational institutions (2008) under the Socrates Comenius Key Actions (Mesures d'Accompagnement) and also participated in a scholar partnership (2008-2010). Additionally, in 2015 1 Nipiagogeio Voulas participated in a seminar on "Outdoor arts and crafts" in Iceland within the annual project (Erasmus+ KA1 School Education Staff Mobility) in 2015-2016 with title "The pre-primary school 1 Nipiagogeio Voulas organizes learning in the outdoors". The experience derived therefrom inspired the creation of this partnership with coordinator 1 Nipiagogeio Voulas, as it is a reliable pre-primary organisation that pursue continuous improvement and upgrading of the provided educational services with European dimension and also can guarantee the successful development of this strategic partnership with the other European organisations, who except France and Italy, who participated in KA1 education staff mobility in 2014, the other partners from Estonia and Romania have never been involved previously in a European project.

This strategic partnership will be a collaboration between pre-primary schools from different education systems, different landscapes, with different languages, but all the educational teams are united in their true interest and care for the natural environment and the sustainability of our planet. The current economic and social situation in Europe creates the necessity to form a project that, through interaction with nature, will promote the development of creativity, improve health and well being, and provide emotional uplift to teachers, students and their families. All the partners together will exchange innovative methodology of teaching and learning various subjects as mathematics, science, literature, poetry, arts in the outdoors.

This partnership aims to seek alternative practices that do not require expensive equipment to be applied in the daily schedule, but utilize natural resources. In addition to these objectives of the project is to change approaches and behaviors of European students who have frequent

occurrences of obesity and other health problems because of excessive inactive life, as they were born and raised along with technology in a digital environment full of personal computers, mobile phones, gaming systems, MP3 players etc and they are not often out in the nature. Moreover it aims at pointing out the importance of the outdoors for the children's holistic development (personal and social) through practical ideas for early childhood education, it emphasizes the adoption of public spaces as "our spaces" in an attempt to form responsible and active citizens.

The partnership has a duration of 24 months from 1.9.2017 till 31.8.2019, sufficient time to materialize the development plan, carry out the activities, diffuse the acquired knowledge and innovative practices in and out the partners organisations, through workshops, conferences, exhibitions, publications, blogs, websites, social networking.

The results for the participants are improvement of skills and competences, creative use of new technologies, knowledge for innovative outdoor educational practices, that help advancing to the production of original educational material, ready to be used by others in the future.

The impact of the project will be important as it will promote the implementation of outdoor activities in a regular basis in the school schedule. It will multiply the communication channels and make known the significance of pre-primary education, strengthening the profile of the teachers. Also it will broaden the horizons of the participants for responsible citizenship.

The project activities will contribute to personal growth and social awareness and will develop skills for life. As outdoor environment is challenging and inspiring especially for the students from lower economic and social environments, who mostly need our help, this project will help in avoiding early school leaving and disadvantage. This exchange of ideas among the European partners will add European dimension to the educational work of all the participants organizations.

Finally, the long term benefits on all the partners will be the change of attitudes, that will promote the health of the participant community.

SCHOOL EDUCATION: Supporting schools to tackle early school leaving (ESL) and disadvantage

Αντιμετώπιση της πρόωρης εγκατάλειψης του σχολείου και των προβλημάτων που αυτή συνεπάγεται, καθιστώντας εφικτή τη σχολική επιτυχία για όλους τους μαθητές, συμπεριλαμβανομένων και των παιδιών μεταναστών/προσφύγων.

Κωδικός: 2017-1-EL01-KA219-036125
Τίτλος Σχεδίου: "Water unites us!"
Συντονιστής: 1ο ΓΕΛ ΑΡΓΟΣΤΟΛΙΟΥ ΚΕΦΑΛΟΝΙΑΣ
Εταίροι: Srednja skola Metkovic, Istituto Istruzione Secondaria Superiore E. Fermi, Agrupamento de Escolas de Paredes de Coura, Olaines 1.vidusskola, akhisar anadolu imam hatip lisesi
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

A big part of the earth is covered by water. Humans, who have always been an integral part of aquatic ecosystems (AQUE), handle the latter in various ways. "Water unites us!" is a multidisciplinary Erasmus+ KA2 project that focuses on aquatic ecology. The main point of the project is to conduct a research into the similarities and differences among the participants' findings as far as the interaction between humans and the AQUE is concerned. Schools from six European countries (Croatia, Greece, Italy, Latvia, Portugal and Turkey) are involved in the project and will focus on a variety of AQUE, e.g. seaside, lake, river, lagoon, waterfall and wetland and highlight their special features. We intend to exchange our experiences and ideas and create the space and conditions required for creativity, sharing the joy of spending time together. Furthermore we want to raise intercultural competence by working together in international groups.

The project activities will be integrated into the curriculum of the participating students at the institutions involved. "History", "Literature", "Foreign languages", "Mathematics", "Natural Sciences", "Art and Crafts", "Information and Computer Technology", "Physical Education" and "Catering" are relative subjects. Our students aim to explore the water bodies, the various abiotic environmental parameters (water temperature, dissolved oxygen, acidity, salinity, conductivity, hardness, ions) of certain AQUE as well as the biodiversity. They will work in the field but also in the school laboratory in order to get familiar with computer and information as well as laboratory technology. They will also highlight local history, culture, traditions, cuisine and get familiar with water sports. At the same time they intend to record and mark out the cultural and socioeconomic activities that take place in this framework.

Very often, though, human activities disturb ecological balance. Finishing our project, we hope to have raised environmental consciousness among students, teachers, parents and the public and highlight the greatness of Mother Nature! In addition we believe in sensitizing the local community and the authorities to take measures for a rational use of the AQUE aiming at its sustainability according to Council Directive 92/43/EEC on the Conservation of natural habitats and of wild fauna and flora. The project seeks to encourage the exchange of ideas, knowledge and customs with the interaction of students over creative activities such as practicing water sports, taking photos from the ecosystems, recording, filming and doing research work in the field and in the school laboratory. We hope that students will maintain a correspondence even

after the end of the project because our ultimate aim is to create and maintain close ties between young Europeans!

Κωδικός: 2017-1-EL01-KA219-036205
Τίτλος Σχεδίου: Tackling Early School Leaving with a focus on the Inclusion of Minorities
Συντονιστής: 1ο ΕΠΑΛ ΕΛΕΥΣΙΝΑΣ
Εταίροι: Collège Victor Hugo, Escola Básica e Secundária Dr. Ângelo Augusto da Silva, I.E.S. Antonio Domínguez Ortiz, IIS "L. da Vinci - Nitti"
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Early school leaving remains a key issue in Europe. The European Union aims to reduce the level of early school leaving to below 10% by 2020. The project "Tackling Early School Leaving, focusing in the Inclusion of Minorities" unites 5 schools from Greece, France, Portugal, Italy and Spain, that wish to tackle the problem of early school leaving as a whole and more specifically for the students who belong to minorities.

Our target groups are the whole community (teachers, parents, students) of partner schools and especially students of minorities (refugees, immigrants, repatriates, gypsy etc.) which will benefit of learning activities.

Our main objectives are to apply Participatory Learning Methodologies and tools (Circle technique, World Cafe, Open Space) in order to improve relations between all members within the school community, boosting students' self esteem and finally reduce the drop-outs rate by 30%; evaluate the Participatory Learning Methodologies been used, in order to create a guidebook of good practices; train teachers from each school in using e-learning tools (moodle platform) as well as creating and applying on-line 8 linguistic units for further linguistic support of minority students; develop a network of cooperation of each school with the Local Bureau of Education, school counselors and parents; reduce racial prejudice and discrimination through a number of cultural activities.

For this a number of learning and training activities will take place in the following countries: "Participatory Learning Method: "Applying the Circle in multi ethnic Groups" for students in Italy, "Using E-learning, for linguistic improvement of students " for teachers in Greece and "Using Participatory Learning Methodology, World Cafe and Open Space" for students in France.

The expected results of the project, in terms of knowledge, abilities and skills, will be: improvement of interpersonal relationships among students as well as between students and teachers; boosting students' self-esteem; supporting students' families and raising awareness of parents; better language skills for teachers and students that participated to mobilities; development of ICT skills for teachers; Professional development for teachers.

We and other stakeholders, will also benefit of tangible results as: project's Facebook, project's web page, E-twinning ,a Guidebook of good practices & techniques translated in English and in every partner's national language, two project's Diary, a moodle platform with five (5) on line courses of eight (8) native language lessons for each country and a DVD including multimedia material of the project's activities and evaluation results.

The expected impact in our schools and local communities will be: enhancement of interpersonal relationships between students and teachers-students; increased self esteem, self confidence and development of the sense of security and belonging to school for students; improving command of foreign languages they already know (mainly English) or learning new ones, for participants; increased interest in foreign cultures which will lead to an attenuation of the degree of discrimination and racist behavior; construction of a European identity and citizenship; develop new approaches and Participatory Learning methods for tackling early school leaving; develop different teaching approaches using E-learning methods (moodle platform) and increase teachers' ICT Skills; partnership schools will be transformed to centers of innovation through transfer of good practices for the other schools in their area; partners will increase extroversion and will promote the activities of the schools in the community through dissemination activities; increase the interest of other schools and institutions/organizations for the realization of similar European programs of collaboration; the schools will act as multipliers and contribute in the application of Participatory Learning Methods by other schools in the region.

Κωδικός: 2017-1-EL01-KA219-036345
Τίτλος Σχεδίου: CASTLES: Culture, Art, Story, Tales, Love and Equality in European Inclusive Schools.
Συντονιστής: ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΟΡΜΥΛΙΑΣ ΧΑΛΚΙΔΙΚΗΣ
Εταίροι: Ventspils pirmsskolas izglitibas iestade "Pasaka", I Circolo Didattico "G. Falcone" Conversano Bari, Szkola Podstawowa Nr5 im. Henryka Sienkiewicza
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

We do believe that the study of castles is a very popular theme for children of all ages. It stimulates their imagination, carry them to other dream and magical worlds. Through such a popular topic generates a very positive climate that helps and enhances learning and knowledge that is passed to students more easily. Children enjoy being at school and are eager to see what new things will surprise them. Children with learning disabilities will feel less stressed and will boost their self-esteem while highlighting children's talents. The extensive use of ICT tools will also help all the children including those with learning difficulties. All the students are involved in the project activities and they all enjoy them as well as develop new skills.

We believe that it would be a wonderful idea to study the castles in many areas, such as : history, geography, maths, architecture, urban planning, chemistry, literature, arts, sustainability, social life, places of worship, natural environment protection, tourism development, English.

As members of the EU children already want to experience other countries, their culture and history. They will identify similarities as well as differences, will respect each other and feel that all have their own value and even though they are different - they are equal at the same time. Nowadays our countries and our schools are living a global crisis affecting the international context and our schools need some investments in education. This project is for equity and quality , giving all children opportunities for a good quality education in European dimension. The schools in partnership are located in regions with monuments enriched of cultural and historical significance, with many legends linked to them and children have to be taught from a very early age at school to take care of the artistic and cultural patrimony, the common patrimony of Europe. The partnership, the exchanging of learning experience about history of European castles, is a contribution to mutual understanding and respect between different peoples and societies.

Learning for us is active, not passive. Learning is doing, making, building, arranging, figuring out, changing...and the project helping students to explore the historic importance and function of castles in time, introduce them to a general history of castles and architectural terms (to learning more about the parts of a castle, what they have inside them, and the people that live in a castles) investing all areas of the curriculum; language arts, science, math, social studies, and the arts.

This project will promote culture, traditions, history and art of our regions and countries and encourages young students to gather information from various sources (books, museums, web, film..) and to understand learn to examine a problem from all aspects, which is important for a successful career.

All actors involved will develop their confidence in the use of English and new technologies languages using different tools and the blog of project. We will create an active methodology involving especially children and students with SEN (special educational needs) and disadvantaged children. Our probate experience in last Comenius projects, in which some of us were partners , demonstrated us that working in European partnership is an unique opportunity for schools for having motivated pupils and teachers and, the involving of local community in the activities, is the motor of social and cultural developing.

Finally, we will promote inclusive education, non-formal teaching methods and innovative ways of teaching. We will train the teachers in participating schools to teach using different innovative and inclusive approaches based on our mutual experience and knowledge we have.

HORIZONTAL: Achievement of relevant and high quality skills and competences

Απόκτηση και ανάπτυξη υψηλού επιπέδου, συναφών με τις ανάγκες τους, βασικών δεξιοτήτων και ικανοτήτων με στόχο την ενίσχυση της απασχολησιμότητας και της κοινωνικο- εκπαιδευτικής και προσωπικής ανάπτυξης των ατόμων, καθώς και της συμμετοχής τους στον δημόσιο και κοινωνικό βίο

Κωδικός: 2017-1-EL01-KA219-036105
Τίτλος Σχεδίου: Who is afraid of mathematics?
Συντονιστής: «Αλεξάνδρειο» 2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΓΙΑΝΝΙΤΣΩΝ ΠΕΛΛΑΣ
Εταίροι: Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda, Istituto Comprensivo I San Mauro Torinese, Ogres sakumskola, Szkola Podstawowa Nr 11 z Oddziałami Integrycyjnymi im. Kornela Makuszyńskiego, Byttorpskolan
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

The program "Who is afraid of Mathematics" will attempt to dismantle mathophobia that pervades students in a way that promotes creativity and innovation. It will make teaching student-centered, active, experiential authentic, collaborative and challenging presenting ways in which mathematical concepts, that children learn, are applicable and related to their daily life.

Mathematics is important in our pupils' everyday life, allowing them to make sense of the world around them and to manage their lives. Using mathematics enables them to model real-life situations, make connections and informed predictions. It equips them with the skills they need to interpret and analyze information, simplify and solve problems, assess risk and make informed decisions based on calculations.

Through this program we seek to offer our students a wide range of tools, methodologies and strategies to succeed in deepening their knowledge in mathematics through fertile situations, encouraging the development of creativity and their connection with other disciplines and concepts. The aims and methodology of our project summarize the educational rationale underpinning the right of all students to enjoy and succeed in developing their knowledge and understanding, skills, attributes and capabilities in numeracy and mathematics.

Main objectives to:

- develop and share best practices, strategies and working methods between the schools
- exchange activities and methodologies between students and teachers
- create a Toolbox and to widen the Maths teaching repertoire
- ensure the participation of all pupils without exclusions due to religion, origin, sex, physical abilities
- increase the performance levels of students in all schools and transformed the division into attention
- promote the development of teachers' skills and confidence to teach math by focusing on knowledge and teaching on the subject

Pupils to:

- discover and analyze the mathematical elements in other themes of the curriculum.
- be expressed mathematically, to search, to investigate, to verify.

- use the international language of mathematics and symbols, which will allow them to communicate ideas in a concise, unambiguous and rigorous way.
- develop positive attitude toward mathematics and to see them as a powerful way to deal with situations.
- gain confidence in using and applying mathematics skills in all contexts in their everyday lives.

Six partner schools from Greece, Hungary, Italy, Latvia, Poland, Sweden will elaborate the activities and exam the following topics:

- MATHS IN HISTORY
- MATHS IN BUSINESS
- MATHS IN ART/ARCITECTURE
- MATHS AND HEALTHY LIFE STYLE
- MATHS IN NATURE/ GEOGRAPHY
- MATHS ON THE PLAYGROUND

We will use strategies, tools and teaching techniques that they will promote a different dimension in teaching of mathematics and will remove it from formalism and science theory. Combining new methodologies, formal and non-formal learning in expanded learning environments, team working will be used to create incentives for learning and meet the objectives of the program.

We will explore ways how we can motivate and empower students' involvement, both in everyday classroom activities but also in more comprehensive project activities.

Impact/results

Pupils will:

- gain a positive attitude towards mathematics and will enjoy math activities
- establish firm foundations for further specialized learning
- expand their knowledge of other European countries, their culture and way of life. This will help them to gain awareness of their European identity and to see themselves as future citizens of the great European family
- improve basic and transversal skills in communication, creativity, collaboration, critical thinking, research, presentation
- use the English language and ICT to present their work and communicate (create digital presentations, write e-mails, letters, chats on e-twinning, video conferences) with their European peers

Teachers will:

- share good practices and experiences with their European colleagues and will gain confidence to use innovative, effective methods in the teaching of mathematic
- enrich their toolbox with new methods of preparation, teaching and evaluation results of a lesson plan
- strengthen and revive their educational, communication and class management skills
- become acquainted with the European educational systems, culture, civilization and lifestyle of other people and will overcome any prejudices and obsessions against different groups.

Schools will:

- motivate and develop new policies on diversity
- achieve better success rates not only in mathematics but also in other subjects
- be a creative, attractive environment for students, a beacon of optimism for the educational community in these hard times.

Through this program we seek our schools to gain their rightful place among the societies and to be accentuated as model innovative centers where great work takes place for the education of students.

Κωδικός: 2017-1-EL01-KA219-036115
Τίτλος Σχεδίου: Do Not Exclude Me!
Συντονιστής: 4 ΕΠΑΛ ΚΑΒΑΛΑΣ
Εταίροι: Lesotehnicaska Profesionalna Gimnaziya, CARSAMBA MESLEKI VE TEKNIK ANADOLU LISESI, Istituto d'Istruzione Superiore Leonardo da Vinci, Johannes-de-la-Salle-Schule, Berufsschule z. sonderpäd. Förd., Förderschwerpunkt Lernen, Aschaffenburg, der Caritas-Schulen gGmbH
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

This project includes five primary schools from GR,IT,BG,DE,TR. It will be applied with the pupils aged between 12-17.

The project focuses on the problem of social exclusion (in terms of basic skills lack). In order to reach this goal of inclusion we will practice new strategies and methods of teaching cooperatively and inclusively at schools and during leisure time activities.

This application refers to the particular needs of students according to the needs analysis which took place at all the partner schools. As the project group, we discussed and defined 4 issues which prevent the school success.(1-Lack of social inclusions; 2-lack of basic skills; 3-Lack of parental support; 4-Lack of socio-economical needs). The needs analysis has been done in five schools by taking the observation of the teachers' view, taking consultant teachers' ideas into account, applying basic survey which evaluates those four obstacles. We came to the following conclusions: in DE, it seems they have no problem with 1 and 3 but they need to increase the level of basic skills and help some students who have problems with number 4. Other schools have problems mainly with number 4 obstacle. In Greek and Italian schools, "lack of social inclusion and basic skills " of the students are seen as the most important problems which prevent students from adapting an academic success. In Turkish and Bulgarian schools "lack of basic skills, lack of parental support, lack of socio-economic needs" stands for the first reason for failure.

Besides, each school has different good practices in their school curriculum (see related sections). They will be observed and followed by the teachers and transferred after evaluation. The strategies and methods which we agreed upon to apply embody plenty of ideas which stand for a real alternative to solve these four problems.

Before creating this project we had a pre-work period about the new strategies and defined 5 new ones to use in our project. Every partner will apply one of these methods in its school environment, observe and evaluate the outcomes. During the meetings these outcomes will be discussed by all the partners and will be transferred to one another. At the end of 2 year time, 5 strategies will have been applied and evaluated. According to the observation and results of success the partners will continue to use these strategies and methods at their schools.

OBJECTIVES

-to promote the inclusion of excluded students, the ones with lack of basic skills, the risk of dropping out, with special needs by helping to promote their integration into the mainstream education and society.

-to apply new strategies for overcoming social exclusion, lack of basic skills and school drop out
-to conduct new methods in the field of social and emotional child development as part of students with special educational needs' practical curriculum.

-to give teachers different methods of education and share the good practices

NUMBER AND PROFILE OF THE PARTICIPANTS

Students/teenagers: The project will take excluded students in the centre, so 180 in total will take part actively in the project activities. Approximately 1200 students/teenagers will be indirectly affected.

Teachers/Adults: there will be teams of 5 teachers at each partner organisation so 30 in total will take an active part in the project. There will be a teacher of English, Maths Teacher, a Counselor, an ICT teacher and a PE teacher/trainer. Approximately 150 teachers/adults will be indirectly affected.

Administrative staff: The head teacher/chairman and a deputy head will take part in the project, approximately 36 administrative staff will be indirectly affected.

Families: The number of the family members will be 300 in total and they will contribute to introduce the host country's culture, tradition and to prepare traditional food for an international evening.

Local community: Local community including local press, municipality, directorate of national education and PTA will help to disseminate the project to a wider community.

RESULTS AND IMPACTS

Through our project the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact on future projects and policy processes such as leading students to overcome lack of self-esteem, setting up the project website in order to provide continuous access to the general information of the project activities, progress and results, writing newspaper reports and creating on-site panels or leaflets to inform other people about the project's background and main results, arranging a multiplier event, communication, and cognitive skills of students at risk, cultivating effective partnerships between trainers, educators, and community organizations.

Κωδικός: 2017-1-EL01-KA219-036168
Τίτλος Σχεδίου: Life and Job Skills for Successful Europeans
Συντονιστής: 1ο ΓΕΛ ΙΕΡΑΠΕΤΡΑΣ ΚΡΗΤΗΣ
Εταίροι: Gymnasio Kokkinochorion, Bundesgymnasium Dornbirn, IES LA VEREDILLAS, AGRUPAMENTO DE ESCOLAS PINHEIRO E ROSA, IIS BARSANTI MASSA
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Life and Job Skills for successful Europeans (LJSSE) is a European project in which six partners from Greece, Portugal, Italy, Cyprus, Austria and Spain participate. The main objective of the project “Life and Job Skills for successful Europeans” is to establish a knowledge alliance which will allow us to share practices in the field of developing and improving skills and key personal competences of learners such as:

wish initiative and responsibility, persistence in achieving goals, perception - learning speed, common sense, Self-test - resistance to pressure and stress, confidence, flexibility – adaptability ,effectiveness, results orientation class - diligence / attention to detail, creativity / innovation cooperation, willingness - disposal, determination consistency - conscience, responsibility - professionalism positive spirit, optimism - excitement, interpersonal sensitivity, giving special emphasis to the aid of the Information and Communication Technologies.

The main objectives are to:

- 1) Promote dialogue, respect, participation, knowledge and decision making among countries in the European Union;
- 2) Bring greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;
- 3) Develop and improve skills and key personal competences;
- 4) Provide necessary knowledge and skills to search and find appropriate careers according to their skills and talents,
- 5) Work together and to share information with other educational institutions;
- 6) Develop collaborative learning strategies and entrepreneurship among students and teachers;
- 7) Increase competency in English as a common language in the European Union;
- 8) Improve the level of digital competence.

Most of the participating schools or the teachers being involved in the project have previous experience in the organization of European projects, or have participated in the former Comenius partnerships.

Life and job skills for successful Europeans (LJSSE) is a project that in many ways will promote and ensure a European awareness and togetherness, that is only achievable by cooperating, communicating, sharing and working with other students coming from different educational contexts, different cultures and, in fact, different realities within the European “family” of countries. This project will allow our institutions and our people to make contact with a multicultural European reality where different languages are spoken with different traditions,

but where we all share a common principle and same life values, as we all belong to the same community.

The establishment of such a knowledge alliance in which six diverse partners are involved will empower us to accomplish the desired objectives, since it will allow our students to observe for themselves other learning environments and especially other cultures.

By sharing ideas, practices and experiences around the topic of life and job skills, we would develop and reinforce a network which our whole educational community would take advantage of, since it would create positive and long lasting effects upon those directly and indirectly involved, from our students to our teaching staff, as well as the students' families, our administrative staff and, what is more, the municipalities where our institutions are located.

The ages of the students directly involved in the project are from 12 to 17 years old. The students' exchange will enable them to see for themselves how similar and how different we all are in this European family. The exchanges would also have a motivational impact on our students and provide an opportunity to the ones coming from low income families to visit and get in touch with other European cultures.

LJSE is a project designed by professional educators who understand the needs of the next generation and feel that it is necessary to empower our young students to be successful in tomorrow's competitive world. Life skills are a must in the 21st century no matter what anyone decides to perceive in their future personal and/or professional encounters.

Κωδικός: 2017-1-EL01-KA219-036230
Τίτλος Σχεδίου: Our school, our playground!
Συντονιστής: 11ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΧΑΛΑΝΔΡΙΟΥ ΑΤΤΙΚΗΣ
Εταίροι: Dimotiko Sxoleio Apesias (Perifereiako Eniaio Oloimero), ISTITUTO COMPRENSIVO "SANTA CHIARA - PASCOLI - ALTAMURA", Szkola Podstawowa Stowarzyszenia Przyjaciol Szkol Katolickich w Myslowie, Sredno uchiliste "Hristo Botev", Scoala gimnaziala Vasile Parvan, Sehit Sait Erturk Ortaokulu, NTRA.SRA.DE LOS DOLORES
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Our school, our playground is a project about implementing new, innovative teaching methods at school based on game learning. Games are an essential part of the lives of young children, especially nowadays, children have a strong impact on their habits, aesthetics and mentality.

Trying to cope with this, modern teachers have to change their teaching methods and curricula approaches and turn school into an attractive learning space, where children can also have fun like a playground. Moreover, students with low academic achievements due to economic, social, cultural problems or disabilities. Positive attitudes towards schooling can improve learning achievements of the children, according to current educational research.

Eight partner schools from eight European countries, namely Greece, Spain, Italy, Turkey, Bulgaria, Poland, Cyprus and Romania participate in this project, that targets children from 6 to 14 years old. Teachers of these schools will work together to invent educational scenarios that exploit the use of games in classroom. The scenarios will then spread throughout the school communities and be implemented by teachers who want to experiment with their students with new learning methods.

The teachers that take part in this project form communities of practice that will work together trying to reflect on their teaching methods, finding the things that work or do not work in classroom and report their experience to their colleagues.

Student communities will also be formed both at a regional and at an international level. Students that have a higher possibility for early school leaving will be of priority. Game learning methods can help them to fight their disengagement from the school process and give them key competencies that will help them both at school and at their working life.

The results of the project will include: the web site of the project, the blog of students and a handbook that contains all the scenarios proposed, the games used and the comments of the teachers that used these games for learning purposes.

We believe that this project will have a strong impact on the school communities that will participate: change the way that teachers teach and cooperate with each other, make education more inclusive for all kind of students, enhance the relationships between teachers

and students through game playing methods . Moreover, the project could be also viewed as a tool for policy makers since it turns the results of the educational research on game playing methods to a small scale real life experiment that can be repeated to other schools, as well.

Κωδικός: 2017-1-EL01-KA219-036314
Τίτλος Σχεδίου: Life Skills and Values for the Pupils of the European Union
Συντονιστής: 2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΝΕΑΣ ΑΓΧΙΑΛΟΥ ΜΑΓΝΗΣΙΑΣ «ΒΑΡΝΑΛΕΙΟ»
Εταίροι: Osnovna sola Orehek Kranj, Istituto Comprensivo Camigliano, CEIP ALISIOS, Szkoła Podstawowa nr 172 im. prof. Stefana Banacha
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Children's social and emotional well - being, which can be defined as the presence of a culture, ethos and environment that promotes dynamic, optimal development and flourishing for all in the school community, does not only affect the physical health of the children of E.U, today and in the future as adults but in parallel it is a decisive factor of their academic success.

One of the most important settings for the promotion of pupils' well-being is the European school, which role is to promote the moral, spiritual, social and personal development of students. Schools are also asked to provide a safe and supportive environment for building life skills and resilience.

Life skills are a set of basic skills that enable a person to effectively manage the challenges of daily life. They include critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility and empathy.

Educational experts stress that any attempt for the development of "Life skills" without a parallel highlighting of the underlying European values that consist the strong foundations of them cannot bring the expected results.

Despite the above mentioned well acknowledged point of view, EU educational systems focus more on the academic achievements and let aside the aspect of well being. Therefore, a clear necessity for immediate action in order to promote pupils' well being by assisting them develop "Life Skills" and resilience competencies clearly arises.

The educational institutions that form the partnership of project, responding to the above mentioned need, have elaborated an intervention that focuses to "School as a whole" and the main objective of which is to design, develop, apply, test and promote methods, processes and educational tools that will assist EU pupils to develop life skills for their social and emotional well being and resilience.

The partnership, which consists of schools from Greece, Italy, Poland, Slovenia and Spain, countries with differentiated cultural, economical and educational backgrounds, in order to achieve the above mentioned objective has cooperatively designed a set of activities that includes intra-school mapping studies of Risk Factors that negatively affect pupils' well-being, educational content development activities with its relevant teaching and learning materials and tools, structures to monitor the on going progress of the project impact on its beneficiaries of innovative character in the form of "Risk Factors Observatory" and tools to provide the opportunity for pupils to self-benchmark their life skills and resilience competences in the form of WEB 2.0 or ANDROID application. The partners have also scheduled the dissemination activities that will promote the project to selected target audiences and thus achieve the desired impact.

Transnational learning activities, in the form of Short-Term Joint Staff Training Events, have also been designed to assist and support teaching staff at their effort to fulfill their task of teaching Life Skills in the context of EU values and develop resilience competencies to the pupils. These transnational actions will provide quality learning opportunities for the staff of the partner schools and provide a framework for them to develop innovative learning.

The results, outcomes and final products of the project will be promoted to target audiences consisted by educators, educational councilors and heads of educational administration structures at local, regional and national / international level and certain policy messages that may arise by the implementation of the project will be communicated to policy makers at national and EU level.

SCHOOL EDUCATION: Strengthening the profile(s) of the teaching profession

Ενίσχυση του προφίλ του επαγγέλματος του Εκπαιδευτικού, συμπεριλαμβανομένων των Εκπαιδευτικών, των Διευθυντών σχολείων και των Εκπαιδευτών εκπαιδευτικών

Κωδικός: 2017-1-EL01-KA219-036140
Τίτλος Σχεδίου: Feel the Four Seasons Beyond the Walls
Συντονιστής: 24ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΟΛΟΥ
Εταίροι: Osnovna skola Bilje, I.C.Sant'Elia-Commenda, Osnovno uchilishte Hristo Smirnenski, Ecole Privée La Chapelle Janson, ZUBEYDE HANIM UCLER ILKOKULU, C.P. SANTA CATALINA
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Our project 'Feel the Four Seasons Beyond the Walls' is based on outdoor learning which is also supported education method by the Ministries of Education. 'Outdoor learning' is a known and popular method in the 21st century. Its necessity and inevitable efficiency on learning is accepted with good works and samples. It absolutely provides well-performing education .

We designed a strategic partnership project about learning outside the classroom by strengthening educational ties with European schools. We are seven partner schools coming together on the e-twinning platform : 24th Primary School Volos (Volos,GREECE) as the coordinator school, Osnovno uchilishte Hristo Smirnenski (Rakovski,BULGARIA), Osnovna skola Bilje (Bilje/CROATIA), I.C.Sant'Elia-Commenda (Brindisi,ITALY), Ecole Privée La Chapelle Janson (La Chapelle Janson,FRANCE), , C.P. Santa Catlina (El Pinos,SPAIN),Zubeyde Hanım Ucler Ilkokulu (Amasya,TURKEY).We will study with the students aged between 8-12 throughout the project as the primary schools.

We defined the following main objectives for our project:
 -During the 24 months of our project,more than 600 students will be involved in common,interactive and attractive project activities using modern ICT tools in formal/informal contexts, in cooperation with 40 teachers.3000 participants will be involved to our project indirectly.

-Learning about the properties of four seasons,their effects to our lifestyles,observing the changes of 'Flora' in the nature step by step in different parts of Europe.
 - Observing biological and endemic diversity and their extensions and making people aware of the importance of them.

Gaining environmental consciousness,respect to the nature,learning and acting more for protecting the elements of the nature and having idea about global environmental problems and their solutions.

Teachers will strenghten educational ties with the European partners, getting to understand the school systems better and get common vocabulary while exchanging good practices.

-Ensuring a definite participation of the refugee students at the partner schools to adopt them the environment that they live in.

We will have three transnational meetings at the partner schools;in Greece,in November,2017 (as the kick off meeting),in Spain,in October,2018 (as the intermediary evaluation meeting),in France,in May,2019 (as the final meeting).

Four partner schools located in different parts of Europe were assigned to LTT activities because of having advantages,strengths, experiences and good samples about the project

subject. The common duration for these LTT activities is 5 days + 2 days for traveling for each country. C1 in Bulgaria (February, 2018) and C4 in Italy (March, 2019) are short-term joint staff training events for 12 teachers (2 from each country for each activity). C2 in Croatia (May, 2018) and C3 in Turkey (December, 2019) are short-term exchanges of groups of pupils for 26 students and 12 teachers as accompanying persons for each activity.

Learning outside the classroom is not a new teaching methodology but by our project we would like to add more outdoor activities in our curriculum to make learning more enjoyable and permanent. In the first year of the project, we will have outdoor activities to observe the nature especially the flora in the four seasons. In the second year of the project, we will prepare, present and perform the experiences by the help of the well-designed project activities such as four seasons musical and exhibiton, e-flora album-e-story book about four seasons.

We have also planned dissemination activities in local, regional, national areas and in Europe for providing expansion of our project by meetings, local press and media, information-communication technologies such as project website. The relationships with the relevant stakeholders will also help us for community awareness. Dissemination locally and globally will help us to improve our friendship. Sharing experiences and knowledge will make them enlarge for the benefit of our children and European society. Integrating teaching techniques such as "learning outside the classrooms" to our curriculum will be an important gain of our project.

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

Πρώθηση απόκτησης βασικών δεξιοτήτων και ικανοτήτων (μαθηματικά, γλώσσα, ανάγνωση, φυσικές επιστήμες, ξένες γλώσσες, κ.ά.)

Κωδικός: 2017-1-EL01-KA219-036151
Τίτλος Σχεδίου: EUROPEAN PATH (e)MOTION
Συντονιστής: ΓΥΜΝΑΣΙΟ ΘΕΣΠΡΩΤΙΚΟΥ ΠΡΕΒΕΖΑΣ
Εταίροι: Istituto di Istruzione Superiore "Caminiti - Trimarchi", Liceul Teoretic "Aurel Lazar", Saarde Educational Foundation
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

The European Path (e)Motion is a project whose aim is the approach and the promotion of the European paths, that cross our continent, through different views. First of all, the project's objective is to give the opportunity to participants to gain knowledge through the movement in the path. Also, using activities in nature we want them to establish relations with it and change attitudes and values towards it. Thirdly, the humanitarian dimension of the program is of great importance, since it aims at bringing together people of different nationalities and cultures paying attention to the emotion that is cultivated if they walk the common European paths, which unite people.

Four schools take part in this project. The Senior High School of Thesprotiko, Greece, the Istituto di Istruzione Superiore "Caminiti - Trimarchi", Italy, the Saarde Educational Foundation, Estonia and the Liceul Teoretic "Aurel Lazar", Romania.

During the project there will be activities which will study the European paths from a geographical point of view, but also through different sciences (geology, biology, physics, chemistry, environmental studies). Also, activities will be conducted about the historic and archaeological paths and their importance. In addition, activities related to the approach of the path through literature and the inclusion of the idea of refugee paths are of great interest. Of course sports activities in nature as well as actions related to the promotion of local products and healthy dieting add great value. Moreover, the activities will cover the psycho - kinetic field resulting in emotional health and euphoria. Finally, students will participate in artistic activities having thus the chance to create inspired works related to the paths. The actions will include blended mobility of school learners and short term exchanges of groups of students.

All the activities of the project will be conducted using innovative approaches that will study the issue of the path cross curricularly and holistically. Specifically the methods of brainstorming, interview, bibliographical research, role playing, drama will be used. The whole project will be based on experiential learning which makes knowledge even more interesting for young learners.

The results expected from the implementation of the project will lead to the contact with nature, away from the passive way of life. This will result in the protection of nature. Also there will be cognitive results as well as linguistic development which is very important for the communication among students. Additionally, results are expected at the emotional level for all participants, who will walk together the common European paths and will thus meet each other putting aside difference and making true the European vision for unity.

The impact of the project doesn't only involve individuals but will be apparent at a social, local, national and transnational level, too. Specifically, our aim is the promotion of the path so as to

be used by the modern person for business development in the areas around the path. We also aim to have a strong impact on the educational institutes as far as their educational policy about the environment is concerned. Last but not least the regional and national organizations are important target groups in order to rethink policies towards sustainable development.

Κωδικός: 2017-1-EL01-KA219-036330
Τίτλος Σχεδίου: S(t)imulating European Identity
Συντονιστής: 5ο ΠΕΙΡΑΜΑΤΙΚΟ ΓΕΛ ΡΕΘΥΜΝΟΥ ΠΑΝΕΠΙΣΤΗΜΟΥ ΚΡΗΤΗΣ
Εταίροι: Colegiul National "Nicolae Balcescu", Andreja Upisa Skriveru vidusskola, Escola Secundária Domingos Rebelo, Vihdin lukio
Διάρκεια Σχεδίου: 30

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Euroscepticism has risen sharply all across Europe over the past years especially due economic stagnation. The Citizens' trust in the EU has decreased. This is partly because the EU is not an easy construct to understand as it combines both the European level and Member States. National curricula so far address the subject of European Integration in a grumpy or academic way that fails to raise the interest of the pupils. There is an urgent need pupils to realize that EU is a place where Europeans can enjoy a unique diversity of culture, ideas and traditions. It is where equality is not just spoken about but continues to be fought for.

S(t)imulating European Identity (EUSId) is a project about bringing European teenagers together in order to foster a European identity and consciousness based on plurality, tolerance and cooperation between individuals, as well as strengthening the European civil society by further developing democratic processes on the national and international levels.

Project activities will focus on simulation procedures of European Union main institutions: the European Parliament, the European Council, the Council of the European Union, the European Commission and the European Court of Justice

The simulations not only involve young people in the study and discussion of European Union's issues, but also encourages the development of skills useful throughout their lives – skills including research techniques, writing, public speaking, problem-solving, conflict resolution, compromise and cooperation.

Our objectives are the following:

- To provide specialized training in the Institutions and Bodies of the European Union and to contribute to the better understanding of EU's organization, policies and procedures.
- To stimulate the interest of young Europeans on matters related with the EU.
- To act as a forum of productive dialogue on the future of EU.
- To promote the dissemination of knowledge and provide hands-on experience on EU institutions.
- To empower the pupils, through providing transferable life and work skills.
- To introduce students to the world of diplomacy, negotiation, and decision making.
- To develop media literacy and critical thinking.
- To adopt a holistic approach to language teaching
- To support teachers to adopt collaborative and innovative practices
- To support schools to tackle early school leaving (ESL) and disadvantage and to offer quality education, enabling success for all students.

Our partnership consists of five schools that have agreed to cooperate on the EUSId project because they strongly believe that it will benefit all involved partners and bring results that could not be achieved by a single partner operating alone.

Greek school has a long lasting experience in running extra curricula activities and in implementation of innovative pedagogical approaches.

Latvian school has long experience in European project management and has built close relations with the labor market, local authorities and international institutions.

Finnish school has highly recognized expertise connected with active participation in international partnerships, use of innovative learning methods and good practices.

Romanian school shares great deal of experience in European projects, activities and competitions, and its working modus which stands out for taking over responsibilities, positive action, creativity, active involvement in school life and team work.

Finally, the school from Azores even though faces geographical isolation has a significant experience in national and international projects management and seeks to reinforce the European dimension of education and intercultural awareness among students. It is a big and well organized school with high digital competences.

The impact and the long term benefits of the EUSId project is intended to be:

- increased quality of education, combining higher levels of excellence and attractiveness with increased opportunities for all, including those at disadvantage
- promote the importance of an encouraging, positive and supportive school environment to reduce the risk of ESL.
- provide education that is better aligned to the needs of and opportunities offered by the labour market, and closer links to the community
- improved provision of basic and transversal skills, particularly: social, civic, intercultural and language competences, critical thinking, digital skills and media literacy
- scale up the use of ICT-supported learning and access to high quality OER by more strategic and integrated use of ICTs and open educational resources (OER) in education.
- increased motivation for language learning through innovative teaching methods or better links to practical use of language skills
- enhancing working groups and peer learning opportunities by making them more target-oriented.
- strengthen the professional profile of teaching profession by increasing teachers' digital competence.

HORIZONTAL: SOCIAL INCLUSION

Κοινωνική Ένταξη: προώθηση της πολυμορφίας & ενστερνισμός κοινών αξιών, προώθηση της ισότητας, συμπεριλαμβανομένης της ισότητας των φύλων, κατάργηση των διακρίσεων και κοινωνική ένταξη μέσω της εκπαίδευσης

Κωδικός: 2017-1-EL01-KA219-036155
Τίτλος Σχεδίου: Lifeboats full of hopes
Συντονιστής: 5ο ΝΗΠΙΑΓΩΓΕΙΟ ΦΑΡΣΑΛΩΝ ΛΑΡΙΣΑΣ
Εταίροι: 2ο Gymnasio Farsalon (farsala), Publiczna Szkoła Podstawowa imienia Kardynała Stefana Wyszyńskiego Prymasa Tysiąclecia w Muchowce, Stavros Gymnasium, Agrupamento de Escolas de Maximinos, Tallinna Mustamae Humanitaargumnaasium, Charles de Foucauld Mavo
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

The fundamental purpose of our proposal is the development and cultivation of intercultural skills and competencies of all the members of the educational community (students and teachers), as the cultivation of positive attitudes towards cultural diversity and especially towards refugee children. We intend to promote tolerance and cultivate antiracist climate at schools.

In modern society, with the great inflow of refugees in Europe and the phenomena of violence that have been observed, there is a great necessity of information and awareness of their members in order to create the proper conditions for coexistence of all.

Through the several project activities we aim, among other, to:

- Help students and teachers develop knowledge, competencies, skills and behaviors for regular coexistence and inclusion of all people in community regardless of origin, language, religion.
 - Cultivate critical thinking and ethical values such as justice, equality, tolerance.
 - Cultivate and sustain friendly relations between European countries through the exchange of experience and the creation of a cooperation climate for the confrontation of common issues.
- In the direction of this cooperation we unite students and teachers of 3 levels of education which will cooperate and interact to the achievement of common objectives. There will be implemented local activities at all the partner schools and common activities during the international meetings. Students and teachers will participate in the intercultural workshops that will be organized. They will create stories, songs, poems, they will write their own books. They will issue a newspaper and magazine. They will create videos and a short film. They will visit refugees' reception centers and will organize voluntary actions. All the activities will be planned with participation of all the partners, after discussion and exchange of aspects. During and after their implementation there will be held continuous evaluation and redefinition where necessary, in order to achieve the best results for everyone.

The impact is expected to be positive for all the participants. They will obtain knowledge for the cultural diversity that there is in Europe and will develop possible attitudes towards it. They will develop cooperative, social, linguistic, and technological skills. They will get to know and exchange teaching and learning methods and techniques. The project's results will be

disseminated and sustained even if after the end using means of dissemination such as the blog, the websites of the partners' schools, eTwinning platform, social networks and will be an incentive for other schools to cooperate in transnational level and implement similar projects.

Κωδικός: 2017-1-EL01-KA219-036186
Τίτλος Σχεδίου: We all stand together
Συντονιστής: 2ο ΕΠΑΛ ΞΑΝΘΗΣ
Εταίροι: Szkoła Podstawowa nr 2 z Oddziałami Dwujęzycznymi, Vadsø videregående skole - Finnmark Fylkeskommune, Istituto UgoMursia, Agrupamento de Escolas de Miranda do Corvo, Özel Samsun TAKEV Anadolu Lisesi
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

This project intends to deal with pupils coming from disadvantaged groups at school (migrants, refugees, roma, students with disabilities...) and to focus on enhancing inclusion and integration of them, trying to fight dropout, demotivation, students' discontinuity in attending lessons, low level of competences, social uneasiness and commuting. We aim to use new pedagogical strategies, methods and materials in the classroom of the partner schools so as to enrich the curriculum of each school for students with special educational needs and students that belong to disadvantaged groups by acquiring and/or improving their ICT competences.

Europe is facing many challenges lately, including increasing intolerance, xenophobia, prejudice and exclusion towards minority ethnic and religious groups. We in this consortium believe that school in collaboration with families of course, is the main place to promote to the pupils, values like unity, diversity, tolerance, empathy and also to encourage them to show greater social responsibility and a greater sense of initiative and resourcefulness in the school, in the family, in the local and European community. All schools partners are facing similar issues but maybe of different nature each. This project proposes the tools in schools themselves and also in local communities that act to address issues of social inclusion and students' dropout.

We aim to raise awareness about the importance of integration through innovative and non-formal teaching/learning materials and to highlight the importance of ICT and web technologies as a means of social equality and active citizenship as well as to increase the students' key competences of communication in foreign languages, digital, civic and social skills. We also aim to investigate in scientific terms the reasons that disadvantaged groups of students feel excluded of the school environment and to support schools to early school leaving.

We want to make the community aware of the problem and to actively take part in the solution. In the different stages of this project, we will have the participation of stakeholders, specially the parents' associations and the local authorities of each school. They can play an important role in international meetings, surveys and in the analysis of the results as well as in the dissemination, by working the results with other parents (parents' association) and establishing a community plan to help future kids to acquire important civic and social values. The project involves directly 40 teachers and 60 students in the teaching/training activities, 12 in the Transnational Project Meeting. We also estimate to involve 3000 participants in the total amount of schools that they actively participate in some of our activities and also be benefited by our dissemination activities regarding our results. The participants profile have to follow

some basic characteristics like a good background in ICT, willingness to learn new things and contribute with new ideas and of course a strong commitment of participating in follow up and dissemination activities. It would be also good to have a previous experience in European projects and a previous experience in dealing with pupils with fewer opportunities.

Activities were designed to achieve the objectives of the project and they were established having in mind the needs of our schools. We intend to investigate the reasons our “high risk” students who do not get properly integrated in the school environment by building and apply questionnaires to the students of our schools that will lead to a scientific article. We intend to create a collection of digital products such as videos, Lesson/Activity Plans, documentary in order to promote social inclusion and share open and innovative practices. By preparing and involving students to a Youth Forum, organizing Volunteer and Community days and training courses for students, we aim to promote integration in schools and at the same time fight early school leaving.

All the work of this partnership is based on an ongoing effective cooperation and communication between partners using different communication technology. The expertise of the partners selected was complementary to the needs of the project.

Monitoring and evaluation will be used in the continuous process of assessing the progress made towards stated objectives, so that gaps between the original project plan and the actual achievements can be identified and corrected.

A detailed dissemination plan designed to promote a continuous exchange of information. The project is expected to contribute to raise awareness mainly of pupils but also and other stakeholders (families, schools’ communities and societies across Europe).

This project is being considered as an opportunity for transnational cooperation of students and teachers from different countries but with the same needs for integration disadvantaged students in school communities and therefore in societies.

Κωδικός: 2017-1-EL01-KA219-036199
Τίτλος Σχεδίου: The odd one ... IN!
Συντονιστής: 1ο ΟΛΟΗΜΕΡΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΕΡΑΜΑΤΟΣ ΑΤΤΙΚΗΣ
Εταίροι: Escola Básica dos 1º, 2º e 3º Ciclos/PE Professor Francisco Manuel Santana Barreto - Fajã da Ovelha, Istituto d'Istruzione Superiore Leonardo da Vinci, Scoala Gimnaziala Nr. 9 NICOLAE ORGHIDAN Brasov, Zespol Szkolno-Przedszkolny nr 2 w Brodnicy, CEIP Ntra Sra del Consuelo
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

There are five partners, three primary and two secondary school from different countries. The project is focused on diversity and emotional awareness. Nowadays, immigration crisis dominates Europe and makes diversity an emerging issue. However, there has always been a case of someone that does not fit in for many reasons. Coming from another country, believing in another religion, having different cultural backgrounds, facing personal or family issues, suffering from a disability or disease, not matching gender or social stereotypes are all under the same umbrella. Different comes up in various forms, we do not intend to make the "odd" familiar, but mainly to help children and young people develop methods to do it by themselves. We need to help pupils, future citizens of the world to develop the skills to understand the different, make it a part of community, acknowledge strengths and weaknesses in everyday reality.

We create and run original activities that help children:

1. Identify what different means. Tales, stories, songs, pictures, movies, comics but also personal experiences narrated may be a good introduction to make different more familiar.
2. Promote positive attitude towards analyzing a strange situation without prejudice. Pupils may learn to check information, judge different opinions, express their own.
3. Improve tolerance and emotional awareness
4. Involvement in finding the solution
5. Express the feelings through the whole process. Drama, songs, comics through national resources

Foreign languages are the basic contributor to all the realization of the project. The work language is English. We aim at helping pupils embrace new technological changes regarding Technology as an achievement of humanity and not a "magic wand"

that has a will on its own. Social exclusion and diversity can be reconciliated with the contribution of technology.

Κωδικός: 2017-1-EL01-KA219-036202
Τίτλος Σχεδίου: "Flying with the wings of Mythology through time and space"
Συντονιστής: ΕΠΑΛ ΑΓΡΙΑΣ ΜΑΓΝΗΣΙΑΣ
Εταίροι: Zespol Szkol Ponadgimnazjalnych, Institut Andreu Nin, Friendly Appeal Cesis State Grammar School, Vesilahden yhtenäiskoulu, Istituto Tecnico Commerciale Salvatore Satta di Nuoro, Grunnskólinn í Breiðdalshreppi
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

Our strategic partnership aims at the cooperation for the exchange and development of good practices.

The main objective is to make school more attractive for students and schooling more effective by making everyone feel important, successful and respected despite any cultural, physical, economic or other disadvantage they may face (inclusive education). In such a positive climate class participation will increase, learning will become a satisfactory experience and students will have the opportunity to further develop necessary-for-life skills.

We selected the theme of mythology as the canvas upon which we can build lessons and communicate knowledge. Mythology is both fantasy and reason and thus pleasant and didactic. It is culture-specific and multicultural at the same time and as such illustrates the National and European identity of people. Therefore, it can exceed the school yard, reach out to the community and make citizens realise that all peoples share notions and fears.

Mythology is the ideal theme for our partnership comprising seven schools from seven geographically and culturally diverse regions with rich mythology (Greece, Iceland, Italy, Finland, Spain, Latvia and Poland) and both levels of education (primary and secondary). All schools have experience in projects, students who need support and opportunities in life, teachers with expertise in different fields of education, but, above all, people who are eager to cooperate, share knowledge and develop.

Activities cover a range of skills, catering for all students' needs, wants, talents and age (differentiated instruction), and subjects. They range from creating simple artifacts and playing games to developing arguments on the morality of a mythical hero's decisions and from workshops at school to open-to-public events in local venues and guided mythological tours; not to mention, of course, the face-to-face meetings with partners important for the efficient running of the project.

The methods to be used are characterised by student-centeredness - placing great emphasis on group-work, creativity, action and cross-curricular tasks - and CLIL.

The results will be tangible and intangible but, more importantly, they will be sustainable thanks to our website and Twinspace. We will create and share innovative lesson plans and guided mythological tours (virtual and actual), compilations of expressions related to mythology and an e-book myths related to inclusion, ancient medicine and geophysical phenomena, a computer game and works of art. We will organise events to share our knowledge in schools and out of them. Climate in school will be improved, teaching practices will be more effective, everyone will have equal opportunities, bullying will be reduced and

students will feel happier and more eager to learn. The link between learning at school and life requirements will be made clearer. Students will become more interested in mythology, see the implications of it in their culture and become more tolerant towards diversity, which is a prerequisite for inclusion both at school and in society.

The school will become an active member of an international education community, thus, enhancing its European profile. It will be part of a community that shares ideas and good practices, organizes cooperations and always improves in order to meet the constantly changing life requirements.

Apart from that, the school's role in the local community will be reinforced. People will come closer to it and benefit from the knowledge that it has to communicate not only during the present project but in the future as well. A relationship of mutual understanding and support will be forged.

We are aware, of course, that our school partnership alone (and the projects preceding and following it) cannot achieve dramatic changes in people's mentality but, at least, they can be food for thought conducive to making society less xenophobic and more tolerant towards diversity.

Κωδικός: 2017-1-EL01-KA219-036227
Τίτλος Σχεδίου: Something old, something new, something borrowed, something blue
Συντονιστής: 2ο ΓΥΜΝΑΣΙΟ ΠΥΡΓΟΥ ΗΛΕΙΑΣ
Εταίροι: 119 Secondary School "Academician Mihail Arnaudov", Szkola Podstawowa nr 16 w Toruniu, Zakladna skola Matice slovenskej 13, Presov, Istituto Comprensivo Battipaglia Salvemini
Διάρκεια Σχεδίου: 24

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ:

With the inspiration of Erasmus and with bright lighthouse the United Europe this program aims to highlight, common cultural elements of European countries. The aim is the cooperation of the target groups through the acquaintance of other cultures, not only understand the common cultural tradition, but also gain a stronger sense of identity both local and European. This will be succeeded mainly by experience and interaction through mutual actions and the school contact with society. Our methodology will be focused on the mutual work of all partners and the modern educational methods and strategies. The program will have both a theoretical and an experiential approach to develop students' knowledge and experience, and combine the field research and experiment. As soon as the project comes to an end, they will realize that they will have earned important qualifications required for their future academic and professional careers. Thus, they will acknowledge the importance of a school that gives them opportunities for socialization and their smooth integration into society. The participating countries are Greece as a supervisor, Italy, Bulgaria, Poland and Slovakia. They are all willing to be part of an effort to promote cultural tolerance and awareness.

On that concept we have organized four transnational meetings and five Learning/Teaching/Training Activities in order to meet, to make schedules to present our work and lecture about our basic themes such as:

1. "customs and traditions preserved through history and time" including "customs of the life circle (birth, baptism, engagement, wedding, burial)"
2. "traditional instruments, dances and costumes"
3. "Christmas and Easter in my country"
4. "customs and traditions that bond with agriculture Local and products"
5. "Folk Art and Architecture"

In conclusion, our project aims to create responsible citizens who respect other people and cultures are more open to the different and do not feel the other as a menace but as a means of enriching their personal development and maturation. Moreover, we aim them to complete culturally, identify their cultural unity yesterday and today and give an answer to the violence and xenophobia that is endemic in society. In addition, they will appreciate the importance of leaving in a clean environment as culture teaches us to give nature the respect that she reserves.