

Κατάλογος  
Εγκεκριμένων Σχεδίων  
Βασικής Δράσης 2



Σχολική  
Εκπαίδευση





Κατάλογος Εγκεκριμένων Σχεδίων  
Βασικής Δράσης 2

**Σχολική Εκπαίδευση**  
**2015**





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Erasmus+

-EDUCATION-



Το Πρόγραμμα Erasmus+



# 1. Το Πρόγραμμα Erasmus+

Το Erasmus+ είναι το πρόγραμμα της Ευρωπαϊκής Επιτροπής για τους τομείς της Εκπαίδευσης, της Κατάρτισης, της Νεολαίας και του Αθλητισμού για την περίοδο 2014 - 2020.

Θεσπίστηκε με τον αριθ. 1288/2013 Κανονισμό του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου της Ευρωπαϊκής Ένωσης και αποτελεί τη συνέχιση των προγραμμάτων που υλοποιήθηκαν από την Ευρωπαϊκή Επιτροπή κατά την περίοδο 2007 - 2013: το ολοκληρωμένο πρόγραμμα Δια Βίου Μάθηση - LLP (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), το πρόγραμμα «Νεολαία σε Δράση», πέντε προγράμματα Διεθνούς Συνεργασίας (Erasmus Mundus, Tempus, Alfa, Edulink) και τα προγράμματα συνεργασίας με τις βιομηχανικές χώρες. Επιπρόσθετα, μέσω του προγράμματος υποστηρίζεται ο τομέας του αθλητισμού και η ειδική Δράση του Jean Monnet που ενθαρρύνει τη διδασκαλία, την έρευνα και το δημόσιο διάλογο στους τομείς της ιστορίας, της πολιτικής, της οικονομίας και του Ευρωπαϊκού Δικαίου.

Το πρόγραμμα Erasmus+ στοχεύει στη βελτίωση των δεξιοτήτων και της απασχολησιμότητας, καθώς και στον εκσυγχρονισμό των συστημάτων εκπαίδευσης, κατάρτισης και νεολαίας. Σχεδιάστηκε για να στηρίξει την εκπαιδευτική κινητικότητα, την ανάπτυξη της συνεργασίας μεταξύ ιδρυμάτων/φορέων/οργανισμών και την ενδυνάμωση των εκπαιδευτικών πολιτικών των χωρών της Ευρωπαϊκής Ένωσης.

Το πρόγραμμα Erasmus+ διαρθρώνεται σε τρεις βασικές Δράσεις (Key Actions) οι οποίες καλύπτουν όλους τους τομείς της Εκπαίδευσης, της Κατάρτισης και της Νεολαίας (Ανώτατη Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Σχολική Εκπαίδευση) και είναι οι εξής:

**Βασική Δράση 1/KA1:** Μαθησιακή κινητικότητα ατόμων

**Βασική Δράση 2/KA2:** Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών

**Βασική δράση 3/KA3:** Ενίσχυση σε θέματα Μεταρρυθμίσεων Πολιτικής

Το Ίδρυμα Κρατικών Υποτροφιών/ΙΚΥ αποτελεί τον εθνικό φορέα διαχείρισης των αποκεντρωμένων δράσεων KA1 και KA2.

Η παρούσα έκδοση αφορά στην παρουσίαση των εγκεκριμένων για χρηματοδότηση σχεδίων για τη Βασική Δράση 2 (Στρατηγικές Συμπράξεις) στον τομέα της Σχολικής Εκπαίδευσης για τον κύκλο υποβολής αιτήσεων 2015 στο πλαίσιο του ευρωπαϊκού προγράμματος Erasmus+. Αποβλέπει στην ανάδειξη του έργου που επιτελείται μέσω των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης ενώ παράλληλα φιλοδοξεί να αποτελέσει πηγή έμπνευσης για τη δημιουργία νέων συμπράξεων.

## 2. Βασική Δράση 2 / KA2: Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών – Στρατηγικές Συμπράξεις

Η Δράση Στρατηγικές Συμπράξεις αποτελεί αποκεντρωμένη δράση του προγράμματος Erasmus+ και **αφορά την ανάπτυξη και ενίσχυση συνεργασιών σε θέματα κοινού ενδιαφέροντος** ανάμεσα σε φορείς/οργανισμούς που δραστηριοποιούνται στους τομείς της εκπαίδευσης, κατάρτισης και νεολαίας ή σε άλλους κοινωνικούς και οικονομικούς τομείς με στόχο την προώθηση της καινοτομίας και την ανταλλαγή καλών πρακτικών στους παραπάνω τομείς.

Η επίδραση των Στρατηγικών Συμπράξεων αναμένεται να είναι θετική και μακροπρόθεσμη σε επίπεδο εκπαιδευτικών συστημάτων, στους συμμετέχοντες οργανισμούς και αλλά και στα άτομα που συμμετέχουν άμεσα ή έμμεσα στις προγραμματισμένες δραστηριότητες. Πιο συγκεκριμένα, μέσα από τις δραστηριότητες που υποστηρίζονται από τη δράση των Στρατηγικών Συμπράξεων επιδιώκεται η ανάληψη κοινών πρωτοβουλιών, η ανταλλαγή τεχνογνωσίας και καλών πρακτικών, η προώθηση της καινοτομίας, η αναγνώριση και η επικύρωση των δεξιοτήτων, η ενίσχυση της επιχειρηματικότητας και η ενθάρρυνση του ενεργού πολίτη.

Οι στρατηγικές συμπράξεις διακρίνονται σε δύο κατηγορίες ανάλογα με τους στόχους και τη σύνθεσή τους:

#### **α. Στρατηγικές Συμπράξεις που υποστηρίζουν την καινοτομία**

Οι συμπράξεις αυτές εστιάζουν στο σχεδιασμό και την ανάπτυξη καινοτόμων προϊόντων και αποτελεσμάτων τα οποία στη συνέχεια προβλέπεται να διαχυθούν με συστηματικό τρόπο σε συγκεκριμένες ομάδες-στόχους. Τα ποιοτικά προϊόντα και αποτελέσματα που θα παραχθούν με την υποστήριξη της ευρωπαϊκής επιχορήγησης αναμένεται να επιδράσουν θετικά στην εκπαιδευτική πρακτική και η επίδραση αυτή να έχει διάρκεια ώστε να διασφαλισθεί η βιωσιμότητά τους.

#### **β. Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών**

Πρωταρχικός στόχος των εν λόγω στρατηγικών συμπράξεων είναι η ανάπτυξη και ενίσχυση των δικτύων εκπαίδευσης και κατάρτισης, η προώθηση μιας κουλτούρας που διδάσκει τους εμπλεκόμενους οργανισμούς πώς να μάθουν να αφομοιώνουν καλές πρακτικές μέσω μεθόδων συγκριτικής αποτίμησης καθώς και η ενδυνάμωση της ικανότητάς τους να λειτουργούν σε διακρατικό επίπεδο, να μοιράζονται και να ανταλλάσσουν ιδέες και πρακτικές.

Η διάρκεια ενός σχεδίου Στρατηγικής Σύμπραξης επιλέγεται στο στάδιο υποβολής της αίτησης, και μπορεί να κυμαίνεται από 1 έως 3 χρόνια ανάλογα με τους στόχους του σχεδίου και τους τύπους των προγραμματισμένων δραστηριοτήτων.

Σε κάθε στρατηγική σύμπραξη ένας από τους συμμετέχοντες φορείς αναλαμβάνει τον ρόλο του συντονιστή και οι υπόλοιποι συμμετέχουν με την ιδιότητα του εταίρου. Ο συντονιστικός φορέας/οργανισμός/ίδρυμα φέρει την ευθύνη του προγραμματισμού των δραστηριοτήτων και της διαχείρισης της χρηματοδότησης του σχεδίου. Ο ρόλος των εταίρων είναι εξίσου σημαντικός καθώς οφείλουν να συμμετέχουν ενεργά και ισότιμα στις δραστηριότητες της σύμπραξης και να μεριμνούν από κοινού για την ευδωμία των στόχων της σύμπραξης, τη διάδοση των αποτελεσμάτων της και τη χρήση αυτών από φορείς και άτομα πέραν των άμεσα συμμετεχόντων στην εταιρική σχέση.

### **2.1. Στρατηγικές Συμπράξεις στον τομέα της Σχολικής Εκπαίδευσης**

Ειδικότερα για τον τομέα της σχολικής εκπαίδευσης, το πρόγραμμα Erasmus+ παρέχει δυνατότητες ανάπτυξης συμπράξεων μεταξύ σχολείων και οργανισμών σε όλη την Ευρώπη, με στόχο τη βελτίωση της ποιότητας της διδασκαλίας και της μάθησης και τον εκσυγχρονισμό των εκπαιδευτικών συστημάτων.

Δυνητικοί δικαιούχοι είναι τα δημόσια και ιδιωτικά σχολεία, προσχολικής, πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης, τοπικοί και περιφερειακοί φορείς αρμόδιοι για τη σχολική εκπαίδευση, καθώς και κάθε οργανισμός που δραστηριοποιείται στον τομέα της εκπαίδευσης ή σε άλλον κοινωνικοοικονομικό τομέα και μπορεί να συνεισφέρει στην εκπλήρωση των στόχων του προγράμματος Erasmus+ για τον τομέα της Σχολικής Εκπαίδευσης.

Η σύνθεση των στρατηγικών συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης μπορεί να έχει ως ακολούθως:

- **Στρατηγική Σύμπραξη:** Συνεργασία μεταξύ Σχολείων και φορέων που εμπλέκονται στην εκπαίδευση ή σε άλλον κοινωνικοοικονομικό τομέα με στόχο την αναβάθμιση της παρεχόμενης εκπαίδευσης και τον εκσυγχρονισμό των εκπαιδευτικών συστημάτων. Μετέχουν τουλάχιστον τρεις (3) φορείς από τρεις (3) διαφορετικές χώρες.
- **Στρατηγική Σύμπραξη αποκλειστικά μεταξύ σχολείων:** Τουλάχιστον δύο (2) σχολεία από δύο (2) διαφορετικές χώρες μετέχουν σε αυτή τη μορφή Στρατηγικής Σύμπραξης και συνεργάζονται σε θέματα κοινού ενδιαφέροντος τα οποία αναδεικνύονται ως προτεραιότητα στην καθημερινή διδακτική πρακτική των σχολείων-εταίρων.



- **Στρατηγική Σύμπραξη μεταξύ περιφερειών:** Μετέχουν τουλάχιστον δύο (2) τοπικές/περιφερειακές εκπαιδευτικές αρχές από δύο (2) διαφορετικές χώρες. Η εν λόγω σύνθεση εταιρικής σχέσης εμπλέκει ενεργά τις εκπαιδευτικές αρχές στο στρατηγικό σχεδιασμό των δραστηριοτήτων και στη διάδοση των αποτελεσμάτων με στόχο την επίτευξη βιώσιμου αντίκτυπου.

Η δομή και το μέγεθος κάθε Στρατηγικής Σύμπραξης διαφοροποιείται ανάλογα με τους συμμετέχοντες οργανισμούς, τον αναμενόμενο αντίκτυπο και τα αποτελέσματα που θέλουν να επιτύχουν. Συνεπώς, στο πλαίσιο των Στρατηγικών Συμπράξεων δύναται να αναπτυχθούν από απλά σχέδια συνεργασίας μεταξύ οργανισμών μικρής κλίμακας (σχολικά ιδρύματα) έως περισσότερο σύνθετα σχέδια μεγάλης κλίμακας με στόχο την παραγωγή υψηλής ποιότητας καινοτόμων προϊόντων.

## 2.2. Προτεραιότητες των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης

Η συνάφεια των σχεδίων Στρατηγικών Συμπράξεων με τις ορισμένες ανά τομέα (Ανώτατη Εκπαίδευση, Σχολική Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Νεολαία) 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.

Πιο αναλυτικά, για τον τομέα της Σχολικής Εκπαίδευσης οι προτεραιότητες των Στρατηγικών Συμπράξεων συνίστανται στις εξής:

- Αντιμετώπιση των χαμηλών επιδόσεων σε βασικές δεξιότητες (γραφή, ανάγνωση, μαθηματικά, φυσικές επιστήμες) μέσω πιο αποτελεσματικών μεθόδων διδασκαλίας
- Στήριξη των σχολείων για την αντιμετώπιση της πρόωρης εγκατάλειψης του σχολείου (ΠΕΣ) και των μειονεκτούντων
- Αναβάθμιση του κύρους των εκπαιδευτικών επαγγελματιών μέσω της προσέλκυσης των καλύτερων υποψηφίων στο επάγγελμα και τη στήριξη εκπαιδευτικών και διευθυντών για παροχή διδασκαλίας υψηλής ποιότητας, αντιμετώπιση της πολύπλοκης πραγματικότητας στις σχολικές τάξεις και υιοθέτηση νέων μεθόδων και εργαλείων
- Βελτίωση της ποιότητας της προσχολικής εκπαίδευσης και φροντίδας, προκειμένου να βελτιωθεί η ποιότητα των υπηρεσιών για καλύτερα μαθησιακά αποτελέσματα και να διασφαλιστεί η καλή αρχή για όλους στην εκπαίδευση

## 2.3. Δραστηριότητες που υποστηρίζονται στο πλαίσιο μιας Στρατηγικής Σύμπραξης

Οι δραστηριότητες που υποστηρίζουν οι Στρατηγικές Συμπράξεις χρηματοδοτούνται από μία λίστα επιλέξιμων δαπανών που έχουν τη δυνατότητα να επιλέξουν οι εταίροι της σύμπραξης για το σχέδιό τους ανάλογα με τα αποτελέσματα που επιδιώκουν να επιτύχουν. Οι δραστηριότητες αυτές είναι:

### **Project Management** (Διαχείριση και Υλοποίηση του σχεδίου)

Ένα ευρύ φάσμα δραστηριοτήτων, όπως η εκπόνηση σχεδίου ποιότητας (quality plan), εκθέσεων προόδου, ενδιάμεσων και τελικών εκθέσεων, η πιλοτική εφαρμογή, η οργάνωση τοπικών δραστηριοτήτων κατάρτισης και διάχυσης, η δημιουργία ιστοσελίδας, η έκδοση φυλλαδίων, η δημιουργία μικρής κλίμακας εκπαιδευτικού υλικού, κ.α. καλύπτονται από την κατηγορία project management.

### **Transnational Project Meetings** (Διεθνικές συναντήσεις για το σχέδιο)

Συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταίρων που διοργανώνονται από συμμετέχοντες στη σύμπραξη φορείς για σκοπούς διαχείρισης και υλοποίησης του σχεδίου.

### **Intellectual Outputs (Παραγωγή Πνευματικών Προϊόντων)**

Στο πλαίσιο μίας Στρατηγικής Σύμπραξης επιχορηγείται η παραγωγή πνευματικών προϊόντων, απτών δηλαδή παραδοτέων του σχεδίου. Τα πνευματικά προϊόντα θα πρέπει να είναι ουσιαστικά σε ποσότητα και ποιότητα, να αποδεικνύουν τη δυναμική τους για την ευρύτερη αξιοποίηση τους και τον αντίκτυπο τους σε περιβάλλοντα διαφορετικά από αυτό που αναπτύχθηκαν και μετά το πέρας του σχεδίου, διασφαλίζοντας έτσι τη βιωσιμότητα του έργου. Ενδεικτικά, αναφέρεται ότι πνευματικά προϊόντα στο πλαίσιο μίας Στρατηγικής Σύμπραξης αποτελούν: Εκπαιδευτικό υλικό, Προγράμματα σπουδών, Έρευνες-Μελέτες-Αναλύσεις, Ανοικτοί εκπαιδευτικοί πόροι (OER), Εργαλεία διδασκαλίας με χρήση ΤΠΕ, Μέθοδοι μάθησης μεταξύ ομοτίμων (peer learning activities) κ.ο.κ.

### **Multiplier events (Πολλαπλασιαστικές Εκδηλώσεις)**

Οι Πολλαπλασιαστικές Δράσεις μπορούν να διοργανωθούν από τους συμμετέχοντες σε μία Στρατηγική Σύμπραξη υπό την αίρεση ότι συνδέονται με συγκεκριμένο/α πνευματικό/ά προϊόν/τα. Στόχος των ενεργειών διάχυσης (τοπικά και διεθνικά συνέδρια, σεμινάρια, εκδηλώσεις κ.ο.κ.) είναι η διάδοση και η γνωστοποίηση των πνευματικών προϊόντων σε δυνητικούς χρήστες, μεμονωμένα άτομα και οργανισμούς εκτός εταιρικής σχέσης, πέραν δηλαδή των άμεσα επωφελουμένων του έργου.

### **Transnational Training, Teaching and Learning Activities (Διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης)**

Στο πλαίσιο μιας Στρατηγικής σύμπραξης μπορούν να διοργανωθούν Διακρατικές Δραστηριότητες Εκπαίδευσης, Διδασκαλίας και Μάθησης με την προϋπόθεση ότι προσδίδουν προστιθέμενη αξία στην ευδωση των στόχων του σχεδίου.

Οι διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης πραγματοποιούνται στις χώρες, στις οποίες εδρεύουν οι δικαιούχοι και οι συμμετέχοντες στις δραστηριότητες αυτές είναι άτομα που συνδέονται άμεσα με το δικαιούχο-σχολείο.

### **Special Needs (Επιχορήγηση για άτομα με ειδικές ανάγκες)**

Η συμμετοχή σε μία διακρατική συνεργασία ατόμων με ειδικές ανάγκες ενθαρρύνεται με την επιχορήγηση πρόσθετων δαπανών που σχετίζονται άμεσα με τους συμμετέχοντες με ειδικές ανάγκες.

### **Exceptional costs (Ειδικές κατηγορίες δαπανών κατ' εξαίρεση)**

Οι ειδικές κατηγορίες δαπανών κατ' εξαίρεση αφορούν τη συγχρηματοδότηση δαπανών που σχετίζονται με υπεργολαβικές αναθέσεις και την αγορά αγαθών ή/και υπηρεσιών απαραίτητων για την υλοποίηση του σχεδίου. Η υπεργολαβία αφορά υπηρεσίες που δεν μπορούν να παρασχεθούν από κανένα μέλος της Στρατηγικής Σύμπραξης για λόγους που αιτιολογούνται δεόντως.

## **2.4. Εύρεση Εταίρων / Τρόποι Δικτύωσης**

### **A. School Education Gateway**

Η ηλεκτρονική πλατφόρμα School Education Gateway, που υποστηρίζεται από την ευρωπαϊκή επιτροπή, τέθηκε σε λειτουργία τον Ιανουάριο του 2015 και αποτελεί το χώρο δικτύωσης για το πρόγραμμα Erasmus+ στο χώρο της σχολικής εκπαίδευσης.

Οι χρήστες έχουν τη δυνατότητα πρόσβασης σε επίκαιρα θέματα που αφορούν στη σχολική εκπαίδευση, αναζήτησης καλών πρακτικών από επιτυχημένα Ευρωπαϊκά σχέδια, περιήγησης σε δημοσιεύσεις, άγνωσης άρθρων από αναγνωρισμένους ειδικούς του τομέα της σχολικής εκπαίδευσης και αναζήτησης εταίρων και φορέων στο εξωτερικό.

Αναφορικά με την αναζήτηση εταίρων από το εξωτερικό για τη δημιουργία Στρατηγικών Συμπράξεων, υποστηρίζεται η λειτουργία βάσης δεδομένων όπου οι ενδιαφερόμενοι φορείς αναρτούν ιδέες για τη δημιουργία νέων συμπράξεων και ανακοινώσεις για την εξεύρεση εταίρων.

**Χρήσιμοι Σύνδεσμοι:**

School Education Gateway, <http://www.schooleducationgateway.eu/en/pub/index.htm>

**B. Ηλεκτρονική Αδελφοποίηση (eTwinning)**

Η Ηλεκτρονική Αδελφοποίηση προωθεί τη συνεργασία και τη δικτύωση των σχολείων στην Ευρώπη μέσω της χρήσης τεχνολογιών της πληροφορίας και των επικοινωνιών (ΤΠΕ). Παρέχει συμβουλές, ιδέες και εργαλεία ώστε να διευκολύνει τα σχολεία να αναπτύσσουν συμπράξεις και να συμμετέχουν σε συλλογικά σχέδια σε οποιονδήποτε θεματικό τομέα. Η Ηλεκτρονική Αδελφοποίηση eTwinning αποφέρει οφέλη ως αυτόνομη δραστηριότητα, βελτιώνοντας ταυτόχρονα όλες τις ευκαιρίες που προσφέρει το Erasmus+.

Όσον αφορά στις Στρατηγικές Συμπράξεις, η Ηλεκτρονική Αδελφοποίηση προσφέρει:

- την εύρεση εταίρων/οργανισμών υποδοχής στο εξωτερικό και τη συνεργασία με αυτούς πριν από την υποβολή αίτησης επιχορήγησης, με στόχο τη βελτίωση της ποιότητας και του αντίκτυπου των σχεδιαζόμενων έργων
- τη χρήση των εργαλείων που διατίθενται στο πλαίσιο του σχεδίου για την υλοποίηση περισσότερο στρατηγικών σχεδίων και την καλύτερη αξιοποίηση της συνεισφοράς των εταίρων.

Δεν απαιτείται η υποβολή επίσημης αίτησης για την ανάληψη δράσης Ηλεκτρονικής Αδελφοποίησης. Μοναδική προϋπόθεση είναι η εγγραφή του σχολείου στη διαδικτυακή πύλη για την Ηλεκτρονική Αδελφοποίηση.

**Χρήσιμοι Σύνδεσμοι:** <https://www.etwinning.net/en/pub/index.htm>

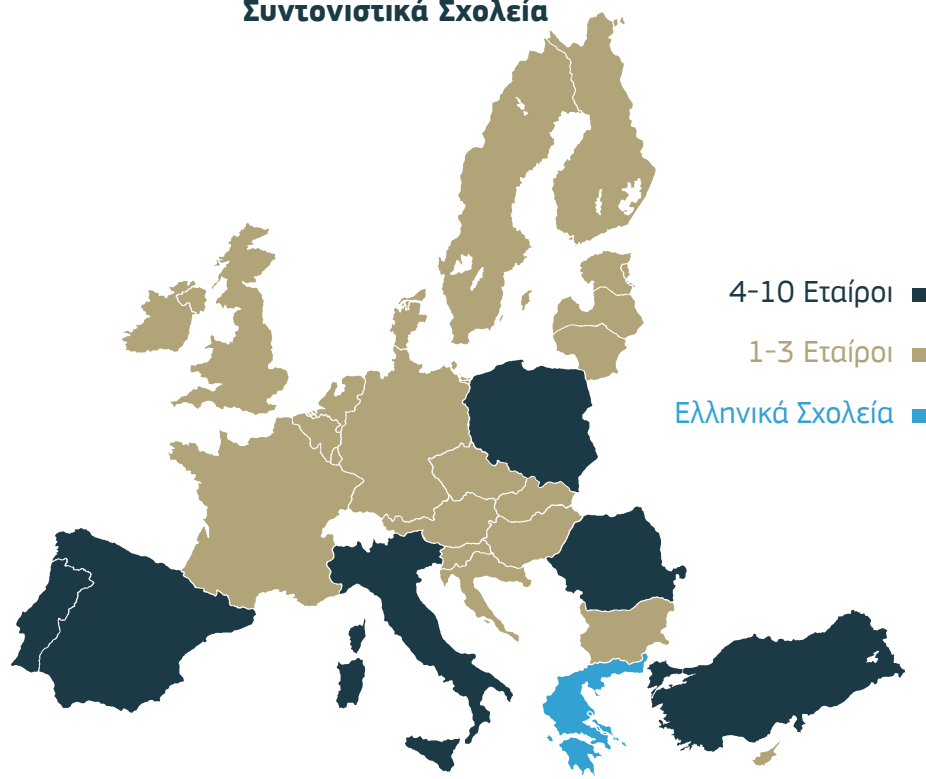
### 3. Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Σχολικής Εκπαίδευσης

#### 3.1. Συμπράξεις Αποκλειστικά μεταξύ Σχολείων



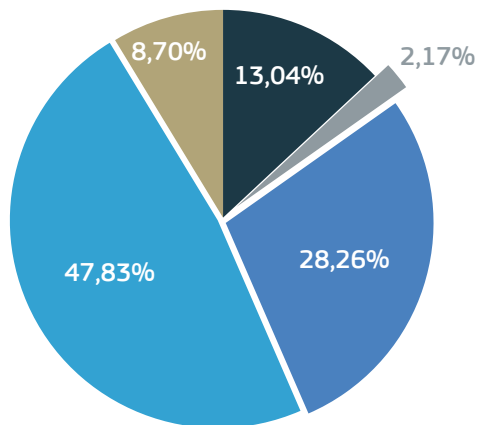
#### Αριθμός Εταίρων ανά Χώρα

##### Συντονιστικά Σχολεία



## Σχέδια ανά Τύπο Οργανισμού

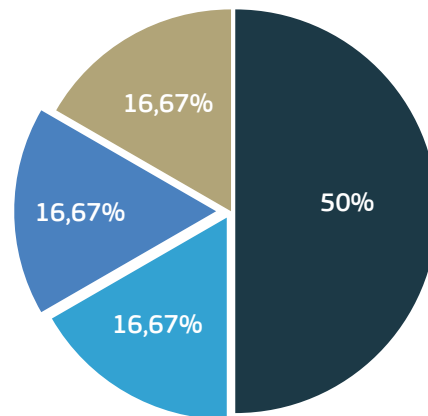
## Τύπος Οργανισμού



Δ/θμία Επαγγ. Εκπαίδευση ■  
 Δ/θμία Γενική Εκπαίδευση ■  
 Πρωτοβάθμια Εκπαίδευση ■  
 Εκπαίδευση Ενηλίκων ■  
 Άλλο ■

## Σχέδια ανά Γεωγραφική Περιφέρεια

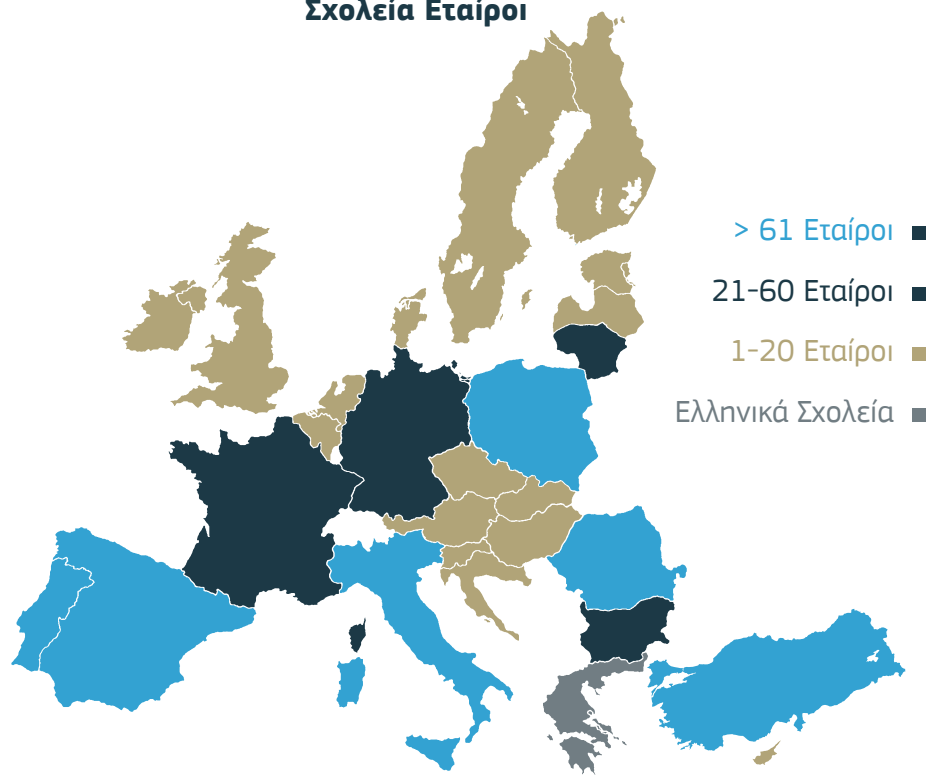
## Συμμετοχή ανά Γεωγραφική Περιφέρεια



Αττική ■  
 Ιόνια Νησιά ■  
 Κεντρική Μακεδονία ■  
 Στερεά Ελλάδα ■

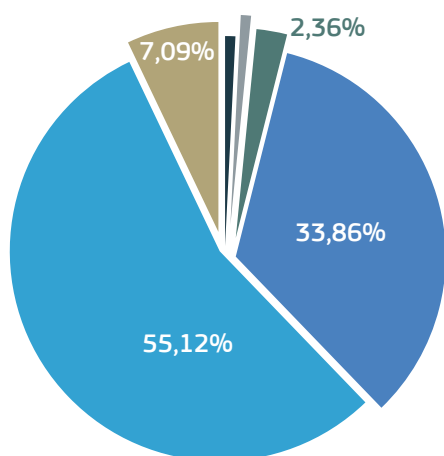
## Αριθμός Εταίρων ανά Χώρα

## Σχολεία Εταίροι



## Σχέδια ανά Τύπο Οργανισμού

### Τύπος Οργανισμού



Δ/θμια Επαγγ. Εκπαίδευση ■

Δ/θμια Γενική Εκπαίδευση ■

Πρωτοβάθμια Εκπαίδευση ■

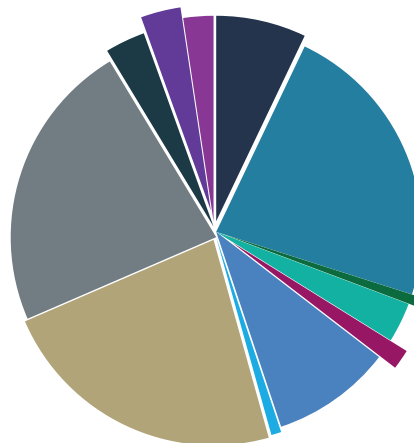
Προσχολική Εκπαίδευση ■

Φορείς Πιστοποίησης Προσόντων (0,79%) ■

Άλλο (0,79%) ■

## Σχέδια ανά Γεωγραφική Περιφέρεια

### Συμμετοχή ανά Γεωγραφική Περιφέρεια



Ανατ. Μακεδονία, Θράκη (7,09%) ■

Αττική (22,83%) ■

Βόρειο Αιγαίο (0,79%) ■

Δυτική Ελλάδα (3,15%) ■

Ήπειρος (1,57%) ■

Θεσσαλία (9,45%) ■

Ιόνια Νησιά (0,79%) ■

Κεντρ. Μακεδονία (22,83%) ■

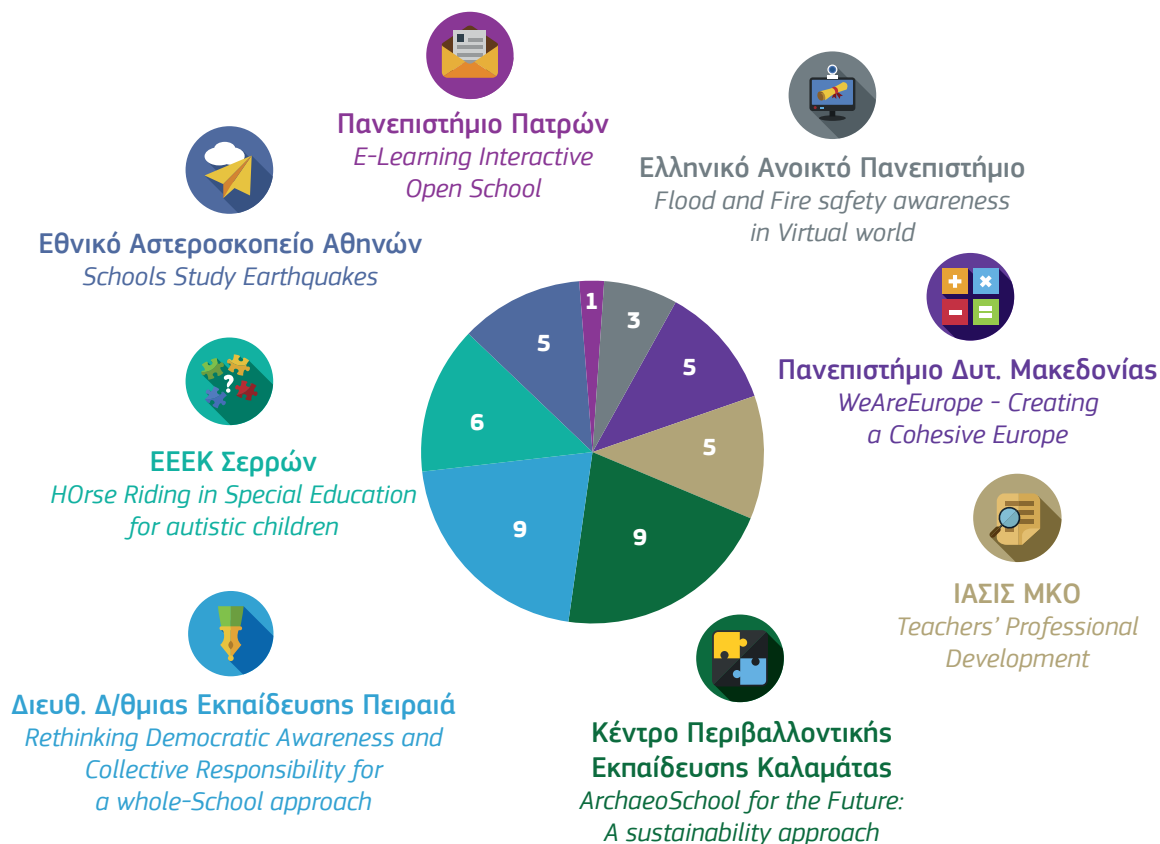
Κρήτη (22,83%) ■

Νότιο Αιγαίο (3,15%) ■

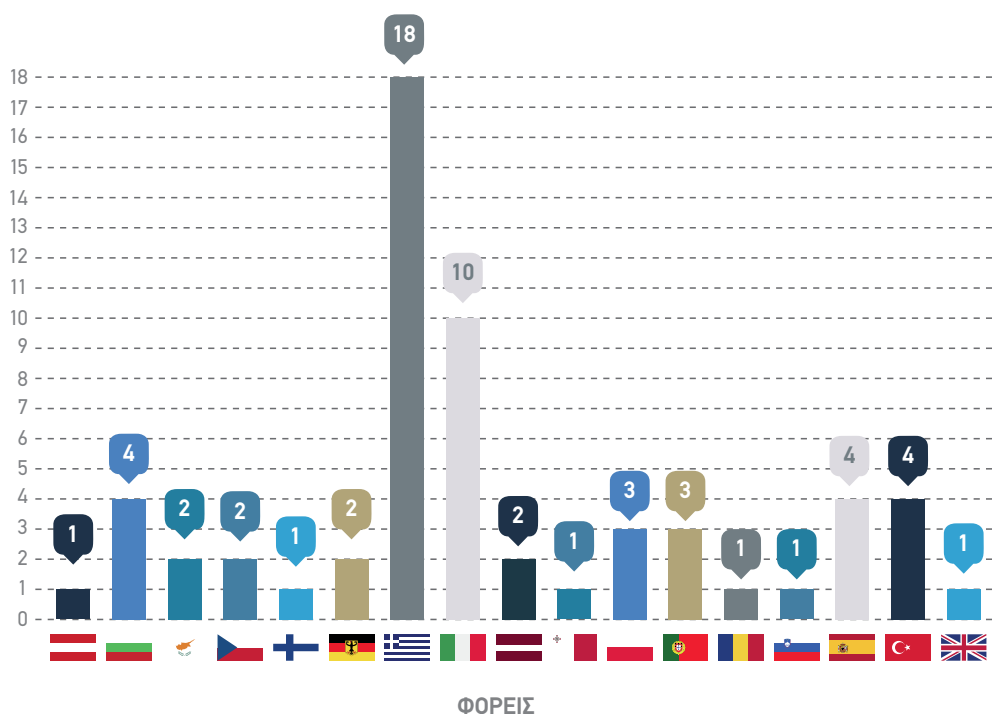
Πελοπόννησος (3,15%) ■

Στερεά Ελλάδα (2,36%) ■

### 3.2. Διευρυμένες Στρατηγικές Συμπεράξεις

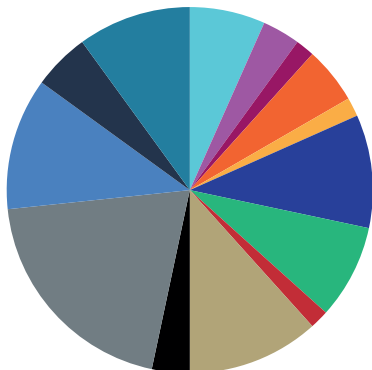


### Συμμετέχουσες χώρες (εταίροι) στις Διευρυμένες Συμπεράξεις



## Σχέδια ανά Τύπο Οργανισμού

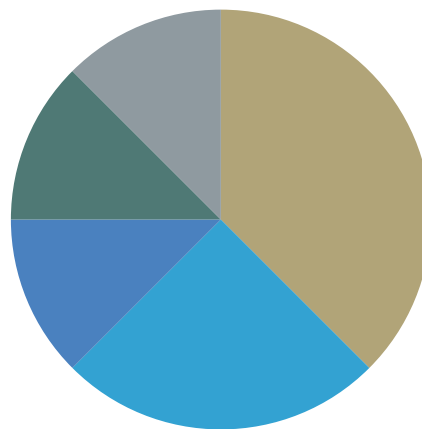
### Τύπος Οργανισμού



- Σχολείο - Β/βάθμια Εκπαίδευση (20%)
- Σχολείο - Α/βάθμια (11,67%)
- Σχολείο/Ινστιτούτο/Εκπ. Κέντρο Ανώτατη Εκπαίδευση (5%)
- Σχολείο/Ινστιτούτο/Εκπ/ Κέντρο Επαγγ. Εκπαίδευση (10%)
- Άλλο (6,67%)
- Εθνικό Δημόσιο Ίδρυμα (3,33%)
- Εταιρεία Πολυμέσων (1,67%)
- Ινστιτούτο (5%)
- Μεγάλη Επιχείρηση (1,67%)
- Μη Κυβερνητική Οργάνωση (10%)
- Μικρομεσαία Επιχείρηση (8,33%)
- Οργανισμός Πιστοποίησης (1,67%)
- Πανεπιστήμιο (11,67%)
- Περιφερειακό Δημόσιο Ίδρυμα (3,33%)

## Σχέδια ανά Γεωγραφική Περιφέρεια

### Συμμετοχή ανά Γεωγραφική Περιφέρεια



- Αττική (37,5%)
- Δυτική Ελλάδα (25%)
- Δυτική Μακεδονία (12,5%)
- Κεντρική Μακεδονία (12,5%)
- Πελοπόννησος (12,5%)

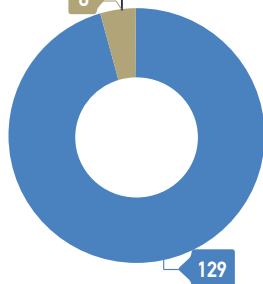
## Εγκεκριμένα Σχέδια Βασικής Οράσης 2

### Αριθμός Διεθνικών Εταίρων

60



8



- Συμπράξεις μεταξύ Σχολείων (96%)
- Διευρυμένες Συμπράξεις (4%)

### Αριθμός Διεθνικών Εταίρων

791







Erasmus+



Περιορήσεις Σχεδίων  
Στρατηγικών Συμπράξεων  
Erasmus+  
ΚΑ2 Σχολική Εκπαίδευση

Τίτλος Σχεδίου	Teachers' Professional Development
Συντονιστής	ΙΑΣΙΣ ΜΚΟ
Εταίροι	SOLIDARIDAD SIN FRONTERAS - SSF BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH FVA SAS DI LOUIS FERRINI & C EUROPEACE YOUTH Christliches Jugenddorfwerk Frechen im Verbund NRW Süd
Χρηματοδότηση	226.710,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA201-013917

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### The basic aim is

To reinforce professional development of teachers of students up until 7 years old, through an online course, in order to effectively promote positive behaviors in the classroom and future school attendance and achievement.

### Objectives:

- Educate teachers regarding the processes and methods of teaching
- Provide teachers with valuable non-formal education methods in working with children towards the promotion of a positive school climate
- Arm teachers with basic soft skills in order to prepare children to enter and succeed in the classroom
- Improve teachers' quality in monitoring and detecting risk factors of school attendance
- Assist childrens' self-development and enhance motivation of learning

### Our target groups are:

- a. preschool teachers
- b. teachers of first two classes of elementary school

### Regarding the results of the project we expect:

The creation of an online course, which will be developed during the project, specialized in working with children professionals and non-formal educators. The final product will be an online course that will provide knowledge and techniques regarding early childhood education and learning through play. The aim will be to promote positive behaviors in classrooms and student's motivation in learning. A mobile application with the activities of the e-platform will also be available to those who work with children up until 7 years old.

Τίτλος Σχεδίου	WeAreEurope – Creating a Cohesive Europe
Συντονιστής	Πανεπιστήμιο Δυτικής Μακεδονίας
Εταίροι	Scuole Paritarie dell'Istituto delle Maestre Pie dell'Addolorata Boon Unipessoal, Lda. Advancis Business Services, Lda 6ο Ολοήμερο Σχολείο Πάτρας Deksaru pamatskola Szkoła Podstawowa nr 35 w Lodzi im. Mariana Piechala
Χρηματοδότηση	216.478,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA201-013919

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"2013 has been designated the 'European Year of Citizens'. It marks the twentieth anniversary of the entry into force of the Maastricht Treaty, which first introduced European Union citizenship into the Treaties. In the midst of the socio economic crisis that Europe finds itself in and in the face of solid trends of declining support for the European integration process and of a resurgence of divisions and narrow nationalisms across the Union, EU citizenship can reinforce citizens' resilience and their appurtenance to a community of Europeans and thus embody a countermodel. Yet, while promising citizens novel opportunities and rights, challenges to the citizenship status in the EU continue to persist." (Co-Creating European Union Citizenship - A Policy Review, European Union, 2013).

European Union (EU) citizenship has assumed constitutional importance and has apparently been embraced by many European citizens. While citizens seem more aware of their status under European law, the image they have of the European Union is in a clear decline. A recent Standard Eurobarometer survey shows that between autumn 2009 and autumn 2012, the number of Europeans holding a positive image of the EU has dropped from 48% to 30%, while the number of those with a negative image has risen from 15% to 29%. The reasons for this degradation of the EU's image can, amongst others, be found in the perception that the recipes it proposed to deal with the economic and financial crisis have not improved citizens' socio economic conditions over the past few years.

The main goal of the project is to create an innovative online educational game for European Citizenship Education of children (6 -10 yrs) to:

- strengthen the European identity and the sense of belonging to an Union of countries;
- underline the meaning of European citizenship and teach how to exercise it;
- increase the understanding about all the Europeans and embrace cultural diversity for an inclusive Europe participated by all.

Τίτλος Σχεδίου	Rethinking Democratic Awareness and Collective Responsibility for a whole-school approach
Συντονιστής	Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Πειραιά
Εταίροι	9 <sup>ο</sup> Γυμνάσιο Πειραιά UNIVERSITAET SIEGEN Agrupamento de Escolas de Pombal European University Cyprus Πανεπιστήμιο Πειραιά 1 <sup>ο</sup> ΕΠΑΛ Πειραιά Πρότυπο Γενικό Λύκειο Ιωνιδείου Learning for Integration ry ASIST OGRETIM KURUMLARI A.S.
Χρηματοδότηση	308.852,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA201-013930

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The purpose of DEMOKLEOS is, after its lifetime to have empowered and inspired, as a beautiful flower, the educational community about Democratic Awareness and Collective Responsibility, both fundamental to a quality European school. Mainly, to be a weapon against misguided trends affecting the prosperity of European Democracy: hate crimes, racism, discriminations, political and social extremism, all of them, threats to social wellbeing, as well as to the respect of European values. It is important to identify the forms of these threats in social discourses, in order to implement the best practices in European schools. The partnership offers a multidisciplinary and multidimensional approach to EU citizenship, taking the heterogeneous rather than homogeneous character of DEMOCRATIC AWARENESS as point of departure. It brings together a wide spectrum of international professional expertise on its topics and goals, together with engaged teachers from less or more disadvantaged areas of secondary education.

Investigating Democratic Key Competences for teacher professional development, the project focuses on research and practice in education for young people and in training for teachers, the development of basic and transversal skills, such as leadership, e-democracy skills, learning to learn, Networking etc., using innovative and student-centered pedagogical approaches. To promote better governance and generate learning about its main purposes, DEMOKLEOS works at two levels: local innovation and experimentation in the involved pilot schools.

The Network of DEMOKLEOS aims to promote human rights, citizens' participation and political literacy issues. The key team will run practical seminars and workshops combining theoretical input on project methodology with practical tasks and introducing the virtual Open Agora of DEMOKLEOS as an experience exchange platform for professional development and children's creativity.

Τίτλος Σχεδίου	ArchaeoSchool for the Future: a sustainability approach Subtitle: The School and its archaeological context: bring to life the archaeological sites (mainly Greek and Roman) using ICTs in order to understand the present and to build the future
Συντονιστής	Κέντρο Περιβαλλοντικής Εκπαίδευσης Καλαμάτας
Εταίροι	Institut Baix Camp UNIVERSITA CA' FOSCARI VENEZIA Col·legi de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya EDUCANDATO STATALE AGLI ANGELI Εφορία Αρχαιοτήτων Μεσσηνίας Col·legi Sant Pau Apòstol Γυμνάσιο Θουρίας Μεσσηνίας Επαγγελματικό Λύκειο Μεσσήνης Liceo Statale Gerolamo Fracastoro
Χρηματοδότηση	353.024,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA201-013937

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"ArchaeoSchool for the Future: a sustainability approach" uses the existence of archaeological sites from the Greco-Roman era in three closely associated areas of Europe as a basis for developing a strategic approach to strengthening the links between the school and its local environment, deepening concepts of local and European identity and improving the employment opportunities of young people.

Its key areas of interest are, the integration of career awareness into curricula, strengthening pupil skills and competences so that they become active European citizens and the professional development of teachers.

Ten partners, including educational and cultural organizations, as well as schools, will collaborate in a range of activities which will develop new content and knowledge to support the sustainability of the archaeological sites and their contribution to the economic life of their regions. Innovative forms of collaboration between teachers and pupils which use online communication platforms will strengthen the concept of the European teacher and help to embed a European dimension in the daily practice of schools involved in the project.

Τίτλος Σχεδίου	Schools Study Earthquakes
Συντονιστής	ΕΘΝΙΚΟ ΑΣΤΕΡΟΣΚΟΠΕΙΟ ΑΘΗΝΩΝ
Εταίροι	UNIVERSITY OF CYPRUS Fondazione IDIS-Città della Scienza BAHCESEHIR EGITIM KURUMLARI ANONIM SIRKETI ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE NATIONAL RESEARCH NETWORK ASSOCIATION
Χρηματοδότηση	169.536,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA201-013966

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Europe's longer term capacity to innovate will decline if young people's interest for key science studies and mathematics continue to decline as many studies found in recent years. Furthermore, among the population in general, the acquisition of skills that are becoming essential in all walks of life, in a society increasingly on the use of knowledge, is also under threat and will continue to be so unless a radical change occurs in people's and especially in youth's, interest in science and technology. Since this interest is fostered and culminated by the youth during its primary and secondary education ages, radical changes, innovative practices and methodologies are significant key elements to achieve reversal of trends and attitudes. In this context, the "Schools Study Earthquakes" (SSE) project focuses on the study in the reality of classroom practice of a physical phenomenon with great societal impact and proposes pedagogical practices based on inquiry-based methods that are more effective in science education. The objective of this combination is, on one hand, to increase children's and students' interest in science, on how science is made and how it affects every-day life, and on the other, to stimulate teacher motivation on up-taking innovative teaching methods, subjects and practices to enrich and renew the science curriculum. The SSE project also provides increased opportunities for cooperation and collaboration between schools across different areas and countries and encourage relationships between stakeholders of both formal and informal education. It also proposes to build a network of schools that will study real data, do real analysis of real situations and real earthquake phenomena, in real time. Networks can be used as an effective component of teachers' professional development, are complementary to more traditional forms of in-service teacher training and stimulate morale and motivation, which then is passed on to learners and has long-term implications.

Seismology is fundamental for understanding our dynamic planet, as it plays a vital role in monitoring both human-made and natural seismogenic events. Appreciating and understanding seismology's scientific and societal relevance requires knowledge of geology and physics, often coupled with elements of civil engineering, official state policy as well as other scientific disciplines. The SSE project will enhance secondary science teachers' capacity to teach science effectively based on the pedagogical principles of inquiry-based science education while being able to engage students in employing real-problem solving skills, handling and studying situations, and participating in meaningful and motivating science inquiry activities. Participating teachers' involvement in the SSE activities will equip them with the necessary knowledge and skills to reflect on their practice and feel empowered to exploit the potential of inquiry-based approaches and acquire skills in conceptualising, planning and evaluating their didactical approaches and methodology. In order to achieve all of the above, SSE brings together a consortium of six distinguished partners from five countries across Europe, namely Greece, Italy, Cyprus, Turkey, Bulgaria, all with significant seismic activity. This consortium has all the characteristics necessary to guarantee the successful and efficient realisation of the project activities and work in unison to expand the proposed approach and school network across Europe.

Τίτλος Σχεδίου	E-Learning Interactive Open School
Συντονιστής	Πανεπιστήμιο Πατρών
Εταίροι	mehmet akif ersoy anadolu kiz imam hatip lisesi Szkoła Podstawowa w Jankowie Przygodzkim Liceo Polispécialistico Piero Calamandrei OU "Otec Paisii" Scoala Gimnaziala "Alexandru Stefulescu" ORTAKOY 80.YIL MESLEKI VE TEKNİK ANADOLU LİSESİ OpenCom A.P.S. Liepajas Raina 6. vidusskola Osnovno uchilishte Hristo Smirnovski
Χρηματοδότηση	292.500,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA201-014029

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Imagine Europe without educational borders. Imagine Europe joining different educational systems but keeping their individuality. Think of different cultures, different philosophies and different histories joined under a common vision of a prosperous future, for all European citizens. Education is the key and of course we have to provide and ensure all conditions leading to this goal.

We know that in many European countries we can easily find many isolated and inaccessible schools. Our main and primary aim is to provide distant learning opportunities. E-learning lessons in real time or recorded (synchronous and asynchronous) will be one of our main cares. We want students all over Europe (we can say internationally) to be able to view and listen lectures and lessons from experts, from professors, from scientists. Additionally, we wish to give students the opportunity to ask questions and discuss with experts.

Furthermore, we want to deeply search the special characteristics of all partners' educational systems. Actually, we organized a consortium of eight schools in order to have a wide group of schools participating in this effort. We believe in the potential of students, teachers and educators that can compose a holistic view of similarities and differences throughout the European borders. We believe that technology can be the mean, while teachers can be the leaders and reformers.

Thus, we propose a platform that can support all educational efforts, can provide educational material and connect different cultures. We suggest a platform build to answer to the needs of teachers and educators. Based on simplicity and student oriented. Main idea pages referred to special, individual educational subjects that are linked to educational scenarios, materials, projects, experiments. All these pages-ideas can be applied in an interesting way to all different educational systems.

In order to achieve this main goal we want to gradually build the platform, to ask teachers and educators about their opinions, to call them to participate, to enrich and compose educational material. Then we will ask students to test the abilities of the platform, to take part in model lessons, to attend multinational classes in our transnational meetings, under the supervision of teachers from many different countries.

Mobile learning is also one of our main ambitions. Transferring knowledge into mobile devices, tablets, smartphones etc. is one of our major goals. We want to spread the knowledge everywhere and anytime. We are thinking of flipped classrooms where blended learning, which brings interactive engagement pedagogy to classrooms, by having students learn content online, usually at home. Homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized - guidance instead of lecturing. This backwards classroom, or inverted classroom, based on reverse teaching according to Thayer Method, will be strongly empowered by our proposal. We are thinking of a new era in education that comes out from real education needs rising from our classrooms.



Τίτλος Σχεδίου	Flood and Fire safety awareness in virtual world
Συντονιστής	ΕΛΛΗΝΙΚΟ ΑΝΟΙΧΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
Εταίροι	UNIVERSITA TA MALTA Glavna direkcija "Požarna bezopasnost i zashtita na naselenieto" FONDO DI ENTI LOCALI PER LA COOPERAZIONE DECENTRATA E LO SVILUPPO UMANO SOSTENIBILE
Χρηματοδότηση	163.922,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA201-014080

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Natural phenomena, such as floods and wildfires have always been a part of nature and history, but natural hazards do not need to become disasters. The FORETELL project emerges from the need to promote a culture of safety in Europe against natural calamities. This can only be achieved by cultivating a holistic disaster management approach, which requires a prior knowledge and emphasis on disaster risk reduction tools and strategies.

As children are one of the most vulnerable groups, we must teach them from their early age about the environment and the risks, so they will have a better chance to save their lives during disasters. Children are also the future architects, mayors, doctors and parents of the world of tomorrow and if they learn at an early age to respect the environment and learn how to reduce the impacts of disasters, they will create a safer world. The FORETELL project exploits innovative technology-based learning strategies and pedagogical frameworks aiming to provide awareness, knowledge and develop essential skills necessary to cope with natural hazards, such as floods and wildfires.

The FORETELL project aims to prepare children to cope with these environmental hazards, through experiential learning activities (e.g. task-driven simulations or/and educational games etc) which will be designed based on scenarios of "good practices" regarding these hazards and implemented in a 3D virtual world. Upon completion, the project will provide an on-line learning tool that is particularly effective, pervasive and suitable for the target population and the general public. Furthermore, FORETELL aims to empower the profile of the teaching professions in order to adopt novel approaches in teaching and assist the teachers of Natural Sciences providing them with open digital educational material which will be developed in the context of the project.

FORETELL consortium consists of 4 partners from 4 European countries (Greece, Italy, Malta, Bulgaria). The partners act in the fields of Education, ICT technologies and immersive learning, civil protection and citizenship empowerment of children.

FORETELL project is expected to have a significant impact, involving 4 European Countries in the project implementation phase and aiming at engaging members of schools associations, pupils/ students and their families, as well as parents' associations, university students of Education Studies and Natural Sciences as future educators, policy agencies for education, stakeholders focused on civil protection awareness and citizenship empowerment, public bodies, NGOs etc.

Activities will ensure that the project results will spread beyond the consortium through dissemination to the target groups and the wider public, activities for project promotion, including a wide range of publicity activities and exploitation of the tools and outputs developed, aiming to secure project sustainability through the open-source approach.



Τίτλος Σχεδίου	HORse Riding in Special Education for autistic children
Συντονιστής	ΕΡΓΑΣΤΗΡΙΟ ΕΙΔΙΚΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΚΑΤΑΡΤΙΣΗΣ ΣΕΡΡΩΝ
Εταίροι	EQUIPARK o.p.s. Kentro Therapeftikis Ippasias Serron NorthCom, spol. s r.o. POLSKIE TOWARZYSTWO HIPOTERAPEUTYCZNE Drustvo Hippos CIRSES - Centro di Iniziativa e di Ricerca sul Sistema Educativo e Scientifico
Χρηματοδότηση	193.115,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA201-014089

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Therapeutic horse riding is the use of horse riding, in order to achieve goals that enhance physical, emotional, social, cognitive, behavioral and educational skills for people who have disabilities. Therapeutic riding is not only focusing on physical health, but it creates conditions for building skills at multiple levels. The process of therapeutic riding encompasses also the development of a relationship between the horse and the rider, not only by riding sessions but also by providing care to and spending time with the horse. The therapeutic riding is being implemented by a team of professionals, including physiotherapists, teachers of gymnastics, riding instructors, occupational therapists, speech therapists, psychologists, special pedagogists and social workers.

The use of therapeutic horse riding for children with autism is growing as it is a fun, engaging activity, with lots of benefits at multiple levels. School students with autism and asperger disorders, after therapeutic riding sessions have the following benefits:

- **Emotional benefits:** Children bond with their horses, create relationships and learn how to care for them; creating an emotional connection that many parents don't even realize is possible. Over time, feelings of empathy are fostered, which is something that many experts previously thought that children with autism were not capable of learning.
- **Cognitive Benefits:** Children learn to groom their horses, creating the opportunity for growth when it comes to following instructions, recognising colors and shapes, and learning new vocabulary words. While these lessons can be tried in a classroom setting, this unique setting is less intimidating, allowing for improved results. Integrating classroom-style activities, combined with the calming effect of the animals, can have a profound impact on an autistic child's ability to learn new things.
- **Sensory Benefits:** Horseback riding engages the senses in a way that is not overwhelming, which is critical for autistic children. The touch of the horse's coat, the sounds of the horse in the stall and the feel of riding, all create a calming sensory retreat that allows children to be more open to learning and communicating in different ways.
- **Impact in the Classroom:** Improved social interaction and interest in learning were noted in children with autism who use horseback riding as a therapeutic activity.

Currently, therapeutic horse riding has been mainly used with people with cerebral palsy. The use of therapeutic horse riding for children with autism is still at initial phase and mainly used in the countries of Northern Europe (UK and Scandinavian countries). There is a need for developing competences and educational resources, to boost the use of therapeutic horse riding in special education.

### The objectives of the project HORSE are:

- To foster equity and inclusion in education of children with autism, to enable these children to develop social, behavioral, cognitive and emotional skills and promote quality learning through the use of horse riding.

- To build capacity of teachers and educators in special education for autistic kids, so that they will be able to use horse riding in their classes.
- To integrate ICT learning resources in the educational tools for children with autism.

**The operational objectives of the project are:**

- To promote exchange of knowhow and experience in embedding horse riding in classes of autistic students, through the organization of workshops and mutual learning activities for staff and teachers of special education schools.
- To train teachers and educators in special education for autistic kids, in therapeutic horse riding, through the organization of structured courses consisting of theoretical classes, observations, practical work and the creation of a Good Practices Guide.
- To develop open educational resources in the form of animations and videos, for children that participate in horse riding sessions, to support them in creating routines.
- To develop a framework for monitoring and evaluation of the progress of children with autism.



Τίτλος Σχεδίου	Responsible European Digital Citizens
Συντονιστής	Bundeshandelsakademie
Ελληνικό σχολείο	2 <sup>nd</sup> GYMNASIUM OF XANTHI
Εταίροι	Instituto de Almalaguês AHMET CUHADAROGU ORTAOKULU SCOALA GIMNAZIALA SPECIALA NR. 2 Alytaus profesinio rengimo centras
Χρηματοδότηση ελληνικού σχολείου	17.063,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-AT01-KA219-005058_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Internet is not just another communication medium is the medium of communication today. In advanced countries almost all people have a digital identity through their accounts at Facebook, Twitter, Gmail, Hotmail, Instagram, etc. In cyberspace people interact in various ways. For example, people can exchange ideas on various matters, work together, share files, etc. However, cyberspace is a mirror of the real world and so unpleasant things can happen. For example, pupils may exercise cyber-bullying, people may steal credit card numbers so as to rob money, people may defame others for extortion, etc. Unfortunately schools do not teach pupils how to behave in their cyber-interactions. Thus, this project aims to fill this gap to the extent that this is possible.

This project consists of a number of training events where both teachers and pupils will learn important things about problems that may be incurred to people when they use social media and other Internet communication tools with no caution. In addition, pupils will prepare videos, presentations, newsletters, that will inform their schoolmates about their activities, as well about the ways one can use to protect herself. Teachers, on the other hand, will use the project's Web page, the project's Facebook page, etc. to present the activities of the project. In addition, they will present the activities of this project, as well as the results and/or conclusions of the project, to various local media (e.g., local newspapers and news portals). Also, a joint report on the responsible use of the Internet will be prepared at the final stages of the project.

Since the project aims to study a variety of improper uses of the Internet and, at the same time, to propose ways to protect pupils and the general public from taking part in malicious practices, this partnership will prepare a scientific paper, where it will describe their findings, so that other partnerships and/or researchers can use them in any reasonable way. In order to ensure the availability of these findings to the global community, the paper will be posted to the arXiv server.

The activities outlined above were designed so to develop the spirit of cooperation between people, the understanding of cultural and social differences and the recognition of cultural and social similarities between Europeans. This way, pupils will foster their European identity while learning modern and very useful things. At the same time, pupils as well as teachers will improve their linguistic skills and their ITC knowledge. The quality of the scientific work is guaranteed by the contact person of the Greek team who has a good scientific reputation and a good publication record.

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 was designed to promote an ongoing exchange of information. In the creation of a shared resources section in our website and the posting of the outputs of the project activities it is anticipated that the project will help to raise awareness of the contribution of enhancing family, community and school values across Europe. Other institutions and stakeholders and people interested, will get their information as well as open access to resources developed through the project via website and Web 2.0 networking tools created by the Partnership. Other channels of dissemination will also be used: newsletters, workshops, conferences, newspapers, and a paper.

The visibility and sustainability of the project will be assured by all the dissemination activities (maintaining and updating the project website and the Facebook page). The paper will hopefully trigger future research in this field.

Τίτλος Σχεδίου	"Si l'ORESTIE m'était contée...". Quand le théâtre jette des ponts vers les apprentissages et devient un enjeu pédagogique
Συντονιστής	Athénée Royal Thuin
Ελληνικό σχολείο	Gymnasio Armeniou
Εταίροι	Gymnasio Mygdonias Liceo Scientifico Statale "A. Gatto" Agropol
Χρηματοδότηση ελληνικού σχολείου	7.150,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-BE01-KA219-013198_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### **"Si l'ORESTIE m'était contée...". Quand le théâtre jette des ponts vers les apprentissages et devient un enjeu pédagogique.**

Nombre de nos élèves maîtrisent de moins en moins les savoirs fondamentaux. Par delà nos frontières, le constat est identique. Les élèves veulent tout savoir sans avoir à apprendre. Nous avons souhaité les réconcilier avec l'acte d'apprendre.

La maîtrise de la langue, tant orale qu'écrite, est déterminante dans le parcours scolaire d'un élève (si elle est déficiente, cela peut avoir des répercussions négatives sur toutes les autres disciplines) et nécessaire car facteur d'intégration sociale, culturelle et professionnelle pour chacun de nous.

Convaincus que le théâtre (notamment le théâtre antique) est un excellent support pédagogique pour l'enseignant, nous avons décidé d'en exploiter le genre à partir de la trilogie d'Eschyle, "L'ORESTIE" (adaptation simplifiée mais aussi texte original), pour optimiser les apprentissages de nos élèves, assurer voire dépasser la maîtrise des compétences de base, leur donner du sens, notamment en encourageant la pratique de la lecture, de l'écriture et de l'oral.

Nous voulons, pour ce faire, mettre en commun nos pratiques pédagogiques, créer une dynamique nouvelle, rendre nos élèves les plus actifs possible, «rendre l'école aimable et le travail attrayant» comme le suggère Jules Ferry. Aussi, avons-nous choisi de favoriser l'inter et la pluridisciplinarité. Ce n'est pas le tout d'apprendre, il faut que les élèves perçoivent l'utilité des apprentissages et comprennent qu'ils peuvent les réinvestir dans différentes situations.

Réunir nos élèves dans la lecture et l'écoute d'un récit fondateur qu'ils reformuleront ensuite à travers divers exercices d'écriture ainsi qu' à l'oral (représentation théâtrale) et à partir duquel ils travailleront dans différentes matières scolaires permettra de leur apprendre à construire une parole, un écrit pour traduire leurs émotions et leurs points de vue; de les exercer à confronter cette parole, cet écrit à l'avis des autres de façon constructive; de débattre ensemble sur des questions qui les touchent plus particulièrement; d'exercer leur pensée critique; de questionner leur propre conscience.

En confortant l'acquisition des compétences de base par des méthodes que nous jugeons plus efficaces, en déclinant le théâtre de manière transversale, nous visons à aider chacun à développer au maximum ses potentialités, son autonomie et sa confiance en soi, sa solidarité, son ouverture aux autres et à leur culture, sa curiosité (littéraire, culturelle, historique, scientifique, mathématique, linguistique, artistique...), son expression, sa communication et sa créativité.

Les élèves concernés par le projet sont bien entendu ceux qui, en rupture avec l'enseignement traditionnel, sont en échec (problèmes de méthodes, lacunes accumulées, difficultés et/ou troubles d'apprentissage, difficultés liées aux différents milieux socio-économiques) mais aussi ceux qui ne sont pas confrontés à l'échec scolaire et que nous encouragerons à être des moteurs pour leurs condisciples au sein de leur école mais aussi pour les élèves des écoles partenaires.



L'échange d'idées, au départ d'un écrit et d'une parole correctement construits, les concerne par ailleurs tous. En valorisant le théâtre antique, en travaillant la trilogie d'Eschyle et les valeurs qui y sont abordées dans nos pratiques pédagogiques, nous visons bien l'amélioration des compétences de base de la lecture, de l'écriture et de l'oral (lire, comprendre un document, réinvestir sa compréhension, défendre correctement son idée, son travail...).

Exécutées parallèlement à travers un large éventail de disciplines, les réalisations variées (logo, affiche, film, clip, brochure, débat, maquette de théâtre antique, poster, album...) placent concrètement les élèves au centre des apprentissages, les rendent actifs, autonomes, conscients du "pourquoi ils apprennent ce qu'ils apprennent" et les intègrent dans un projet de création, leur permettant d'y trouver leur place.

Les enseignants des écoles impliquées vont échanger et comparer leurs idées, leur conception et leurs pratiques pédagogiques; ils vont se remettre en question en fonction des apports des partenaires et concevoir une méthodologie commune pour mener à bien le renforcement des compétences de base déficientes.

La stimulation d'une coopération pédagogique européenne permettra un riche échange d'informations utiles et créatives, propices à l'amélioration des lacunes constatées.

Un document numérique reprenant les différentes activités du projet, la méthodologie appliquée et commentée avec ses plus et ses moins, nous permettra d'optimiser notre expérience et de la partager.

Les acquis des élèves quant à leurs savoirs, leur savoir-faire et leur savoir-être s'inscriront sur le long terme, nous leur aurons redonné le goût d'apprendre et les aurons remis en selle pour leur vie après l'école.



Τίτλος Σχεδίου	On a journey with the ARTist
Συντονιστής	GBS De Bosmier
Ελληνικό σχολείο	ASTIKI SCHOLI 11 <sup>th</sup> OLOIMERO DIMOTIKO SCHOLIO CHIOU
Εταίροι	Clubul Copiilor "Martha Bibescu" CEIP PLURILINGŪE VISTA ALEGRE Muuruveden koulu St. Josephs Primary School
Χρηματοδότηση ελληνικού σχολείου	24.135,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-BE02-KA219-012348_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project involves 6 European pre-primary and primary schools from different countries: Belgium, Finland, Greece, Ireland, Romania and Spain.

This project aims to develop a framework for arts education to strengthen the (inter)personal development of each child.

That is why the partner organizations will perform activities that will contribute to the creation of a manual with arts education based methods.

During the project, the teachers will exchange good practices on three themes of art. Per year, the teachers will work on one theme with their pupils. The teachers exchange good practices; look for new methods, test them with their pupils and integrate them into the manual. The learning activities for children aim for teachers to train each other in specific methods and to test these methods on the pupils. At the end of the 3 years, the teachers will dispose of a framework and an 'arts education manual' to develop a rich learning environment, where each child can reach its full potential. An important character in the project is the mascot Jan, who will give assignments to the students. There will also be an extensive assignment that will span over the 3 years. This will culminate in a musical and dramatic performance during the final short-term learning event.

The project aims to explore, create and reflect on art, in order to enhance the creativity of all our pupils, by exposing them to new ways of learning. Learning artistic expressions will lead to an increase of motivation and self-confidence, the development of an emotional intelligence and consequently a better starting point from (pre)primary level.

The main thread throughout our project is formed by the touring teddy bear Jan, who is an artist and interested in all kinds of arts. Each partner school has a similar teddy bear of their own as a mascot. He travels virtually through Europe giving 14 assignments to the pupils of the 6 partner schools.

The children are asked to carry out the assignments during the three-year project to assist Jan in his travels.

There will be a creative assignment that will span over the three years. This will culminate in a musical and dramatic performance called 'On a journey with Jan the Artist' in each organization using what they have explored, created, shared and learned during the three project years.

The assignments focus on the different aspects of Art: through painting, sculpture, printmaking, photography, music, dance and drama. It takes the pupils, teachers and the school community to worlds and meanings that promote human nature and give people the opportunity to see life in a different way.

Children, teachers, parents and the local partners like museums, local artists and Art galleries will be involved into our project.

As we progress through the project we will encourage the use of other European languages.

To intensify this process of getting to know each other and each others' culture we will organize 2 short term learning activities for pupils of the 5<sup>th</sup> and 6<sup>th</sup> grade of each partner school.

Furthermore we want to enhance Information and Communication Technologies (ICT) through the project: motivating children and teachers to practice modern technology like tablets, eTwinning, Skype, different programmes on the computer, etc.

The main result will be a manual for teachers with best practices on teaching and learning art. The manual will focus on skills of the 21<sup>st</sup> century as innovative thinking or out of the box thinking by means of art education.

During the project best practices will be exchanged, based on the experiences of each partner school. These best practices will be compiled in a manual with description of 21<sup>st</sup> century skills, aims, activities, organization, cooperation and communication.

This manual will be intended for all the teachers from all partner schools and will be made available to other schools.

The child-centred elements of the project will develop new ways of learning for our children through creating the outputs in collaboration with one another.

Teaching and learning methodologies used in their current practice will be shared. The best practices will be implemented into the classroom.

Developing an artistic track can help children to find hidden treasures and help them deal with personal success and failure. In order words, let's invest in social capital for the future. Children will be equipped with an extra set of competencies, which they will be able to use in their school career (staying motivated) and in their future life (life-long learning).





Τίτλος Σχεδίου	My Nationality is HUMAN
Συντονιστής	<b>Osnovno Uchilishte Hristo Smirnenski</b>
Ελληνικό σχολείο	<b>3<sup>rd</sup> Gymnasium of Trikala</b>
Εταίροι	Engin Can Gure Ortaokulu MazzaColamarino Ceres pamatskola Zespol Szkol w Miedznej Scoală Gimnazială Deleni, Iasi
Χρηματοδότηση ελληνικού σχολείου	18.639,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-BG01-KA219-014174_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“My Nationality is Human” is a project that involves pupils aged 6 to 14 years old and their teachers. Seven different countries (Bulgaria, Greece, Italy, Latvia, Poland, Romania and Turkey) and seven different schools participate in it. The duration of the project is 24 months and it involves transnational meetings of both the teachers and the students, as well as the organization of several intellectual and other types of outputs.

By promoting Humanity and Tolerance our project aims to make pupils aware of social problems in their lives, family, neighbourhood, school, the environment and get them prepared to change them and overcome them. It will help the children become caring, concerned citizens and it will give them the skills and confidence to make a positive contribution to their communities. They will widen their understanding of having a European and global identity, understanding their role, rights and responsibility as European and world citizens.

Through all this they develop insight, understanding and an early sense of personal efficacy as social contributors, focusing on how people support each other. The project will help them to act like a grown-up citizen, formed through good practices, developed from transnational collaboration and realized through active learning process. We will work on the following fields of interest: peace, environment and long-lasting development, equality between men and women, cultural and religious similarities and differences, relations between the generations, rights of children, democratic decision-making, meaning and use of new technologies. ‘Learning by doing’, our students will develop their social skills: good cooperation strategies, mutual respect, overcoming conflicts positively. Developing positive attitudes, children, will become aware of what respecting legality and the rights of others means and they will acquire a common European identity. This project will also improve the education of disabled students, as they will participate in equal terms in all the activities. Furthermore, the use of foreign languages and ICT skills will be improved by exploiting experiences in new, fun and intriguing ways. The project will offer many different types of work such as: working on projects, controlling conflicts, developing group skills, becoming responsible, using playful and creative elements, by means of music, dance, theatre, drawing, artistic recycling, the use of new technologies and other innovative tools. We expect only positive results to come out of this project. We expect that our school communities will experience positive changes in the school context, curriculum and actions and in the relation with parents, local community and people from other cultures/countries. We believe that a school needs to be open to society, easily adaptable to changes, sensitive to the problems not only of the local community but of the whole European Community. In this way, the citizens that are educated in these schools would be ready to contribute to a diverse and dynamic society, in Europe and throughout the World.



Τίτλος Σχεδίου	Opening up education through the school projects and ICT
Συντονιστής	<b>Tsar Simeon Veliki Secondary school</b>
Ελληνικό σχολείο	<b>1<sup>st</sup> GENERAL LYCEUM of AIGALEO</b>
Εταίροι	LICEUL TEORETIC INDEPENDENTA CALAFAT LICEO SCIENTIFICO STATALE «E.MAJORANA» Örnsköldsviks Gymnasium Mobil Imam Hatip Ortaokulu
Χρηματοδότηση ελληνικού σχολείου	13.245,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-BG01-KA219-014218_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project title is 'Opening up education through the school projects and ICT'.

This is a Strategic Partnerships between six schools that will start on 1 September 2015 and will last 24 months.

Students directly involved in the project are between 13 and 19 years old.

The project coordinator is Tsar Simeon Veliki Secondary school from Bulgaria.

### Partners in this Strategic partnership are:

- LICEO SCIENTIFICO STATALE "E.MAJORANA" - secondary school from Italy
- 1<sup>st</sup> Lyceum Egaleo - secondary school from Greece
- Nolaskolan - secondary school from Sweden
- LICEUL TEORETIC INDEPENDENTA CALAFAT - secondary school from Romania
- Mobil Imam Hatip Ortaokulu - pre secondary school from Turkey

Some of the schools have classes with intensive learning of English, ICT and science. One school- Mobil Imam Hatip Ortaokulu has never been previously involved in a similar project.

We want to build a strong partnership.

The project goal is to have an impact on the educational methods in school. To help students to connect classroom knowledge with real life. To foster inter-subject education and ICT based learning. And, in this way, to reduce early school leaving.

### Our objectives:

1. Develop the methodology how to implement school projects into the curriculum.
2. Enhance students' basic skills and their ability to see the whole subject as a set of related ideas.
3. Enhance students' and teachers' ICT and digital skills.

To achieve our objectives we will develop the methodology based on an example project, but the principles can be adapted to any project topic. We will use as a tool the project about healthy nutrition. The working topic 'Eat healthy - live healthy' will give added value to our project - will help against students' overweight issues and will build new healthy nutrition habits.

### Our Transnational Strategic Partnership will have next main actions:

- Teachers will research and create methodology how the project can be implemented into the curriculum (subjects, number of lessons, themes, methods etc.)

- The topic will be developed in Biology, Chemistry, Math, ICT, English, Literature and Sport lessons
- Teachers will research and summarize a teaching method, tools and ideas. They will cooperate horizontally with teachers from their schools and vertically with their transnational partners. They will invite as consultants experts from University
- ICT will be a tool that teachers and students will use for communication, cooperation and dissemination. The project will provide ICT- based teaching and learning
- Local authorities and decision-makers in the field of education will be involved, as well as from health institutions and the parents' society.

For communication, collaboration and dissemination we will use eTwinning platform, EU Dissemination platform, web 2.0 tools - Facebook, e-test and e-quizzes, surveys with SurveyMonkey, live meetings, e-mails, online workshops and discussions, Padlet, QR code, presentations, conference. We will enrich our online methods with 1 joint staff training event in the beginning of the project, 4 transnational management meetings - planning meeting at the beginning, at the end of the first year, at the beginning and at the end of the second project year, and 1 multiplier event.

Our project goals and objectives foster to make changes in education. The project will produce one intellectual output - the methodology and other outputs like a Nutrition guide, Vocabulary, brochures, photos, posters, exhibitions. All project products will be free for use and will be available online.

Qualitative results are expected to be improved teaching competences from teachers, increased attainment of students and early school leaving reduction, increased students' and teachers' competences in foreign languages, gained new healthy nutrition habits for students, enhanced ICT and digital skills for students and teachers, more positive attitude towards the European project and the EU values, increased motivation and satisfaction in their daily work. The project will have impact on teaching policy and methodology on local, regional, national and transnational level. The publicity of the project with such important goals and objectives will have positive effect for the participating organizations' reputation.

Dissemination and exploitation of results are important part of our project. We will have dissemination activities at different stages of the project - before the project, during the project and after the project. We will use for dissemination the Internet, press and medias, workshops and conferences, meetings with decision-makers in the field of education.

We want our project to have sustainable impact on teaching and educational methods. Every participating teacher will acquire the European Skills Passport. Our project will have long term benefits. The project outputs and results will be used after the project's lifetime.

Τίτλος Σχεδίου	ARTS@CREATIVITY.EU
Συντονιστής	<b>Dimotiko Scholeio Frenarou</b>
Ελληνικό σχολείο	<b>Tetarto Demotiko Scoleio Glyfadas</b>
Εταίροι	Szkola Podstawowa nr 5 im. Szarych Szeregow w Bielsku Podlaskim Istituto Comprensivo Statale ADELE ZARA Zakladna skola Severna21 Moldava nad Bodvou Vilniaus Pranciskaus Skorinos gimnazija Adel Primary School Unipiha Algekool DIDAXIS COOPERATIVA DE ENSINO CRL
Χρηματοδότηση ελληνικού σχολείου	27.530,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-CY01-KA219-011849_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our collaborative project consists of 9 schools. Our partners include experienced international collaborators and first timers! It has been asserted by all partners that their students exhibit a tendency to lose interest in learning and schooling in general and that more innovative practices and methodologies have to be adopted. Our proposal focuses on the systematic integration of Arts and the ICTs in our school programs with a view to promoting motivation, creativity, the European dimension and foreign language learning.

The proposal entails working on two levels: On the first level students will be collaborating locally and transnational to study different forms of Art and to create artefacts. There will be peer tutoring and students from one country are planned to teach the students of another through the methodology of the flipped classroom and the exchange of videos.

On the second level the teachers of each country will be specializing in a specific field (using Arts to teach numeracy and literacy to children with special needs, to develop environmental awareness, for students' peer and self evaluation, for self expression and development and for working across the curriculum and therefore for curricula and teacher development). When a school's turn comes to host teachers from their 8 partner schools, they will present a workshop that will show the guest teachers how the researched methodology applies in practice in the host school.

Communication and cooperation among the partner schools will be realized with the e-mail, the eTwinning platform, the Erasmus notice boards and the schools websites. The language of communication will be English but the participants are expected to learn some very basic vocabulary from the native languages of the participating schools. There will be three project meetings, each one in the beginning of each of the three years. The main purpose of these meetings will be to plan activities but also to present and to evaluate the ones that have been carried out.

There will be three joint staff training events, where the participating teachers will be exchanging ideas, practices and methodologies explored throughout the project. Last, there will be three learning activities for students, where there will be activities and events. In each one of the nine transnational meetings there will be Arts exhibitions, open to the public so that there can be dissemination.

Some of the products that will be created include: a common project webpage, posters, power point presentations, brochures, a common project logo, paintings, paper sculptures, clay models, sculptures, engraved artefacts, collages, videos in the English language, a common Christmas calendar, glossaries etc.

The expected results are: Effective cooperation between the partner schools, involvement of students in different forms and techniques of Art, developing creativity, foreign language learning, raising pupils' motivation

and confidence, skills improvement in Math and in Physics through Arts and Music, developing 21<sup>st</sup> century skills and media literacy, European awareness, intercultural competence and motivation for lifelong learning.

The participating schools have already started getting prepared for the project. There have been two preparatory visits in Athens 2014 and Venice 2015, where the coordinators met and agreed the content and the technicalities of the proposed project. This is the second time the project has been submitted to the Cypriot National Agency (last year it was the runner up) and the feedback we received has been seriously been taken into consideration (We are thankful for this feedback).

As regards towards budget control and time management, there has been a commitment from all school coordinators that there will be monitoring and planning on a monthly basis. The evaluation of the project will be ongoing and will be based on quantitative and qualitative criteria. Questionnaires and interviews are the main tools that will be used to collect data.

Dissemination is a field we have paid special attention. The videos we will produce for the flipped classroom and the Arts exhibitions will be the main tools for disseminating knowledge and experiences. Furthermore, our products will be available in the school websites as well as in the project website. It should be mentioned that the hard copies of the album we will produce and the glossaries will be sent to our National Agencies and be offered to other schools.

To close this summary, we need to refer to the charity event we will organize in Cyprus to provide help to people in need and to explain that one of our priorities is to focus our students' attention to humanitarian education. As a last comment let us repeat that our ultimate goal is to encourage our students to be involved in artistic exploration that will inspire their love for the human being and education.



Τίτλος Σχεδίου	International ICT Competitions for Increasing the Quality of Secondary Education
Συντονιστής	<b>Mendelova sredni skola, Novy Jicin, prispevkova organizace</b>
Ελληνικό σχολείο	<b>General Lyceum of Meliki</b>
Εταίροι	Agrupamento de Escolas Dr. Serafim Leite Zespół Szkół Technicznych i Placówek im. St. Staszica w Nowym Targu Privatna jezicna gimnazija Pitagora Escuela F.P. Salesianos Juan XXIII
Χρηματοδότηση ελληνικού σχολείου	25.097,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-CZ01-KA219-013865_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Six secondary schools would be involved, in total, into the project named “International ICT competitions for increasing the quality of secondary education”. The main objective of the project is to increase the level of ICT skills and to provide good command of an office pack in English environment (for our students a strange, unoriginal environment), which would help increase their qualification and facilitate their labour market position, or can help for further education.

The main coordinator will be Mendelova secondary (high) school from Nový Jičín (Czech Republic), which consists of three constituent parts (economical, ICT and healthcare) and has got extensive experience with organizing Comenius and Leonardo projects.

### Partners:

1. Salesian Vocational Training School with four different specialties: Mechanics, Telecommunications, Commerce and Administration management in Alcoy (Spain).
2. Zespół Szkół Technicznych i Placówek im. St. Staszica is a state technical school in Nowy Targ (Poland). The school comprises four-year technical profiles (general construction, car mechanics, geodesy, IT studies and electric installation).
3. Lyceum of Meliki is situated in the northern part of Greece. This school is currently participating in a Comenius program. That was the first experience for most of the teachers with European programs.
4. Agrupamento de Escolas Dr. Serafim Leite in S. João da Madeira. The school has a very diverse offer as far as courses are concerned. It is mainly in the areas of the Sciences of Life; Computer Science and ICT, Electronics, Mecatronics, Visual Arts.
5. PRIVATNA JEZICNA GIMNAZIJA PITAGORA in Split (Croatia). PJG PITAGORA is a grammar school based in Split, Croatia. The curriculum of the school is focused on languages. Pitagor has 2 computer labs used for ICT practicum.

Within the three-year project, six project meetings will be carried out (each one in a different country), and five of them will be combined with a short-term student stay. During the stay, five international student competitions in ICT skills will take place. Competition tasks will be in English (please note that for students this is not their mother tongue). The main aim of teacher meetings is to prepare international competitions (creation of examples, creation of evaluation methods, organizing of school competitions, exchange of experience and presentation of new teaching methods in ICT and foreign language teaching).

All outputs (examples, ideas, and experiences) will be processed in written form – a booklet, and also available to those interested through e-learning environment MOODLE. Competition results will be published on individual school websites.

We expect administration of additional project in the future. Again international competition extended by creation and editing graphic work, or arranging a competition with help of on-line tools.



Τίτλος Σχεδίου	Environment surrounding us as a challenge and responsibility
Συντονιστής	<b>Zakladni skola Mnisek pod Brdy, okr. Praha-zapad</b>
Ελληνικό σχολείο	<b>Primary School of Naousa Paros</b>
Εταίροι	Osnovna skola Podmurvice Ogres Valsts gimnazija Gimnazjum im. Marii Konopnickiej w Szydlowie KARAKESLI ORTAOKULU Pureza de María
Χρηματοδότηση ελληνικού σχολείου	26.055,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-CZ01-KA219-013929_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The name of the project is “Environment surrounding us as a challenge and responsibility”. It is made as a project for the European ERASMUS+ project, key action KA2, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for Schools Only.

Objectives of the project are to: raise interest in natural environment, increase the awareness, understanding and responsibility for environmental protection, encourage learning of foreign languages through modern teaching methods, learn about other countries using new opportunities created by new technological tools and devices, support greater understanding and respecting of social, cultural and linguistic diversities of the countries in developing of the European identity, build up understanding of the European Union policy, promote multidisciplinary and inter-disciplinary approaches by using the CLIL methods, develop transferable skills (communication, creativity, decision making, organization, planning, problem solving, team working) and develop better cooperation between schools, public and participating educational institutions.

The coordinator of the project is the Czech Republic; partners’ countries are Croatia, Spain, Turkey, Poland, Latvia and Italy. All the institutions are state schools. In the project we want a variety of activities, some are listed above. We plan a transnational meeting for teachers to discuss issues of the project (management, implementation, evaluation and dissemination).

For pupils we plan online activities, but also mobility activities, which will help us to enforce the experience and knowledge gained in online activities.

In the activities we discover the characteristics of natural environment through its elements: water, air, soil, flora and fauna. We discuss its problems and its protection. We also deal with CLIL lessons (integration of school subjects with foreign languages). In addition, we learn about cultural and social differences between our countries. To produce activities outputs we use various digital tools. Finally, we develop our transferable skills by problem solving, planning teamwork, communication. As a result, we create a website of the project and a blog where we uploaded all the results of the activities. We hope that these various resources (videos, reports, online brochures, dictionary, gallery of photos, etc) will help pupils and schools as an inspiration to their classes.

The project will have an overall impact on participating schools, students, teachers, various educational institutions and local communities. We plan that the expected impact will be achieved during the project. However, we expect that knowledge and experienced gained in the project will endure after the project ends.

### For pupils it will be a unique possibility to:

- develop their knowledge about environment and its protection,
- be familiar with ways of waste sorting, recycling,

- arise their participation in environmental protection on the local level,
- increase, verify and apply their gained knowledge about historical and geographical facts by using foreign languages (method CLIL),
- realize their European identity through contact with different European countries,
- increase their awareness, understanding, tolerance and respect of cultural and social differences between nations,
- improve their social skills through the development of sustainable and long-lasting friendships,
- increase their foreign language competence and motivation in language learning,
- develop their ICT skills necessary not only for the project outputs, but also to be able to utilize ICT in order to communicate with others in the future,
- build up higher level skills (such as, problem-solving, decision-making, cooperation, interpretation, organizational, presentational, literacy skills)

**For teachers, it will be a great chance to**

- be engaged in European collective team work and interdisciplinary cooperation,
- improve their pedagogical skills by exchanging and sharing teaching methods, good practices and ideas that will enrich their professional expertise;
- participate in the lifelong learning process and
- foster closer European links.

**For schools, it will be an important experience on how to**

- develop links with European schools,
- find the way to open up to and appreciate new ideas coming from other European countries and
- have a better understanding of collective working in European context,
- enrich the teaching of foreign languages with new ideas and
- implement project outputs into their teaching programmes

**For educational organizations outside the partnership it will be a good way to**

- find the way how to develop their mutual cooperation with schools,
- present themselves to a wider range of participants,
- explore differences in teaching within the European Union and
- use the online resources for their training activities in the field of teaching.

Τίτλος Σχεδίου	European Challenges in Sustainable Energy Production by Biotechnology
Συντονιστής	<b>Johanna-Wittum-Schule</b>
Ελληνικό σχολείο	<b>9<sup>th</sup> GENERAL UPPER-SECONDARY SCHOOL</b>
Εταίροι	Vilniaus jezuitu gimnazija Fényi Gyula Jezsuita Gimnázium és Kollégium Gymnazium sv. Frantiska Assiskeho Niels-Stensen-Gymnasium Lycée Léopold Sédar Senghor Kollegium Kalksburg TURK EGITIM VAKFI INANC TURKES OZEL LISESI Biskupske gymnazium Brno a materska skola
Χρηματοδότηση ελληνικού σχολείου	21.420,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013493_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Experts predict an increased tendency of skill gaps within the young generation in the upcoming years. Encouraging high school students at the age of 16 till 18 to consider a career in STEM related occupations, pursuing higher levels of study and acquiring technical skills through effective teaching and learning are important elements of any strategy aimed at addressing skills needs.

The strategic partnership between the 10 partner schools aims to develop and exchange good practices in the field of sustainable energy production by biotechnology for students at secondary level. The partnership will work together to produce innovative learning materials for practical experiments in the biotechnological production of bioethanol and biogas. Both energy resources have the great advantage to be a storable kind of energy. For both production processes we will work out a procedure done in professional fermenters with the goal of optimizing the product concentration. We will also develop a low cost, self-made version of a fermenter for schools who do not have the professional lab equipment. So we are fostering both the bioscience aspect and the technology aspect of modern biotechnology.

Furthermore, we try to figure out, in an energy workshop, how an energy mix which follows the EU Strategy 2020 could look like under ethical and sustainability aspects. On the basis of professional knowledge acquired in the project, students will be able to evaluate social ethical issues critically with the help of tools we developed together. Those tools try to structure the decision process for coming to a reflected evaluation in future social questions.

Only motivated and self-reliant people can bring a complex project to success. Those people will never fail or will be early school leavers. Therefore professional, inter cultural and, above all, personal exchange is required, which is realized by the aforementioned learning and experimental workshops. All in all, more than 200 transnational mobilities are planned in this complex project with the goal to support the EU Strategy 2020 in sustainable energy production by biotechnology. So, the two laboratory workshops, as well as the energy workshop, combined with an ethical discussion about a sustainable energy mix in Europe, in the future, are central to the project. The jointly created resources are tested and evaluated through the practical experiments and the ethical decision finding process will be guided by educated student mentors in international teams. The evaluated teaching lab modules are implemented in the science lessons and disseminated to teacher lessons in the home countries to promote the EU 2020 Strategy. In panel discussions, students will be able to compare the aims of the EU with those of each country and should discuss the results and explain why in different countries the approach to energy sources is different.



The resources will foster the provision and the assessment of key-competences, including basic skills and transversal skills, in particular project management skills, languages, digital skills and inter cultural competence. The learning outcomes will support the transition from study into employment by giving students essential technical and professional skills required to enter the STEM labour market on each level of qualification. The short term benefits of the project will allow students involved in the learning activity (some from socially and economically disadvantaged backgrounds) to gain experience abroad, in an academic context, enhance their language, practical and transversal skills, to improve their further study and employment prospects.

The project achieves various effects and provides long lasting benefits. All involved students, especially slow-learning students, gain a higher linguistic and technical language competence, reduce prejudices and gain practice in tolerance. By communicating via modern media, ICT competences are strengthened. Scientific and technical competences are deepened through mutual learning by the specialists. The expected impact for the schools involved is to share ideas and good practices. Last but not least, the international profile of the schools is raised.

The project results will be in form of documentation/teaching units and will be made available on the EST server, the project and schools' websites and eTwinning platform. Additionally, there will be a range of measures to inform about the project and maintain its long term impact via social media, press releases and teacher workshops. Over the longer term, the project results will be expected improvement in student results, increased retention and more science related higher education and employment destinations. Long lasting sustainability of the project could be reached with the support of the Chemical Industry (FCI), like in the former projects through the supply of borrowable experimental sets to the interested teachers all over Europe.



Τίτλος Σχεδίου	Migration Analysis Project
Συντονιστής	<b>Gymnasium Marienthal</b>
Ελληνικό σχολείο	<b>10 GENIKO LYKEIO PEIRAI</b>
Εταίροι	COLEGIO MILAGROSA-LAS NIEVES Taurage Versme Gymnasium LICEO STATALE ETTORE MAJORANA Lycée Auguste Renoir
Χρηματοδότηση ελληνικού σχολείου	22.175,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013503_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project MAP (Migration Analysis Project) is based on the interest in migration shared by the partner countries. The six partner countries – France, Germany, Greece, Italy, Lithuania and Spain – have very different historical and geographical backgrounds, and all involved are aware that

- migration greatly affects our societies (culturally, politically, and economically)
- it touches our students' lives in many ways and
- migrants often face extraordinary challenges in their host countries – even when they immigrated many years ago.

Our aim is to analyze the current situation of migration and migrants in Europe; to investigate its causes and consequences in the pursuit of deeper awareness; to spark debate and encourage students' self-esteem; to fight against prejudices and promote mutual enrichment through international partnerships; and to give voice to relevant experiences, bringing forth and recognizing real human dramas. All of the students' experiences, including relevant stories and even pertinent quotes, will be collected and edited, with the goal of producing an exhibition and a MapBook highlighting main experiences and insights we gain in relation to the project. As a last and closing action, a letter will be written to European Parliament Representatives to inform them of the project's outcomes, and to express students' utopian views and hopes.

The staff of MAP is composed of 12 dedicated teachers (some of whom have a personal migration history) who will work with approximately 90 students; many of them also have a migration background. Therefore, MAP has bearing on the individual lives of quite a large number of our students and their families. It promotes understanding and helps improve young people's social integration.

Our acronym MAP (Migration Analysis Project) refers to time as well as place, and a family map will reveal connections to individual family origins and assist in the development of personal identity. However, a map also shows the routes which lead us to different places and the different paths to follow in each migrant's story. A journey is always an experience that changes people, and we all hope to be touched by this journey. Maps are therefore perfect "visualization tools" for our project to help us understand both migrants' individual migration histories and the way our countries are affected by migration as a whole.

Our approach will always begin with personal experience, but also cover relevant background information to deepen our students' knowledge and help them develop criteria to assess the complex issue of migration. Due to its demanding subject matter, MAP will greatly improve our students' oral and written expertise in English. In addition, their IT skills will improve through the application of various software tools used throughout the project (blogs, presentation software, survey analysis software, etc.). At various stages we will involve experts from "outside" (politics, government and cultural life). We will also contact and interview refugees in camps and document personal histories. We will analyze how the topic of migration is being dealt with in printed and online media. On top of that, we will initiate creative processes by having our students prepare and stage

plays and film movies based on the insights they have gained during the project. The project will have both intangible results (knowledge by the participants, improved learning in some areas, new skills acquisition) and tangible results (material products). Maps, personal accounts, pictures, reports and presentations will be shared on Twinspace – which we will use as our collaborative online platform – and will also be documented in a MapBook which will be presented at the final exhibition.

We will use the outcomes to measure the extent to which the project has contributed to the learning experiences of those involved and the quality of education on offer in the schools that participate. The partnership will have a positive impact on the participating institutions by building a community of teachers and students, who have a strong commitment to and sense of ownership in the project and by creating and carrying out several creative dissemination techniques and activities. It will also enable a broader community (parents, school authorities, local authorities, associations) to benefit from our partnership in the long term.



Τίτλος Σχεδίου	Grenzen überwinden?! Das Ende des Kalten Krieges und dessen Auswirkungen im europäischen Kontext-gestern-heute-morgen
Συντονιστής	<b>Gymnasium Bad Essen</b>
Ελληνικό σχολείο	<b>GENIKO LYKEIO DIAPOLITISMIKIS EKPAIDEFISIS SAPON</b>
Εταίροι	Vereniging voor Christelijk Voortgezet Onderwijs te Harderwijk en omstreken
Χρηματοδότηση ελληνικού σχολείου	19.230,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013521_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Entsprechend des Projektthemas “Grenzen überwinden?! Das Ende des Kalten Krieges und dessen Auswirkungen im europäischen Kontext - gestern, heute, morgen” - sollen Schülerinnen und Schüler der Klassenstufen 9 bis 11 sich multidimensional, multimedial und multiperspektivisch mit den Umständen dieser Zeitenwende auseinandersetzen. In nationalen und internationalen Projektphasen wird individuell und auch gemeinsam mit SuS anderer Nationen (Niederlande, Griechenland) gearbeitet. Dabei sollen nicht nur die Bereiche Geschichte und Politik, sondern auch kulturelle und soziologische Perspektiven eine Berücksichtigung finden. Das Projekt wird multimedial, vor allem unter Berücksichtigung filmischer Elemente sowie Print- und Onlinemedien, gestaltet werden. Ein Blog dokumentiert den Arbeitsprozess.

An den länderübergreifenden Projekttreffen nehmen SuS sowie Lehrkräfte der am Projekt beteiligten Schulen (Gymnasium Bad Essen / Deutschland, CCNV in Harderwijk / Niederlande, GELDE Sapon / Griechenland) teil, also pro Schule 10-12 SuS sowie zwei Lehrkräfte. Es gibt ein vor - und ein nachbereitendes Treffen der Lehrkräfte sowie drei Treffen, jeweils in einem anderen Gastland, der Schülergruppen.

SuS werden mit Hilfe des vorliegenden Projektaustausches Eigen- und Fremdperspektiven wahrnehmen, ihr Fremdverstehen schulen und einen eigenen Ausblick auf die europäische Geschichte wagen (Selbstkompetenz). Die Fremdsprachenkompetenz und der Abbau von Stereotypen werden nachhaltig gefördert. Die Empathiefähigkeit für das Zusammenwachsen Europas wird somit gestärkt. Das Fremdverstehen für unterschiedliche Perspektiven kann nur im direkten, interkulturellen Kontakt mit SuS anderer europäischer Nationen erlebbar gemacht werden. Durch die thematische Arbeit an einem gemeinsamen, europäischen Thema wird die Auseinandersetzung mit dem europäischen Gedanken angeregt und nachhaltig positiv gestärkt. Mit Hilfe eines Austausches über die unterschiedlichen, nationalen Perspektiven der Gegenwart soll rückblickend die gemeinsame europäische Geschichte besser verstanden werden. Die Zusammenhänge dieses Aspektes der europäischen Geschichte werden erkannt und mit Hilfe des länderübergreifenden Arbeitens Europa als Einheit in Vielfalt wahrgenommen.

Das Projekt umfasst jeweils drei Treffen mit den einzelnen Schulen. In der ersten Phase arbeiten die SuS zunächst zum Ende des Kalten Krieges in den einzelnen Schulen für sich und dann länderübergreifend in einem der drei teilnehmenden Ländern (“gestern”). Die zweite Phase, die organisatorisch genauso verläuft, umfasst die Auswirkungen auf heute für die europäischen Bürgerinnen und Bürger und damit auch auf die SuS als Individuum (“heute”), in der dritte Phase wird dann, ebenso verfahren, ein Blick in die Zukunft Europas gewagt (“morgen”).

Nicht nur SuS, sondern auch die Lehrkräfte werden durch den Austausch mit Kolleginnen und Kollegen, aber auch den anderen Schülerinnen und Schülern des Auslandes interkulturell gestärkt und ihre beruflichen Fähigkeiten und Fertigkeiten werden erweitert.

Insgesamt wird die europäische Identität und Sensibilisierung für europabezogene Themen und deren Einfluss auf einzelne Nationen und Individuen aller Teilnehmerinnen und Teilnehmer gestärkt und Europa als gemeinsame Wertegemeinschaft wahrgenommen. Nach dem Motto: Einheit durch Vielfalt und dem Projektmotto: Grenzen überwinden!!!- DOMINO (Durchbrechen- Orientieren-Miteinander sein-In Europa- Nachbarn werden-Oeffnen).



Τίτλος Σχεδίου	APPLES - Applying Practices for Productive Learning of Entrepreneurial Skills
Συντονιστής	<b>August-Horch-Schule BBS Andernach</b>
Ελληνικό σχολείο	<b>3<sup>rd</sup> Geniko Lykeio Galatsi</b>
Εταίροι	Vilniaus Zveryno gimnazija II Liceum Ogólnokształcące im. Marii Skłodowskiej-Curie w Konstancji I.T.E.T. L.da Vinci - Milazzo Gospodarska skola Agrupamento de Escolas de Montemor-o-Novo
Χρηματοδότηση ελληνικού σχολείου	22.530,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013578_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In 2012, the Commission presented the new “Rethinking Education” strategy that calls for a fundamental shift in education with more focus on “learning outcomes” - the knowledge, skills and competences that students acquire. Merely having spent time in education is no longer sufficient. In addition, basic literacy and numeracy still needs to be significantly improved and entrepreneurial skills and as well a sense of initiative needs to be developed or strengthened.

This communiqué was for our team, consisting of seven vocational and general education schools, the inducement to establish an international student company. The focus of our activities is the production, marketing and distribution of apples and apple based products. Each partner takes over certain tasks that correspond to the departments of a company and the respective school profile.

Thus, the participating students act as “experts” and provide the relevant knowledge and skills to their partners, which are put into practice in international workshop teams: the agriculturally oriented Croatian school deals with the cultivation, refinement and processing of apples, the Italian partner is responsible for the sales and distribution and sets up an online shop, Greece is our IT department and Lithuania is the product and marketing specialist who cares for the artistic design of packaging, brand name and advertising. The Polish team is our human resources department, which mainly deals with the criteria of employee selection and health, the Portuguese school is our research and development department and the German team takes care of the resulting administrative and documentation tasks.

Our goal is to impart competent business knowledge and solid professional skills to our students, supporting them to show initiative and personal responsibility in order to develop innovative and creative thinking and to put it into practice, i. e. to arouse their entrepreneurial spirit. In addition, we bring them into contact with small and medium-sized companies which are potential employers in our region.

For our ca. 150 participating students, aged 16-22, this project offers unique opportunities: it is often the only way to get in personal touch with classmates from other European countries and to pay them a return visit, making it possible to find self-affirmation and recognition through extra- class activities out of the daily routine at school. This is specially the case concerning the pupils coming from socially and financially disadvantaged families or having a migration background.

Our results, a number of different products, such as a project website, an educational video, a guide book for company founders, self-designed packaging, targeted commercials, a scientific journal as well as the creation of an online shop for our apple product selection, both implicate the application of different working methods and social forms and promote a student-centred, creative and independent action approach.

We evaluate the business-knowledge related success of our project by using questionnaires, tests and stu-

dent presentations in front of the plenum, whereas indicators measuring overall satisfaction, group work and dynamics are set in more playful methods such as interactive role plays, quizzes, debates and visual evaluations. At the end of the project, the participants could have acquired the basic entrepreneur skills and economic competences in order to set up their own business and positively got their “Entrepreneurial Skills Pass” issued by JAYE (Junior Achievement Young Enterprise).

We present our project to the local and regional public on the “days of open doors”. Implementing the digital versions of our guide-book, online shop and other documentation activities carried out during the teaching/learning/training activities on our common project site, we create free availability of our outputs, generating inspiration and sustainability.

With our project APPLES (Applied Pupils’ Project for Entrepreneurial Learning Skills), we want to make our personal contribution to entrepreneurship education in schools, which will enable all participants to turn ideas into actions that involve creativity, innovation and risk-taking. The ability to (self-) critical thinking, to plan projects together, to carry them out in problem-oriented teamwork and to evaluate the results obtained, supports participants not only in their private everyday life, but also in school and at workplace.

Entrepreneurial education opens up new perspectives as workers, citizens and consumers, it serves as a basis for the acquisition of more specific occupational skills and proficiency can ultimately lead to a business friendly attitude in society and politics, reflected in increased competitiveness and job creation in the countries of the EU.



Τίτλος Σχεδίου	Go to school-be a fool!
Συντονιστής	<b>Schule Haus Widey</b>
Ελληνικό σχολείο	<b>1<sup>st</sup> Special Elementary School of Ilion</b>
Εταίροι	Zespol Szkol Specjalnych nr 5 im. Jana Pawla II Engin Can Gure Ortaokulu C.E.E.: Puerta de Santa María Agrupamento de Escolas Francisco Simões
Χρηματοδότηση ελληνικού σχολείου	24.035,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013579_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Das Projekt “go to school – be a fool” ist ein internationales, innovatives und inklusives Zirkusprojekt.

Für 2 Jahre soll die Faszination Zirkus, mit all seinen kreativen und verzaubernden Momenten, Einzug in die Schulen aller Partnerländer halten.

Die Schule Haus Widey (Deutschland), als koordinierende Schule verfügt bereits über ein breites Repertoire an zirkussensischem Können und Wissen. Zirkuspädagogik ist seit vielen Jahren fester Bestandteil des schulinternen Curriculums. Die Schulen der Partnerländer Polen, Spanien, Portugal, Türkei und Griechenland wollen Zirkuspädagogik auch an ihren Schulen implementieren und werden ihre kulturellen Besonderheiten und ihr therapeutisches Können in die Projekthalte mit einfließen lassen.

Die Projektidee entwickelte sich aus dem Comeniusprojekt 2013-2015, an dem einige der Partnerländer beteiligt sind. Sie lernten bereits aktiv die Zirkusarbeit der Schule Haus Widey in einem Workshop kennen.

Vorrangige Projektziele sind die Entwicklung bzw. Weiterentwicklung internationaler und inklusiver Zirkuspädagogik, die Implementierung der Zirkuspädagogik an allen teilnehmenden Schulen und die Förderung von Schülern aus zumeist eingeschränkten sozialen und gesundheitlichen Kontexten, denen interkulturelle Begegnung und Bildung zumeist verschlossen bleiben würde.

Im Fokus des Projektes steht jedoch der inklusive Gedanke, d.h. die Begegnung auf Augenhöhe und gleichberechtigtes Handeln und Lernen. Im Rahmen dieses Partnergedankens treffen unterschiedliche Förderschulen (Schüler mit den Förderbedarfen, emotionales und soziales Lernen, geistige Entwicklung, motorische Entwicklung und Lernen, Aspergersyndrom und Autismus) und Schüler der teilnehmenden Regelschulen aufeinander und arbeiten an einer gemeinsam begeisternden Idee. Insgesamt werden 52 Schüler und 42 Lehrer aktiv teilnehmen, als Zuschauer wird es noch eine Vielzahl mehr an Teilnehmern geben.

Der interkulturelle Austausch auf der Basis von Tanz, Akrobatik, Schauspiel, Clownerie, Jonglage Zauberei, Musik, Malerei und Gestaltung bietet jedem Schüler die Möglichkeit sich im Rahmen seiner Fähigkeiten ins Projekt einzubringen und zu lernen.

Zirkuspädagogik bietet leistungs- und entwicklungsdifferenzierte Lernchancen, sodass jeder, ohne Über- und Unterforderung, am Projekt teilnehmen und erfolgreich sein kann.

Das kreative gemeinsame Tun fördert das kompetente Handeln in sozialen Kontexten. Die Schüler der einzelnen Partnerländer begegnen sich in ihrer kulturellen und gesundheitlichen Unterschiedlichkeit, dies erfordert von jedem Teilnehmer Toleranz, Empathie und die Achtung von Andersartigkeit. Die Arbeit am gemeinsamen Projekt ermöglicht jedem Teilnehmer sich als kooperativ und kommunikativ zu erfahren.

Nicht zuletzt bedeutet "Zirkus machen" gemeinsam Spaß haben!

Im Rahmen des Projektes werden zweierlei Arten von Treffen stattfinden, zum einem wird es Multiplikatoren-Schulungen geben. In den geplanten 2 Workshops werden den beteiligten Lehrern die Grundfertigkeiten zum

Aufbau eines eigenen Schulzirkus vermittelt. Dies soll in Zusammenarbeit mit Fachleuten aus Deutschland als auch mit der Zirkusschule aus Lissabon geschehen.

Auf der anderen Seite wird es Treffen von Schülergruppen geben, um im gemeinsamen, zirkensischen Tun sich auszuprobieren und zu trainieren. In diesen Wochen können sich die Lehrer als Anleiter ausprobieren und angebotene Methoden reflektieren.

Der Abschluss einer jeden Projektwoche ist der gemeinsame Auftritt und die Darstellung der erarbeiteten Darbietungen vor regionalem Publikum.

Am Ende des Gesamtprojektes wird es mehrere große Aufführungen mit allen involvierten Partnerländern in Deutschland geben. Dazu werden die Arbeitsergebnisse aus den vorherigen Treffen zu einem Gesamtprogramm zusammenfließen. Geplant sind mehrere Auftritte an unterschiedlichen Schulen und in regionalen Kultureinrichtungen.

Während des Projektes werden die Schüler anhand von individuellen Förderplänen begleitet und befragt, sodass ihre Entwicklung im Rahmen des Projektes dokumentiert wird.

Die teilnehmenden Schüler aus Deutschland können als zusätzlichen Bestandteil ihres Berufswahlpasses den "Kompetenznachweis Kultur" erwerben. Dies ist ein Nachweis über Schlüsselkompetenzen, die im Bereich kultureller Bildung erworben werden konnten.

Dieses Modell soll den anderen beteiligten Partnerländern vorgestellt und vermittelt werden.

Nachhaltigkeit soll entstehen, durch die dauerhafte Einbindung von Zirkuspädagogik in den Schulalltag an allen teilnehmenden Schulen. Dies soll gewährleistet werden durch den fortwährenden Austausch über das Projekt hinaus und durch das "Handbuch der Ideen", in dem alle Workshopinhalte, Spielideen, Methoden, Kreativangebote, Organisation und Aufbau von Auftritten, Sicherheitshinweise und Bildmaterial gesammelt werden.





Τίτλος Σχεδίου	Think Smart - Act Green
Συντονιστής	Gymnasium im Schloss
Ελληνικό σχολείο	32 <sup>nd</sup> GENIKO LYKEIO THESSALONIKIS
Εταίροι	Agrupamento de Escolas Miguel Torga L. Artistico Liceo F. Arcangeli Nova Academy Simrishamn kommun
Χρηματοδότηση ελληνικού σχολείου	20.610,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013585_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The necessity and relevance of our common European project “Think Smart - Act Green” is based on the urgency of taking action in the field of sustainability identified by the Agenda 2020. Urgent issues, to be dealt with, are the reduction of CO2 emissions, digital interconnectedness, the increase of energy efficiency as well as the idea “youth-on-the-move”.

We have recognized that there are regions in Europe where the issues of the Agenda 2020 are relevant and can be improved by cooperation between students, regions and countries. Sustainability in the fields of ecology, economy and social responsibility can only be granted through cooperative actions. To ensure this, awareness among the younger generations has to be created and handed over to future generations. However, awareness alone is not enough. Awareness has to lead to sustainable actions. Thus, a long term change of and reflection on our own behaviour will be ensured in a continuous process of thinking and acting.

**These goals can only be achieved on a European level by intercultural exchange. The intercultural exchange will involve:**

- The creation of awareness for sustainable actions
- Social responsibility beyond one's town, region and national borders
- Taking cooperative action regarding individual problems in participating countries
- Students' experience of making a difference through common effort
- The use of English as a global language of communication, which will be practiced and improved throughout the project by all partners involved
- Increasing of students' competences in various fields (students-teach students, use of modern media, personal as well as social, topic related competences and intercultural competences)

**With our team of five partners from different parts of Europe, there is a broad scale of economical, ecological and social aspects:**

- Simrishamn provides a location at the Baltic sea, cooperating with the maritime centre nearby. Fishing industry and water plant are also important aspects: “smart water”.
- Thessaloniki, as an industrial harbour city nearby the delta of the river Axios, combines urban and natural aspects: “smart river”.

In contrast to the water-related partners, the project also includes areas further inland.

- Bologna provides an urban region with sustainable living concepts, taking part in a “smart city” fair.
- Bragança provides the aspect of sustainable tourism (Via Augusta): “smart tourism”.

- Wolfenbüttel provides the aspect of “smart consumer”, with economical and ecological factors (e.g. German energiewende).

**This selection of partners promises exciting and insightful activities, which will take place through the cooperation of the different European countries. Vital exchange and learning from each other will be ensured. Among these activities are:**

- learning outside school in every international meeting in form of workshops
- students-teach-students on basis of clubs
- field trips to external partners (e.g. NGO, companies, Asse, communities)
- support of students’ work through experts (school internal and external)
- production and dissemination of visible results
- cooperation with schools’ communities and local region
- evaluating and improving eco-footprint
- permanent use of eTwinning for documentation and exchange
- students’ presentation of results of cooperation and working together (e.g. homepage, blog, open house, video documentation)
- regular mobilities between participating countries and schools with high number of students

**Long term effects and use of our project are:**

- sustainable and interconnected work on local, regional and European level
- student centred work, to ensure sustainable actions for future generations
- awareness of issues and possible solutions on different levels
- schools experiencing themselves as European schools with European responsibility for acting “green”
- through mobilities, a spirit of European togetherness is created
- European cooperation will be strengthened, especially for those participants currently without any bilateral partnerships (Greece, Sweden)
- the English language will be the vehicle of communication and thus be improved in the long run

The continuous and interdisciplinary work of all participants, within the context of our project, is a goal to be achieved over these two years and to be carried out even beyond this period. In our opinion, this will lead to a sustainable realization of the aims mentioned above: Our project will contribute to the creation of a more ecologically, economically, socially friendly and sustainable working together of European countries: Think Smart - Act Green!

Τίτλος Σχεδίου	From raw material to final product: A contribution to the curriculum development
Συντονιστής	<b>Theodor-Frank-Realschule Teningen</b>
Ελληνικό σχολείο	<b>GYMNASIUM OF ERETRIA</b>
Εταίροι	Istituto Professionale Statale per i Servizi Socio Sanitari De Lilla Bari Lahden yhteiskoulun säätiö Garðaskóli Institut Màrius Torres
Χρηματοδότηση ελληνικού σχολείου	26.205,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013586_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Sustainable designs of processes are becoming more and more important for our economy.

Our project has been evoked by increasing commodity prices, shortage of resources and limitation of economy growth.

We have learned that science and industry concentrate their focus within research, development and production on issues like “Sustainable Development” and “Responsible Care”. These issues concern core subjects like Biology, Chemistry, Food Processing and IT. Schools and universities comply constantly to these ever changing requirements. The educational focus within the curriculum for 2016 in Baden-Württemberg is increasingly on issues like sustainable development, consumer education, media education and vocational awareness. The Creative Process project has to be understood as a practical example according to the above mentioned principles. It is executed under the following three emphases: science lessons within applicable subjects partly taught in English language, encouragement of learning and vocational training encompassing knowledge of economy & ecological issues.

Students gain skills for their vocational life and indeed for their orientation in life itself. The main prospect for the Creative Process is to be “Fit for life”.

Within this project raw materials are being worked with, processed and developed into a final product. The students hereby learn how to act responsibly within the merits of the course Program. Our orientation is the strategy 2020 of the EU.

### Four levels of emphasis include the following:

- Project orientated implementation

Project orientated implementation is taught in Science Lessons and Technical Lessons. This is in accordance with the existing Curriculum. Hereby, groups of no more than five pupils, realize different sub projects, documenting and presenting information to parents, students and teachers.

Foods (“From cocoa bean to chocolate (Black Forest Cake)” for instance), Beverages (“From Grape to Wine” for example) and technical devices are being produced. Co-operation partners support teachers so that students can see the perspective of different professions.

The co-operation partners of our school originate from trade and industry. A local plasterer e.g. will carry out a workshop with the students with the topic: “From pure plaster to ornate plastering.” Students gain specific project related and professional skills as well as soft skills like how to work in a team. First priority is the promotion of being able to be trained in a profession.

- Documentation

Documentation is being managed by a project team. We chose as a form of documentation a handbook and a website. The students of a project improve their IT competences and learn how to handle a software programs

to make videos on a PC. The project team follows the different work processes of the program, documentation through to video.

The main areas are based on agricultural, trade and industry. The finished products are very versatile. The documentation is carried out in English. Language skills are an important part of the intercultural competence.

- Guideline

In addition to our handbook we will create a guide line (pattern of skills) for vocational competences for professional training for secondary schools.

The curriculum is being developed within the team of our partner schools and will be adaptable for most situations, for majority of curriculums in all the European countries being involved.

Which exact profession related skills have to be trained to enable the students to be fit for a professional training? What matrix to measure whether skills have been achieved? We intend, as well, to integrate the international program NFTE (Network for Teaching Entrepreneurship).

Vocational orientation relates to the curriculum in all European countries. Subjects, subject combinations and projects are playing a major role and in Baden-Württemberg there is the Profile AC (Assessment Centre for individual analysis and promotion of multiple professional skills).

All educational areas at school which are applicable for vocational training can be assessed with this curriculum concerning vocational contents and skills. It can be considered as an evaluation check list. Every school curriculum has to point out clearly the skills being important for employability, entrepreneurship, vocational training and professional development.

- Teaching material for bilingual lessons

And finally the teachers and their project groups will put together science teaching material for teachers of other schools in Germany and other countries. The material can be used in bilingual lessons.

We intend to make a contribution with our project to avoid early school leaving and unemployment of young people. Furthermore we strengthen economic stability in Europe.

Τίτλος Σχεδίου	The city we live in - the city we want to live in 2020
Συντονιστής	<b>Theodor-Heuss Schule</b>
Ελληνικό σχολείο	<b>9<sup>th</sup> Gymnasium of Ilion</b>
Εταίροι	NMS Staudingergasse 6, 1200 Wien Collège Leroi-Gourhan Instituto de Enseñanza Secundaria Sierra Blanca
Χρηματοδότηση ελληνικού σχολείου	23.645,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013642_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The objective of the project will be comparing and contrasting the cities we live in and how we want our cities to be in 2020. The students will examine the effort, the citizens of a city make, in order to improve it and what activities and facilities are offered to advance their life. They will visualize what kind of life they want their cities to offer them in 2020 and realize that they must play an active part in it.

The project will then concentrates on central aspects for the age group of participating students (12-14 years old), such as free time activities offered by each school and the city students live in. Those can broaden students' horizons, increase their knowledge and enhance educational and social skills. Consequently this will have an effect on willingness to gain qualifications, their future employability and their current attitudes on life, this is a key aspect of Europe 2020.

Taking into account the main focus on improving learning, creating a youth in movement that is educated, has achieved qualifications and is part of lifelong learning, the life of our target group of students certainly includes learning support, whether at school, or offered outside.

In cooperation with other schools they realize and learn about the different and common elements in our lives in a European community. Thus, recognition of a common European background, will lead to a decrease of prejudices in their minds and make them realize the benefits of a common future.

Our profile of participants is very extensive consisting of 5 different partners: A school in rural France (300 students), a Greek gymnasium (270 students), a small comprehensive school in Austria with 95 % of students with a non-German speaking background (200 students), a secondary school in Germany (700 students) and a large Spanish school with many international students (French and German) (900 students). This diversity is beneficial to implementation of the project, as the many different European partners will enhance the progress and targeted outcomes.

Our activities and planned results are very comprehensive, starting with all students completing an English questionnaire about the city they live in and creating Erasmus corners at schools. They prepare a DVD with important aspects of their hometown and PowerPoint of their educational system for each other to understand, compare and contrast. There will be a website for uploading material and reports of the proceedings, preparation before each trip by learning simple phrases of the host's language. A competition across schools for the best logo to represent the whole project on our web site. Logo T-shirts worn during international meet enhance a feeling of unity and common goals.

Students learning, teaching and training activities at partner schools always include the making of a film about their visits and findings as well as the creation of a long-term diary blog, as well as student's personal ones to express feelings and experiences.

Students write articles, create poems, contact media and talk to local politicians expressing wishes for more chances for young people in their city. Highlight is the creation of virtual models of the future city in 2020 and exhibiting those, focusing on free-time and learning activities.

Dissemination is a major focus during this project, we will share our activities and results via various channels and media, from school website to local media and upload to the European Shared Treasure site.

The principle in all methodology applied is equal participation of all partners, respecting each other's culture and values.

The project improves cooperation skills. Direct contacts of staff and students from different countries will facilitate language communication in English, thus enhancing teamwork and interpersonal skills and creativity. Informal learning (e.g. workshops) is known to foster learning and transfer gained knowledge by means of entertainment and hands-on experiences and activities, it can offer a serious complement to the usual classroom based programmes.

Participation in the project encourages participants to learn foreign languages and increase their awareness of linguistic diversity in different European countries, reinforce the contribution of learning on active citizenship, intercultural dialogue and personal fulfilment.

The project's long-term benefits are a better understanding of diverse and common life experiences in the European Union for both, students and teachers. It will open new horizons for the students to enable them to work and live in a Europe without frontiers. We want to establish long-term contacts and mutual help between the participating schools. The objective is to develop and disseminate the strategic aspect of the project: improving awareness of today's children about their actions for a better future, in terms of education, job-dreaming and finding, appreciating unity in diversity.





Τίτλος Σχεδίου	Youth employment – Europe, get ready for new challenges! Exploring educational and vocational training systems across Europe.
Συντονιστής	<b>Theodor-Heuss Schule</b>
Ελληνικό σχολείο	<b>2<sup>nd</sup> General Lyceum of Pylea</b>
Εταίροι	Zespół Szkół Technicznych i Ogólnokształcących im.gen. dr. Romana Abrahama Kobanyai Szent László Gimnázium LGT Salvador Allende IES JULIO CARO BAROJA BHI Olsvikåsen videregående skole
Χρηματοδότηση ελληνικού σχολείου	20.810,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013686_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Youth unemployment figures in the EU member states have risen dramatically in recent years. In Spain and Greece, one in two of the 15-24-year-olds is jobless. In France, Poland and Hungary, the rates are between 20-25%. In contrast, Norway and Germany have rather low rates of around 7%.

Due to these alarming and strongly varying numbers, youth unemployment is not only a problem of individual nations, but of the entire EU. Therefore, we want to further prepare students for the demands of the job market and to initiate occupational orientation across national boundaries as early as possible. This project employs a new approach concerning career opportunities of European youths, shifting from a mostly national to a European orientation. Students who want to stay in their home country also benefit from dealing with this topic as on the national labour markets, more and more European standards are introduced. Cross-cutting competences and soft skills play a big role in the vocational world. However, especially the soft skills differ from country to country. This is why we want to examine and compare the soft skills that are important in the individual countries in order to create a European soft skill catalogue.

Finally, we plan to create a network between the participating schools to enable our students to do work experiences in a foreign European country. Thus, they get to know different occupational perspectives and can further develop their personalities. Students are encouraged to consider working abroad or gaining first work experiences there.

There are seven secondary schools participating in the project: Geschwister-Scholl-Gymnasium (Germany), Szent László Gimnázium (Hungary), Lycée Salvador Allende (France), I.E.S. JulioCaro Baroja (Spain), Zespół Szkół Technicznych i Ogólnokształcących (Poland), 2<sup>nd</sup> General Lyceum of Pylea (Greece) and Olsvikåsen videregående skole (Norway). The schools from Germany and France have been project partners for more than 20 years. Spain, Poland and Hungary joined them more than 10 years ago. Greece and Norway got involved 2 years ago.

The above mentioned numbers of youth unemployment provide interesting research opportunities, concerning economic issues, as well as differences in the educational and vocational systems in the first year of the project. Students will experience these systems practically when visiting different institutions, enterprises and vocational schools. They deal with the requirements for and the course of the vocational training, for selected professions, to get an overview of the vocational world.

In the second project year, the focus is on fighting youth unemployment. Therefore, it is important to work out personal and social consequences of unemployment and carry out research on measures that the different communities, countries and the EU take so to prevent and fight unemployment. For that, we will visit institutions that deal with unemployment prevention and enterprises that train young people. In doing so, the students tackle and acquire important soft skills that enable them to successfully enter the job market.

To plan the project in detail, the teachers hold one transnational project meeting per year. Throughout the project, the students conduct interviews with peers about their hopes and fears concerning future job prospects.

Research on the various topics of the project is carried out in group work, both national and multinational. The latter is executed by electronic means (eTwinning platform, email etc.) and direct personal contact. All work results are constantly shared on eTwinning and presented during the learning/ teaching/ training activities and in classes. These presentations are carried out through a variety of creative means (Prezi, gallery walk, drama performance etc.). Questionnaires and interviews are used for research. They help to deepen and revise the knowledge of the presented content and also serve as an evaluation tool. The results of each project year are compiled in a brochure.

To guarantee sustainability, the brochure is distributed on eTwinning, the school homepages and in a printed version in schools and the communities of the participating schools. Furthermore, the project results are presented and exhibited in the partner schools, town halls, libraries and other public institutions. During the whole project, the local press is involved and reports regularly.

Our aspirated benefits are an intensive discussion about the topic and the students' vocational future prospects. The students should realize the importance of soft skills and should be flexible concerning their career path. We plan to use the network of our schools to enable students to do a placement in the community of one of the partner schools. Should many students be interested in this opportunity, we plan to create a foundation to cover the travel costs. We want to contribute to the costs. We want to contribute to reducing youth unemployment.



Τίτλος Σχεδίου	Closing the gap in ICT
Συντονιστής	<b>David-Roentgen-Schule</b>
Ελληνικό σχολείο	<b>1<sup>st</sup> EPAL THIVAS</b>
Εταίροι	Colegiul Tehnic «Petru Poni» ISTITUTO DI ISTRUZIONE SECONDARIA SUPERIORE «O.M.CORBINO» Karatay IMKB Mesleki ve Teknik Anadolu Lisesi Liceum Ogólnokształcące Mistrzostwa Sportowego Nyströmska Skolan Panevezys Margarita Rimkevicaite technological school PROFESIONALNA TEHNICHESKA GIMNAZIA
Χρηματοδότηση ελληνικού σχολείου	17.065,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-DE03-KA219-013780_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Closing the Gap in ICT

ICT applications are mighty tools to improve teaching and training. E-learning, online courses, online management and online diagnostic contents are a great asset for teachers and learners. But why don't we have a stronger use of ICT and e-learning to improve our lessons and our teaching?

One reason is the gap in ICT knowledge between teachers and students. Also the gap among teachers within an organization. The project works on strategies to close this gap and improve ICT teaching. If we close the gap in ICT learning knowledge, we will have more teachers who can work on ICT contents. This team is also able to fill this mighty ICT surrounding with content, which is the main requirement for stronger ICT usage.

In our project 9 vocational and grammar schools work together to establish an ICT platform for e-learning online courses, online management and online diagnostic contents. The schools have different levels in ICT practice and different levels of focus on multimedia usage. In the project we have an exchange of knowledge and we extend our experience together, so that everybody can benefit from each other.

### Our activities/methods:

- design of questionnaires about the needs of the colleges and students to close the gap in ICT learning
- implementation of a tutorial system
- creation of guidelines for ICT applications to train basic knowledge
- building teams for common portfolios
- presentation of the freeware we can use
- execution of the concept of peer to peer education
- development of e-learning units with the help of students (e.g. usage of i-pads)

Our common internet platform and website are based on moodle. Project management, documentation, results, necessary ICT tools (which are not offered by eTwinning) are available on this platform.

The eTwinning platform will be an important networking tool between the project partners. To prepare the meetings and to realize projects, eTwinning will be used as our communication platform.

In the three project years we work step by step, from time management of lessons and student projects, to the creation of e-learning lessons and projects and online diagnostic material for students and teachers.

## Results:

- We have a project ICT platform and every school has its own platform with its own administration. Each school has teams who develop ICT contents.
- We practice peer to peer education.
- We have methods to find out the student knowledge and possible problems and to support each student individually, so as to avoid the risk of early school leaving.
- We publish our experience to help other schools or institutions to build up or to improve similar ICT systems.





Τίτλος Σχεδίου	EUvelopment - modern media crossing borders.
Συντονιστής	<b>Johann-Jakob-Widmann-Schule</b>
Ελληνικό σχολείο	<b>EPAL KALAMARIAS</b>
Εταίροι	Ogres Valsts gimnazija Cooperativa Maria Consolatrice - SCUOLA REGINA MUNDI Ulstein vidaregåande skule Osnovna sola XIV. divizije Senovo Broeders Hiëronymieten3
Χρηματοδότηση ελληνικού σχολείου	21.490,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013806_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### EUvelopment – modern media crossing borders

The name of the project provides already a short summary itself. EUvelopment means to actively take part in the development of the EU by promoting modern high-quality education on the one hand and the highly essential transnational cooperation of European countries on the other.

With modern media we are crossing borders. In the context of education this means innovating traditional teaching strategies and implementing the use of modern media, especially mobile devices, in class. Furthermore, modern media make, nowadays, communication on a European level possible and efficient. Borders are crossed and vanished, virtually European countries move closer together. This proximity provides the basis for communication and cooperation between European countries, which is the precondition for working together on European issues and finding solutions, as we will do on the topic 'Refugees in the EU'.

The integration of modern media into the everyday reality of the students has already taken place long ago. In contrast, the educational use of these technologies drags behind. With our project we aim to promote a reasonable and intelligent use of mobile devices in class, to make use of their great potential and foster media competence also in schools that are not equipped with the latest technologies.

We are going to test the teaching methods of our 'digital classroom' on the topic 'Refugees in the EU – challenges and opportunities'. The rising number of asylum seekers poses a challenge on the different countries of the EU. Cities and also schools, have to cope with the growing number of refugees. A lack of tolerance, along with fear and ignorance, often cause problems. Only cooperation and communication on a European level can lead to a solution.

The project's main objective is to enhance digital integration in learning and teaching. Our project is an answer to the increasing integration of digital media into the world of work and our daily lives. Our schools are responsible to promote a confident and intelligent use of new technologies and to provide a modern, dynamic and professional environment in order to prepare our students successfully for the challenges awaiting them.

To reach this aim the profile of the teaching profession needs to be strengthened. Our project offers teachers the chance to internationalize their work and to realize transnational team teaching. New methods and teaching strategies will be exchanged, tested and applied.

By working together, transnational, on the prevailing European issue 'Refugees in the EU', our students experience the importance of a strong EU. Their cultural and intercultural competence will be strengthened. They will learn to think and act diplomatically and will develop a positive attitude towards European values. Moreover, the project links our different European educational systems and boosts educational performance by providing an exchange between various European schools. Mobility and cross-border cooperation will therefore strengthen the quality of the project's outcome.

We are seven partner schools from seven different countries: Belgium, Germany, Greece, Italy, Latvia, Norway and Slovenia. All schools want to promote the in class use of mobile devices. However, through different technical preconditions and experiences, every partner makes his own complementary contribution to the project. We have chosen partners from all parts of Europe to emphasize the differences in situation and problem-solving approaches concerning refugees.

At the beginning of the project, there will be a transnational teaching activity, which aims to impart basic digital skills necessary for the projects' activities and to bring all teachers on one level.

Throughout the project we will carry out different classroom activities about 'Refugees in the EU'. All lessons are based on the use of mobile devices. The results will include all kinds of digital products such as digital documentations, podcasts, cartoons etc.

During the first year we will focus on the situation of refugees as well as differences in asylum policy in European countries. During the second year we will work on possibilities of integration.

The classroom activities will be complemented and intensified by two transnational learning activities.

The final product of the project will be a guide in form of an eBook about the use of modern media in class. We want to support our colleagues and strengthen their self-confidence in applying new digital methods themselves. The use of mobile devices in class should become part of every partner school's curricula.

In the long term the project could be a step towards the inevitable integration of digital media in everyday teaching. All results and experiences gained throughout the project will be shared in our eBook. However, like the development of digital media, they won't be carved in stone; we aim to keep on developing the eBook after the end of the project.



Τίτλος Σχεδίου	KEY COMPETENCIES FOR FOSTERING BETTER INTERNATIONAL UNDERSTANDING AND EMPLOYABILITY
Συντονιστής	<b>Holstentor-Gemeinschaftsschule</b>
Ελληνικό σχολείο	<b>Gymnasio Megala Kalyvia trikala</b>
Εταίροι	Szkoly Okretowe i Ogolnokształcace CONRADINUM Kauno Maironio universitetine gimnazija
Χρηματοδότηση ελληνικού σχολείου	19.975,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-DE03-KA219-013820_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Am I What You (believe) to see?

Communication competence involves situational adaptability and fluency in verbal and non-verbal means of communication and is a key to almost all other competencies (reading, speaking, writing, and counting). Our goal is to improve this competence by the use of body language for international understanding or CIC (Clear International Communication) and efficiency of education.

We offer international experience which might be understood as a kind of exercise or test of the trained competencies and provide students/teachers a background for intercultural communication and how to cope with the challenges to be faced in an intercultural environment.

Communication can be assured in different situations with different competencies and methods like cross conversation, mirroring, translation circuits, etc. Especially the non-verbal sector of communication (body language, mimics, pantomime, video clips, picture-series, graphics, symbols, signs and arts, music and dance, tactile hints in acrobatics and other forms of expression) can support safer understanding, social inclusion and economic success for the whole society.

Incongruence between the goal of the sender and reception of the partners in communication can be detected in family, kindergarten, school, on the street, in a workplace internationally. We conclude that we need non-verbal, verbal, emotional, artistic and foreign language competencies in different situations and surroundings. Therefore, the participating teachers and students interact in vocational activities, educational workshops for training of body language, voice, developing the ability of the target language, eliminating fears of public speaking, discussion in small groups, asking questions in groups, meetings and talking with strangers, being persistent, being watched while eating, writing, etc., using phone, communication with “important” people, job interviews, indirect evaluation.

### These competencies support:

- task-orientated non-violent cooperation within and outside school;
- reliable partnership and agreements;
- career guidance and employment;
- workplace stability;
- flexibility in case of losing the job;
- international employability;
- world-wide peace;
- successful peace conferences

Τίτλος Σχεδίου	"SYCAS" Start Your Career At School - Young Entrepreneurs: learning to create and innovate your own career
Συντονιστής	Giebichenstein-Gymnasium "Thomas Müntzer"
Ελληνικό σχολείο	14 <sup>th</sup> Gymnasio Athinas
Εταίροι	I.S.I. Istituto Superiore D'Istruzione Barga Iisalmen lyseo ja aikuislukio Coláiste Pobail Setanta Zespół Szkół nr 5 im. Karola Brzostowskiego
Χρηματοδότηση ελληνικού σχολείου	31.885,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-DE03-KA219-013871_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Das Projekt "SYCAS" Start Your Career At School - Young entrepreneurs: learning to create and innovate your own career steht vor dem Hintergrund der immer vielfältigeren Möglichkeiten der Jugendlichen, ihre Zukunft nah der Schule zu gestalten.

Jugendliche haben derzeit in Europa sehr viele unterschiedliche Möglichkeiten ihr Leben zu gestalten und ihre Zukunftswünsche zu verwirklichen. Trotzdem gelingt es nicht immer. Oftmals werden bereits in der Schule Chancen verpasst, die manchmal noch sehr wenig ausgeprägten Vorstellungen von der zukünftigen Arbeitswelt zu konkretisieren.

Vor diesem Hintergrund stellt das Projekt "SYCAS" - Start Your Career At School als wesentliches Ziel die aktive und zielgerichtete Vorbereitung der Schüler/innen auf das Leben nach der Schule in den Mittelpunkt.

Ausgehend von den Erwartungen und Möglichkeiten für die zukünftige Ausbildung nach der Schule und gemessen an den Lebenszielen der Jugendlichen werden Unterrichtsinhalte sowie konkrete Projekte und Aktivitäten der Schule erfasst und dahingehend evaluiert, inwieweit sie diesen Anforderungen entsprechen.

Vom Erfahrungsaustausch mit den Partnerschulen aus Polen, Italien, Finnland, Griechenland und Irland wird erwartet, dass gute praktische Erfahrungen verglichen, diskutiert und neue Ideen entwickelt werden.

Das zentrale methodische Verfahren gründet sich auf den Ansatz "Schüler unterrichten Schüler".

Damit werden die Jugendlichen selbst aktiv, um die Angebote und Anforderungen sowie die schulische Vorbereitung der nachschulischen Ausbildung zu erfassen, so dass sie die Ergebnisse anschließend ihren Mitschülern und ihren Partnerschülern aus den Projektschulen vermittelt werden können.

Angestrebt wird die umfassende Information der Jugendlichen über die Möglichkeiten der Aus- und Weiterbildung in Europa und deren Aufbereitung und Vermittlung durch die Jugendlichen selbst.

Es wird erwartet, dass sich die Jugendlichen selbstbewusster, lernmotivierter und kompetenter mit ihrer Zukunft in Europa auseinandersetzen.

Langfristig soll die für dieses Projekt notwendige enge Zusammenarbeit mit Ausbildungseinrichtungen, Betrieben sowie der Unternehmerschaft in den jeweiligen Partnerregionen weiter ausgebaut werden.

Ein genereller Nutzen ergibt sich für die Lernenden und Lehrenden aus den Partnerschulen und darüber hinaus aus der Tatsache, dass die im Projekt gewonnenen Ergebnisse, Erkenntnisse und Methoden aufbereitet und im Internet zur Verfügung gestellt werden.

Τίτλος Σχεδίου	Die Kinder von EUROPIA - Schule-Arbeit-Leben in 100 Jahren
Συντονιστής	IGS-Rheinzabern
Ελληνικό σχολείο	Music School of Arta
Εταίροι	Nardini-Schule Shire Oak Academy COLLEGE CECILE SOREL Sredno obshtoobrazovatelno uchilishte Hristo Botev S:t Iliansskolan
Χρηματοδότηση ελληνικού σχολείου	22.360,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DE03-KA219-013932_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Die Kinder von EUROPIA - Schule, Arbeit, Leben in 100 Jahren Thomas Morus schrieb das Buch "UTOPIA" mit der Bedeutung U-topia = kein Ort. Wir wollen einen reellen Ort schaffen, "EU-ROPIA" (altgr. eu= gut + topia= schöner Ort + Europa = EUROPIA), d.h. ein besseres, gutes Europa. "Kinder von Europa" schaffen ein lebenswertes Land für die zukünftigen Kinder von EUROPIA. Damit es überschaubar bleibt, planen wir in einem Zeitraum von 100 Jahren. Wir betrachten, von unserer eigenen Nation ausgehend, das heutige Europa und versuchen nach dem "Best Practice Verfahren" von anderen Ländern rund um den europäischen Kontinent zu lernen und gemeinsam Visionen zu entwickeln, um ein für alle lebenswertes EUROPIA zu erschaffen; in denen Teilaspekte wie Schulsysteme, Ausbildung, Jugendarbeitslosigkeit, Freizeit, Solidarität, Innovation, Naturwissenschaft, Kreativität und Politik bearbeitet werden. Die Teilnehmer des Projektes kommen aus 6 Ländern rund um den europäischen Kontinent, Bulgarien im äußersten Osten, Schweden und England im Norden, Griechenland im Süden und Deutschland und Frankreich in der Mitte umfasst unser Projekt alle Teile Europas. Diese vielen verschiedenen kulturellen Unterschiede in Europa werden sich auch in EUROPIA wiederfinden, allerdings nicht getrennt, sondern inkludiert. Die 7 Schulen teilen sich auf in 4 Schulen mit Comenius-Projekterfahrungen und 3 Projekt-Neulinge, vom Gymnasium, integrierter Gesamtschule bis zur Förderschule L. Die Mischung unser Projektpartner verspricht produktives Arbeiten, viele neue Erfahrungen, unterschiedliche und dennoch zielführende Vorgehensweisen. Das Projekt "Die Kinder von Europa" ist für Schüler des Sekundarbereiches I konzipiert in all ihrer Heterogenität, von gering qualifizierten bis hochqualifizierten Jugendlichen. Der Erwerb von Grundfertigkeiten und Querschnittskompetenzen wie innovatives Denken, Unternehmergeist, digitale Kompetenzen und Mehrsprachigkeit, Teilhabe an Gesellschaft und Arbeitswelt, Erwerb von LLL -Schlüsselkompetenzen, der Zusammenhalt der Mitgliedsstaaten, die Erziehung zum aktiven EU-Bürgertum, gelungene Inklusion und erfolgreiche individuelle Förderung sind die übergeordneten Ziele unseres Projekts. Die Projektidee wurde durch ein gemeinsames Treffen im Februar in Deutschland konkretisiert. In drei arbeitsamen Tagen haben alle Projektteilnehmer aus der Projektidee „EUROPIA“ mit ihren Gedanken, Erwartungen und Vorstellungen ein konkretes Projekt werden lassen. Das Projekt ist in 7 Meilensteine aufgeteilt, in denen wir miteinander Bereiche dieser Teilaspekte betrachten, überdenken, bearbeiten, visualisieren, neu erschaffen, uns darüber austauschen. Pro Schulhalbjahr wird ein Aspekt von EUROPIA Projektthema. Die Schulen leisten nationale Vorarbeit für die einzelnen Lehr- und Lernaktivitäten, die dann bei einem großen transnationalen Treffen pro Schulhalbjahr zusammengeführt werden. Großprojekte, die das Projekt während der gesamten Projektlaufzeit durchlaufen, ergänzen die Projektarbeit: Gemeinsame Projektlieder, einem Buch/Fortsetzungsgeschichte : „Kinder von EUROPIA“ (jedes Land schreibt ein Kapitel), Videos über kooperative Lernmethoden in 6 Sprachen. Die Projektsprache ist deutsch, die Kommunikation ebenso in englischer Sprache, die Ergebnisse werden auch in den Muttersprachen publiziert. Die Koordinatoren und Fachbereichsleiter der Schulen werden sich zu zwei transnationalen Projekttreffen (SCHWEDEN und BULGARIEN) zu Beginn zur Projektvorbereitung, zum Finetuning, für Workshops und am Ende des Projekts zur

Projektnachbereitung, zum Abschlussbericht und zum Ausblick in die Zukunft, treffen. Diese vier transnationale Lehr- und Lernaktivitäten sind in den beiden Projektjahren geplant:

1. GRIECHENLAND - EUROPIA: KULTUR
2. DEUTSCHLAND - EUROPIA: SCHULE, ARBEIT und BERUF
3. ENGLAND - EUROPIA: UMWELT UND NATURWISSENSCHAFT
4. FRANKREICH- EUROPIA: SOLIDARISCH

Das Projekt wird die interkulturelle Kompetenz von SchülerInnen und LehrerInnen steigern und es wird ein positives Schulklima zur Folge haben. "Die Kinder von EUROPIA" werden direkten Einfluss auf den Schulalltag haben. Es werden Lehrmethoden verbessert, da kooperative Lehrmethoden gemeinsam ausprobiert, im eigenen Land angewendet, dokumentiert und in die Muttersprache übersetzt werden. Sowohl SchülerInnen als auch LehrerInnen werden durch dieses Projekt ihr Wissen erweitern und im größeren Rahmen denken. Sie werden Visionen entwickeln und bewusster mit ihrer Umwelt umgehen. Inklusion und "gute Schule" trotz Heterogenität kann gelingen und verliert ihren oft abschreckenden Touch. Erfahrungen werden weitergegeben und bekommen einen Synergie Effekt. Die wichtigste Erkenntnis soll sein: EUROPIA und somit - EUROPA - geht nur GEMEINSAM!



Τίτλος Σχεδίου	Happiness in Lifelong Learning
Συντονιστής	<b>Ravnsholtskolen</b>
Ελληνικό σχολείο	<b>16<sup>th</sup> INTERCULTURAL PRIMARY SCHOOL OF CHANIA CRETE</b>
Εταίροι	Agrupamento de Escolas de Lousada OZEL UTOPYA ILKOKULU Ryburn Valley High School Osnovna sola Drska IBIS-Grundschule "Maria Montessori"
Χρηματοδότηση ελληνικού σχολείου	22.175,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-DK01-KA219-004298_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The overriding objectives in this two-year Erasmus+ "Happiness in Lifelong Learning" project is that students get experience of success in their future learning and thus they will continue in the educational system.

The students' active participation will promote and create the basis to bring "happy learning" into their life and the classroom.

Children's Parliament has a significant position in this project, because they are also working with topics of the well-being and happiness in learning. We expect that the idea behind the Children's Parliament will give inspiration and share knowledge and experience about how to create motivating teaching and learning. And we expect that relations across the borders will promote future mutual visits, study tours, and maybe even inspire them to continue their education abroad within the European Community.

We want to find out why and how happiness is important in the learning environment and the well-being of the students and uses the results of this project for future learning and teaching in the schools.

We want to provide a breeding ground for learning and teaching environment based on "happiness" i.e. an innovative, creative, inspiring and motivating environment for students and teachers that will generate a successful learning outcome and also keep students from dropping out of the educational system in the long term future.

The project partners will be primary and secondary schools from seven European countries: Denmark, Slovenia, Germany, Turkey, UK, Greece, and Portugal. Some of the partners have participated in other Comenius projects and others have not. The whole project is based on a close relationship between the partners.

We want to organize activities in the project that have a starting point in the "happy" way of learning in "Lifelong Learning". The activities will have a positive approach both to life and learning.

Sharing happiness and learning about happiness in other cultures will give students a wider perspective in life and in school.

At all mobilities there will be a workshop that will either start or finish one of the sub projects of the over-riding project.

### The sub projects and activities that are focusing on children's rights are:

- Children's rights and say
- Children's Parliament
- Happy Birthday - celebrating the UNICEF (UN) Convention on the Rights of the Child (CRC) focusing on children's right to having an education

- What makes students, parents, teachers and management “happy” at school?

## **ANNEX 2**

### **The sub projects and activities that are focusing on the methodology:**

- A happy story
- Creating a logo of “happiness”
- A “happy” song
- Happy birthday - how do we celebrate birthdays?

## **ANNEX 2**

### **The sub projects and activities that are focusing on dissemination of experience among partner schools:**

- In mobilities partner schools present what they have worked with between mobilities
- Each country`s mascot will travel to the other countries and tell happy stories about happiness in different contexts

## **ANNEX 4**

We will make interviews, questionnaires, observations and tests to evaluate the impact of our activities.

We want to promote students’ social inclusion and “happiness” in their school-life, as well as in their lives outside school as in their future education.

We want to establish a teaching environment that will prevent students from dropping out from school early.

We will make a “Curriculum for Happiness in Lifelong Learning” to be disseminated widely: locally by the community and the local media, nationally via school-websites and internationally via ECTS. An open facebook group could be a window from which to disseminate our experience worldwide.

At each school there will be an Erasmus+ corner and a Children’s Parliament wall, where all information about the project and all work of the project will be presented throughout the whole period of the project.



Τίτλος Σχεδίου	Every child is special
Συντονιστής	<b>Tallinna Suitsupääsupsa Lasteaed</b>
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Celodnevna Detska Gradina No.1 «Zvanche» CELFF Centro de Estudos Línguas Formação Fogueteiro SA - Colégio Guadalupe Talalpasa Ortaokulu Przedszkole 237 im. Warszawskiej Syrenki Istituto Comprensivo Battipaglia Salvemini Materska skola Sardice,prispjevko organizace CEIP GINES MORATA
Χρηματοδότηση ελληνικού σχολείου	22.055,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EE01-KA219-013458_8

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In project “Every child is special” are involved 9 partners from different European countries. The number and profile of partners is carefully chosen because of the projects outcome. Through this project we develop a Persona Dolls methodology network in Europe. Through this network teachers from different part of Europe will have an opportunity to participate in Persona Dolls methodology training and receive training materials (teachers handbook and DVD) in their native language. The project budget is used to develop methodology in cooperation with partners and create training materials. These activities have a long term impact in partner countries and in Europe, because this well functioning methodology will be available and active years after the project ends. Teachers have the skills, experience and competence to use Persona Dolls methodology with children for indefinite time.

### The aim of the project is:

- Prevent bullying and school violence in school;
- To develop and improve children social skills;
- To increase tolerance. Children are aware of differences and regard them as values;
- Include children with special needs;
- Develop Persona Dolls methodology;
- Create in cooperation with partners teacher training materials to disseminate project outcomes and methodology.

The main goal of this project is to prevent school bullying with the children of age 3-7 years. Persona Dolls methodology is universal and suitable for every culture and language environment. The activities could be fitted with every group's problems and needs. The activities are playful and children embrace the methodology easily.

During the project we start to use “Persona Dolls” methodology. During the Persona Dolls sessions with children, they will be aware of people sub projects differences, they solve the problems that take place every day in kindergarten – they analyze the situations and point out how to solve the problems. With this activity, children develop analyzing skills, they know how to differentiate between good and bad behavior, develop courage to stand out for others and also for themselves. When this methodology is used daily, children gain ability on how to solve problems in everyday life.

During Persona Dolls activities and project differences, activities are handled preventively developing tolerance in children and developing positive attitude towards differences like other nationality, other culture, different appearance, special needs, different social background.

Through the project's activities tolerance and empathy is increased, with the result of decreases in bullying and crowding. Children's social skills improve and therefore they manage better in school – they have skills on social relations and finding new friends, on how to solve problems and they also have positive environment to have higher learning success.

**The activities held through the project:**

- Presentations about every country's educational system, teaching and how teaching values, bullying prevention, social skills development and so on, are supported
- Persona Dolls methodology training
- Activities with Persona Dolls methodology
- Introducing every partners country, culture and traditions
- Questionnaires for children and staff
- Different activities to teach children about people differences and tolerance: drama plays, books, theme walls, differences week
- Skype connections between children

**The outcome of the project is:**

- Persona Dolls methodology and activities with children
- Training materials for Persona Dolls methodology dissemination: teacher handbook, DVD, dolls
- Persona Dolls network and webpage;
- Differences books, walls and other supporting activities;
- "I am special" activity with children.

**This project is very useful because during project activities:**

- Prejudiced and discriminating behavior is handled;
- Children's sense of fairness in handling and empathy development takes place, therefore children gain the understanding that prejudiced and discriminating behavior is hurtful to others. Children gain, through the project's activities, the ability to stand out for themselves and others when they face unfair behavior, to intervene.
- Children's ability to value their individuality develops, children feel good about themselves and positive self-esteem rises. At the same time, children act positively towards others with different cultural and family background.
- Children's courage to notice, appreciate and talk about differences and similarities, with each other, develops – it is positive to be different.
- A large number of topics are handled with children, what concern children peculiarity, people differences, tolerance, different cultures, languages and children's different physical abilities.
- All adults who deal with children are also involved in the project – their impact of their values and their behavior are an example to the children.

Τίτλος Σχεδίου	Learn and Share!
Συντονιστής	<b>Metsküla Algkool</b>
Ελληνικό σχολείο	<b>ARMENOI PRIMARY SCHOOL</b>
Εταίροι	C.P. Salvador Vega Berros Rikantilan koulu Sandikli Nazmi Topcuoglu Ortaokulu
Χρηματοδότηση ελληνικού σχολείου	22.055,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EE01-KA219-013475_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

As the world is rapidly changing, the methods and teaching approaches of yesterday will not prepare our students properly for the world they will have to live in. We need a totally new approach for both teaching and learning to help our students achieve 21st century skills like creativity, communication, collaboration, digital competences, critical thinking and personal responsibility.

Teachers from five tiny village primary schools from Finland, Greece, Spain, Turkey and Estonia believe that one possible way to meet these objectives is bringing mobile devices, especially tablets, into teaching and learning process.

Our project is called “Learn and Share!” as all participants, both teachers and pupils, will be involved in learning, collaboration and sharing results and experience.

Teachers will create learning scenarios and lesson plans which will be transformed in the form of eTwinning projects, where students will collaborate with peers both from their own as well as partner schools. Our pupils will also have the opportunity to work face to face with pupils from partner schools during our international students’ camps.

Each project year will have its own subject area: 1. Social Sciences, PE and health Education; 2. Maths and Science; 3. Literacy, Art and Languages. During the 36 month period we will have three joint teacher training sessions and three camps for pupils. We will carry out at least four eTwinning projects and compile 3 different booklets (+CD) with lesson plans and user guides for tablet applications.

We are sure that after the end of the project we will wish to continue with mobile learning/teaching and international cooperation. We also hope that teachers from other schools and countries will use our materials and experience to include mobile learning in their own teaching.

Τίτλος Σχεδίου	Mind Mapping and Multiple Intelligence for primary education
Συντονιστής/Ελληνικό σχολείο	<b>Exikosto proto dimotiko sholeio Thessalonikis</b>
Εταίροι	Scoala Gimnaziala Mihai Eminescu Dagsbers skola SEFKAT ILK OKULU ECOLE ELEMENTAIRE JEAN JAURES 1 Istituto Comprensivo «Grosseto1» Alberto Manzi Instituto Bienaventurada Virgen Maria Agrupamento de Escolas Gomes Teixeira, Armamar Zespół Szkół Ogólnokształcących - Szkoła Podstawowa w Szarowie
Χρηματοδότηση ελληνικού σχολείου	52.905,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA219-013896_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our innovative project addresses our needs as teachers to lifelong learning and to our commitment to adopt innovative tools that:

1. promote and develop our students' progress and performance in our schools plus empower their self confidence and thus face the disappointment one feels when marginalized in academic topics. A fact that sooner or later leads towards the early school leave of these student groups
2. make teaching and learning an attractive process for all students
3. de-marginalize certain student groups with poor performance in academic topics
4. develop and enhance our professional skills as teachers, our teaching methods and our ways of motivating and engaging our students

### as well as our need to:

5. take advantage of Open Educational Resources that can be accessed for free in the web and this way, we are offering our final project products as a free OER, with no copyright limitations, free to be used by a vast majority of our European colleagues / project target group members
6. take advantage, exploit and transfer to everyday school practice, the knowledge and the know how of our external partners / experts in the field of education (formal and non formal education) plus establish strong bonds with them for potential future innovative projects
7. open our schools to a broader community of colleagues, parents, external partners and create a future network of potential partners focused and committed to educational innovation and practice
8. take advantage and integrate into this project the use of various innovative IT tools and software complementing the Mind Mapping and Multiple Intelligence tools
9. take advantage of the new possibilities provided by EU to disseminate our project and show our work to colleagues, parents, students, media, external partners in the field of education
10. take advantage of the student exchange mobility action and thus have 128 primary education students from 8 different countries move abroad to learn and work together into the same room (16 foreigner plus many more local students every time) on innovative joint project activities such as Mind Mapping, Multiple Intelligence, PBL and their relevant IT tools

11. take advantage of the new institution of Short Term Staff Training Events and thus move and educate in 3 such meetings 135 (3X45) colleagues abroad who will work on Mind Mapping and Multiple Intelligence tools, plus on the PBL method, along with even more local colleagues from hosting schools
12. take advantage of 6 Project Transnational Meetings and thus besides cooperation, evaluation, communication and further planning of the project another 108 colleagues (2 teachers x 6 meetings x 9 schools =108) will be educated mainly in our project e-tools and secondly in Mind Mapping and Multiple Intelligence techniques plus in the PBL method (plus local staff)
13. teaching staff will gain Certificates on the new tools acquired plus they will add their updated Europass Passports to their LinkedIn / eTwinning accounts
14. parents will be actively involved as they will be part of this Project and will move abroad to meet peers and start creating networks and connections for future adults projects as well as realize the way teachers are innovating and try to help their children.

94 of them will travel abroad, accompany students, will taste Europe and will transmit their positive experience to parents' associations.

We will begin by mastering Mind Mapping and we will later integrate it into the Multiple Intelligence tool.

During the first year we will learn to take advantage of the Mind Mapping abilities and we will gradually blend it with the PBL method. We will also introduce the theory of Multiple Intelligence to our staff members.

The second year we blend MM with MI and during the third year we develop MI activities.

There are going to be many Short Term Learning Activities for both teachers and students, frequent evaluation, OER exploitation, external partners cooperation and multiple channeled dissemination of the project.

The motto of our project, which we all strongly believe, as expressed by Mrs Eleni Garyfalaki, our MI mentor's words:

"We want the student to feel safe, included, accepted and loved by the others and then we will open a window towards the world and we will give him/her "wings" to "fly away"".

Plus, in Mrs Krista Kiuru, minister of Finnish Education, words: "We can't afford to waste a brain"!

#### **And more:**

"Regardless of a person's gender, background, or social welfare status, everyone should have an equal chance to make the most of their skills".

We do believe that Europe too and the teaching communities across it, need also to take advantage of every brain available in all our 27 countries starting with the current Erasmus+ Programme 2014/20.

Τίτλος Σχεδίου	ARTEMOTION XPRESS IN EUROPE
Συντονιστής	<b>1<sup>st</sup> Special Education Primary School of Koridallos</b>
Εταίροι	Karl- Georg- Haldenwang- Schule Centrul Scolar de Educatie Incluziva Nr.1 Sibiu CEE Can Rigol Zespol Szkol Specjalnych nr 6 Osnovna sola dr. Ljudevita Pivka
Χρηματοδότηση ελληνικού σχολείου	33.125,00€
Διάρκεια Σχεδίου	30 months
E+Link number	2015-1-EL01-KA219-013904_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Special Needs Education is not as developed as it should be in most European countries. Schools for SEN students provide limited opportunities compared to mainstream schools when it comes to experiencing Arts, European/ International environment and living their lives to the fullest. Furthermore, any relevant extracurricular activities are directly connected to the personnel's expertise and not generally implemented nationally or in a European level.

Therefore, the need for innovative projects that will be auxiliary to the further development of the educational systems at a European level is apparent and necessary.

The desire for a project with partners involved only in Special Needs Education was the main reason for the establishment of this partnership. We came to the conclusion that Arts (Music, Dance, Theater, Filming, Photography, Handcraft, Poetry) and Emotions (both recognition and expression) are not only weaved in everybody's everyday life, but also a fine way to gain our pupils' interest and to enrich their extracurricular cultivation.

Six countries will comprise this partnership: Greece, Germany, Poland, Romania, Slovenia and Spain. All participating schools provide education exclusively to students with Special Needs, aged from 3 to 18 years old, of a varied diagnosis. These similar school profiles are of our advantage, as we have common problems and limitations in our work, common ambition to provide the best to our students and common thirst to enrich our professional repertoire with innovative educational and therapeutic methods.

The combination of the different curriculum and the methodology that each school applies with Arts will provide a new therapeutic tool capable to be implemented in other schools or institutions. Also, Arts will aid the teaching of basic educational lessons such as language, maths, physics etc.

This shared knowledge and best practice exchange will promote pupils' developmental skills such as Emotional Development, Movement Skills, Learning- Thinking abilities and Communication and Language Skills. It will also facilitate our pupils' Knowledge spectrum, Social Skills, Physical Health and Well-Being. It will strengthen their knowledge and understanding of their role and identity in the European Community. We trust that this project will be a step forward in their development concerning all aspects of life (school, family, social, personal life).

We find that all of the above will, undoubtedly, advance the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

We vision that "Artemotion Xpress in Europe" will offer the opportunity to our pupils to learn about other cultures and develop personal relations with other pupils from Europe. We believe that we will be given the opportunity to implant the idea of using various kinds of Arts as a new/ contemporary learning/teaching method in special education of pupils with different kinds of disabilities.



The activities that we have carefully and in detail planned are of gradated difficulty, aiming to give opportunities to all pupils to participate and meet their interests from early childhood to late adolescence. We will give our pupils the opportunity to recognize their emotional reactions and to express them in several, creative ways. Worksheets, games, role playing, video projections, books, filming and creativity will help us along the way.

Each participating member will work on the project in the class, but also in extracurricular activities. The organizing of events in special occasions with students and parents will enhance the implementation of our objectives at home and in the community.

The project will benefit the staff of each school and the community. School staff will meet new teaching methods, tools, pedagogical approaches to learn and apply, while the community will arise opportunities for the fight against diversity and the promotion of the social inclusion and integration of SEN population. It will also acknowledge and appreciate Arts in education and its important role in the non-formal pupils' education through exhibitions, partnerships, art contests, local press publications.

Our ambition for the project is to enhance our pupils' progress in all aspects of their development, by making them the receivers of contemporary educational approaches. They will be the pioneers of various innovative educational paths. They will acquire a European identity and be accepted and embraced as equal citizens of the community, the nation and Europe.

It is a project with valuable outcomes both in products and in methods for all the participants and receivers which can absolutely improve the existing educational conditions affecting not only pupils and staff but also the wider community and can make a brilliant example for imitation.



Τίτλος Σχεδίου	70 YEARS OF EUROPEAN HISTORY (1945-2015)
Συντονιστής/Ελληνικό σχολείο	<b>Evening High School of Aigaleo</b>
Εταίροι	IES Clara Campoamor Gymnazium, Ceskolipska 373, Praha 9 Istituti Paritari Plateja Maritain ASSOCIAZIONE CULTURALE SCUOLA 3.0 Liceum Ogolnosztalcace im. Adama Mickiewicza Macka Anadolu Imam Hatip Lisesi Liceul Tehnologic "Grigore C. Moisil" Buzau Agrupamento de Escolas Augusto Cabrita
Χρηματοδότηση ελληνικού σχολείου	41.530,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA219-013906_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The idea of the "70 Y.E.H" project was born under the acceptance of how few things students know about European History, about the process of European unification and the reasons that led to it.

We strongly believe that in times of crisis such as the ones we are experiencing in recent years it is crucial to cultivate the "shared memory", to enhance the faith of young people to common European values and to promote discussion on issues regarding our common future as European citizens.

This project is designed to contribute to the improvement of all participants' knowledge of European History and to provide them the opportunity to develop critical thinking on issues concerning E.U.

Motivated by the above considerations, eight upper secondary schools of different types (general education, vocational, theological and private) were joined in order to accomplish the following aims:

1. Learn more about the historic events that took place in Europe after the end of World War II
2. Find out how these events effected on the artistic evolution in painting, literature, cinema and music
3. Connect the historic events with the scientific and technological development of the European countries by that time
4. Find out the reasons that made the creation of the E.U. necessary
5. Cultivate skills in searching and using information critically
6. Introduce new methods and teaching tools with a European dimension within school education by exchanging teaching practices
7. Expand digital competences of both students and school education staff
8. Stimulate the curiosity of students
9. Contribute to the increase and deepening of knowledge, aiming to achieve better performances
10. Foster the spirit of cooperation between people from different cultures and contribute to the removal of existing geographic, national and ideological borders in the school environment
11. Cause reflection and debate on issues about E.U. and our common future in it
12. Promote the development of a common European consciousness and identity and contribute to students' development into active European citizens.

The “70 Y.E.H” project will last 2 years and Greece will be the coordinating country. A great number of participants will be involved in it through a variety of activities. There will be students, teachers, administrative and educational staff from all partner schools, parents, members of the Education Offices and Municipal Councils, as well as members of the academic and the local community.

The project includes activities at both local and transnational level, designed to achieve the realization of its objectives and the delivery of the final products. These activities aim to strengthen cooperation among partner schools by exchanging practices and to promote the development and the implementation of innovative teaching methods.

Local activities include: information research, workshops, debates in classroom, interactive classes, webinars on the web2.0 tools, lectures, on line conferences, presentations, informative seminars, study visits to museums /art centres /scientific laboratories, meetings among members of the local teams, competitions, exhibitions and dissemination activities.

The transnational activities (a total of six) will combine short-term exchange of groups of students and short-term joint staff training events and will include: attending courses, participating in presentations/ debates/ interactive lessons/ exhibitions/ festivals, carrying out researches and studies and visiting monuments of historical interest, art galleries, museums etc.

There will also be two transnational meetings (at the beginning of each project year) among History, English and ICT teachers of the schools’ local teams for coordinating and management purposes.

Almost all the final products of the project will be in both digital and printed form. Among them there will be a collection of work and evaluation sheets, a historical guide, a vocabulary booklet, an application for mobile phones, albums, timelines, the official project’s blog and a board game.

We expect that this project will have an impact on students by offering them a different education prospective, discovering new ways of learning and achieving greater cognitive development by cultivating most of the “21st century skills” like critical thinking, research skills, team work, ICT competences etc. At the same time this project will equip teachers with new tools for interdisciplinary teaching for courses like History, Art and Science and will help them to introduce a European dimension in the classroom.

An overall ambition of our partnership is to contribute to the improvement of knowledge and dissemination of the culture and history of the European people.

Τίτλος Σχεδίου	Building a small enterprise at school - Promoting our country abroad
Συντονιστής/Ελληνικό σχολείο	<b>5<sup>th</sup> DIMOTIKO SCHOLEIO PALAIΟΥ FALIROU</b>
Εταίροι	IC 29 MIRAGLIA-SOGLIANO B Periferiako Gymnasium Nicosia(Klirou) Szkoła Podstawowa Nr 20 CEIP EL PICACHO Agrupamento de Escolas Diogo Cão, Vila Real Vilniaus «Genio» pradinė mokykla OZEL BURC VURAL ORTAOKULU
Χρηματοδότηση ελληνικού σχολείου	42.030,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA219-014024_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The program “Building a small enterprise at school – promoting our country above” is a program based on team work for primary and elementary school students. Its aim is to help the students discover their local culture and promote it using IT Technologies, enhance the use of the English language and work in Workshops lead by teachers; improve management skills and entrepreneurship. The topics at the Workshops will include Tourism, History and Mythology, Healthy living, Intellectual creations based on the National Literature and Poetry, National Art and music, local environmental issues, Accepting Diversity issues, Sports and Adventure and the Use of IT Technologies in everyday life. Each Workshop will conclude in three months producing knowledge on the local culture, material relevant to the targets which will disseminate to the partner schools and the local community. The pupils will learn how to work as a team in a small enterprise, evaluate their product together with their leader teachers and disseminate it.

Among the aims is the enhancement of the use of Foreign languages along with the familiarization of the use of IT Technologies.

A whole class of pupils aged 6 to 15 can work at the Workshops for at least an hour a week for a period of three months. Totally 9 Workshops on the topics provided, will give the chance to at least 9 classes of students discover their local culture, work in teams promoting it to the partner schools and a number of them can travel abroad to visit the partner schools along with their Leader Teachers in order to share their experience and learn about the diversified needs of other cultures belonging to the European Family of nations.

The Activities will include the phase of Discovering and getting Information for the topic discussed at each Workshop. Teams will be formed in order to work on promoting each subject; educational visits to local sites of interest, relevant to the topic, will be made. Interviews, material gathering, searching and developing ways of discovering deeper each topic will be made. During the Transnational meetings Activities will include sharing the gained experience and achieving more ways to disseminate the final product of the Workshops of all participating countries.

Working as a team, achieving a common product, helping to evaluate it and disseminate it, will create young “businessmen” having a good idea of how enterprises can work, based on a plan and team work. Identifying them as part of a team and a whole process will strengthen the consciousness of belonging and help students achieve a higher level of self-esteem.

Τίτλος Σχεδίου	BE A BUDDY NOT A BULLY
Συντονιστής/Ελληνικό σχολείο	<b>6<sup>th</sup> Gymnasium of Lamia</b>
Εταίροι	Colegiul National "Mihai Eminescu" Kecskemeti Vasarhelyi Pal Altalanos Iskola es Alapfoku Muveszeti Iskola Agrupamento de Escolas n.º 1 de Odivelas 79 "Indira Gandhi" Secondary School Vilniaus savivaldybes Grigiskiu Sviesos gimnazija C.D.P. Fernando de los Ríos i.c. n. 1 - bologna Oruçgazi Secondary School
Χρηματοδότηση ελληνικού σχολείου	24.136,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-EL01-KA219-014027_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Bullying at school is a long-standing problem which may involve physical aggression, abusive language, threats, social or psychological abuse. This form of violent behaviour should always be taken seriously. Bullies often seek power over others and, in order to achieve it, they may use their physical size, age, social status, gender, gang membership, acquaintances, families and other means of influence to gain power over others. It is a sad reality in many schools around the world.

Fortunately, schools are now doing more to address the problem. The silence has been broken and people no longer turn a blind eye to school bullying. This project is a way to voice the problem of school violence and be heard by all interested parties. Although we aim at diminishing and even eliminating the phenomenon of bullying, our long-term goal is to prevent students from becoming "bullies" and encourage them to become "buddies" instead. This will be achieved through a holistic approach to teaching, a student's-centred methodology and the development of team spirit and group work. It is vital that constructive and creative initiatives be taken, drastic changes be made, by teachers and students themselves, so as to establish a safe and friendly school environment conducive to learning.

Nine secondary schools make up this multilateral partnership. The partners come from Greece, Bulgaria, Romania, Turkey, Lithuania, Hungary, Spain, Portugal and Italy. Our students' age ranges from 12 to 15. All participants are knowledgeable and experienced in handling aggressive incidents at school. Each school and each country has their own policies and regulations, but we are going to work altogether, bring in our experiences and expertise into this project and exchange good practices.

Students will design logos, draw posters and sketches, read international literature, write stories in their mother tongue and in English play games and take part in school competitions. They will share all these experiences with their peers from the other eight European countries. Teachers and parents will attend seminars specially organized for them. There will be a desktop research, interviews and questionnaires on local level. The needs analysis report will be published on our website and facebook page. Students, teachers and parents will benefit from this project in several ways. First of all, they will practice and improve their English, computer and communication skills. Secondly, they will increase their awareness of the bullying problem, they will learn what goes on around Europe and they will broaden their horizons. Thirdly, they will be prepared to address the problem directly and implement the educational info pack in the school curriculum.

More and more students end their education prematurely. There are many reasons for this phenomenon. Some of them are connected with unfriendly atmosphere at schools. Violence, lack of esteem to other people, physical and mental aggression are important problems in everyday life at the local, national and European level. To fight with these phenomena, our particular attention should be focused on school environment.



The atmosphere impacts also the quality of learning offer. We believe that our efforts will improve schools' environment, relations among students, teachers, other school's staff and parents as well, give support to students at risk of early school leaving and in the end, prevent drop-outs from schools. In a long-term perspective promoting of education and counteracting the phenomenon of early-school leaving will help to build social cohesion.

The final promotion conference will be held for dissemination, exploitation of the project results, also beyond the project closure. The Project Dissemination Plan and Kit (including e. g. the project leaflets, posters, website and accessories) will be created to support the dissemination process.

All in all, this project is an ambitious one and is expected to bring about multiple positive and beneficial effects on students, teachers, parents and the school community as a whole. Unfortunately, the writing of this proposal coincides with the death of a young student who committed suicide after having been bullied (humiliated and tortured) by a gang of "students" at school for over a year. May he be the last victim of school bullying.



Τίτλος Σχεδίου	Immigration, stereotypes and racism
Συντονιστής/Ελληνικό σχολείο	<b>3<sup>rd</sup> GENIKO LYKEIO KERKYRAS</b>
Εταίροι	Ozel Maltepe Gokyuzu Fen Lisesi Ugales vidusskola Istituto Istruzione Superiore Liceo Medi Agrupamento de Escolas de Carvalhos INSTITUTO DE ENSEÑANZA SECUNDARIA CANGAS DEL NARCEA
Χρηματοδότηση ελληνικού σχολείου	35.970,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-EL01-KA219-014035_1

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our program focus on immigration, stereotypes and racism in a Europe which constantly changes due to the developments in Middle East and Africa which affect the immigration map of the whole area.

The most fundamental objectives of the program are: For students to approach the meaning of racism, xenophobia and multiculturalism. To understand that all humans are equal and therefore every human should have access to the goods a society offers. To have a better knowledge of the forms of support by the organized activity of citizens in a local and international level, within a framework of cooperation with institutions (UNICEF, UNHCR, International Amnesty, global organization for children's rights). To realize the necessity of a personal activation and adopting a responsible attitude, mainly concerning teenagers. To understand the problems which affect the modern world. To develop students' critical thinking and know how to be active European Citizens. To strengthen digital and linguistic skills of teachers and students. To avoid early school leaving.

Communication and collaboration between students of different countries will help the improvement of using English language, but also the substantial acquaintance with culture, lifestyle and the way of thinking of other European countries. Students will discover and use digital tools of communication and tools that transmit the results of their work.

A fundamental priority of the project is the advancement of the reinforcement, the participation and the activation of young people in politics. Students will make contact with official commissions of local community that use immigrant politics, understand the legislative framework nationally and in Europe and will be informed about the equivalent framework of our associates. They will understand better European identity and relationships of interdependence that draw together European countries. They will realize that they can and should watch closer the elaborations that happen with the European instruments and institutions (by using digital tools).

The objectives of the program are related to the change of attitude concerning issues of immigration, stereotypes and racism of students, teachers, as well as the whole educational community of schools participating in the program, and by extension, the local and wider society.

Participants will be teachers and students from six European countries (Greece, Italy, Spain, Latvia, Portugal and Turkey). The selection of partners was based in the immigration history of each country (receiving immigrants) and whether local population outflow to other countries. Students will be between fifteen and eighteen years old, including those families have been led to immigration for financial reasons, as well as students who lack the ability to become acquainted with other cultures or another way of thinking, due to financial problems, within the framework of economic crisis.

### Activities that will take place either locally or between all partners will be:

- Interviews from people who have experienced incidents on immigration and racism.

- Questionnaires which will be used as a means of extracting information for statistical analysis but also as an evaluation mean.
- Create video movie for removing stereotypes associated with racism and immigration
- Comics with digital media as well as in printed form
- Painting exhibition with collective or individual projects that will arise during the mobility activities
- Photography Exhibition
- Experiential - interactive games which the students will proofread
- Creating a website open to all interested parts which will include: information material for immigration, racism, stereotypes - the activities of each school - photos and visual material on the subject - calendar of activities - results. All this will be posted on the national language of each country and in English. Website and eTwinning platform will be meeting places for teachers and students and facilitate the bidirectional relationship with the other teams of objective
- Create a logo for the project by students
- Educational material, which will be distributed to participants during the program and during mobilities
- Project will end by a multicultural festival, where every partner will promote their country, through history, music, dancing, culinary tastes, photography etc.

Local Mass Media will also be used as a mean of publicity and promotion of our activities to the local communities and as a mean of dissemination and accessibility of the results, so that their wider use is ensured.

Program results will remain available to all participants on the website. Final products will be established as an educational resource, which could possibly be developed in general, regarding the education of human rights as well as in courses of the school curriculum. Results will also be publicized on the Creative Europe platform.

Τίτλος Σχεδίου	READ ON THE EU-ROAD
Συντονιστής	<b>CEIP Júpiter</b>
Ελληνικό σχολείο	<b>First Primary School of Farkadona</b>
Εταίροι	Hietakumpu a-a Ysgol Gymraeg Bro Eirwg CELFF Centro de Estudos Línguas Formação Fogueteiro SA - Colégio Guadalupe scuola benedetta cambiagio Szkoła Podstawowa nr 1 im. B. Chrobrego
Χρηματοδότηση ελληνικού σχολείου	11.710,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015509_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Children have their routine of reading at school but if this is not consistent in their house they will not give to reading its real value as the essential medium of school success. This does not mean children must only be taught how to read and write conventionally but teachers must put them in contact with the visual and written material in order to help them understand the function of writing and the necessity and usefulness of reading and writing. Once we have detected the low level of reading comprehension in a large proportion of the students in the schools and the lack of motivation for reading, we aim to improve this deficiency by applying strategies diversified for all areas.

The use of written form is present everywhere and therefore reading is a fundamental skill which is increasingly needed in almost every aspect of life. A wide range of reading skills, including digital reading, are essential for an individual's personal fulfilment and social development in order to be able to take an active part in society, be informed and exercise his rights of citizenship. Furthermore, these skills are essential for entering and advancing in the labour market. Those with inadequate reading skills will have their life chances limited in today's society. In essence, acquiring the ability to read well is a basic requirement for the social and economic demands of the 21st century society.

This project aims to help both teachers and students; teachers through their quest to discover different management strategies to facilitate quality improvement in terms of teaching and organizational change and students by coming into contact with the literature of children of the participating countries and thereby promoting their interest in reading. This project is proposed as an alternative to improve learning strategies regarding to the capabilities of reading comprehension.

The acquisition of reading and writing skills are major milestones in a child's life, hence it is very important for children to be able to improve them in 'a natural way' and a relaxed classroom atmosphere. Reading and writing have always had a social and cultural function and they should become enjoyable interactions in which children can celebrate their successes and learn from their mistakes. Thus, they can give to a child the feeling of being important - as a unique person - and they can be related to his immediate environment where relevant aspects of his life are involved, too.

Through the use of blogs, email and Skype pupils and teachers will work together to plan, carry out and evaluate all aspects of the project. Therefore we hope to develop European citizens who can clearly express themselves and are tolerant to the views of others, reaching compromises where necessary.

Working on the products of the project and cooperating with colleagues in other European countries will increase the positive attitudes of pupils towards reading and writing and will improve attainment and help combat failure in education. Through the use of new technologies whilst working on project activities, and the final products, both pupils and teachers in all partner school will have increased levels of digital competence.

The involvement of educational staff and pupils in the international projects will improve the internal communication in the participating schools, and will contribute to their image in the area as well as to the capacity to work in international projects and cooperate with partners abroad.

Τίτλος Σχεδίου	Parques Nacionales Europeos: aprovechamiento didáctico y social. Sostenibilidad y empleo
Συντονιστής	IES Sierra de Guadarrama
Ελληνικό σχολείο	PALEKASTRO PRIMARY SCHOOL
Εταίροι	Istituto Comprensivo Statale Bernardo Dovizi Gimnazjum z Oddziałami Dwujęzycznymi nr 14 im. Jana Gutenberga Fundacji Szkolnej Chastno SOU po izkustva i chuzhdi ezici "Artis"
Χρηματοδότηση ελληνικού σχολείου	19.345,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015517_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### **“PARQUES NACIONALES EUROPEOS: APROVECHAMIENTO DIDÁCTICO Y SOCIAL. SOSTENIBILIDAD Y EMPLEO.”**

#### **CONTEXTO**

Respeto y cuidado del medioambiente

Internacionalización del centro

Pretensión de convertirnos en centros educativos de referencia de los Parques

Buscar cooperación estable entre los centros educativos y los Parques Nacionales

Aprovechar las posibilidades que ofrecen los parques como recurso educativo

#### **NECESIDAD**

Elaboración de una serie de materiales que consideramos necesarios para la introducción sistemática del estudio del Parque Nacional, y por extensión del espacio natural, en el Proyecto Educativo de los centros de Secundaria de la Unión Europea.

#### **METODOLOGÍA**

- Planteamiento teórico, didáctico y metodológico que permita el trabajo interdisciplinar y su incorporación a las programaciones didácticas de los departamentos
- Propuesta de desarrollo en torno a tres ejes que justifique, oriente y facilite la programación de actividades interdisciplinarias
- Actividades realizadas en los cinco parques de referencia que pueda ser extrapolable a cualquier otro parque nacional
- Introducción de metodologías activas de aprendizaje
- Introducción de tecnologías de la información y la comunicación en todas las fases del proyecto

#### **OBJETIVOS**

Agrupados en torno a cuatro ejes:

Renovación e innovación en los procesos de enseñanza aprendizaje

Aprovechamiento sostenible y de empleabilidad del medio ambiente

Aproximación cultural al entorno y educación ambiental

Sostenibilidad e impacto ambiental



## SOCIOS PARTICIPANTES

Países que contarán con un Parque Nacional de relevancia internacional que conviviera con una gran ciudad  
Cercanía física de las escuelas a los Parques y posibilidades de colaboración entre ambos

Proyectos comunes existentes o potenciales entre escuelas

- Instituto Sierra de Guadarrama, Madrid, España.
- Istituto Comprensivo Statale “Bernardo Dovizi”, Tuscany, Italia.
- Jana Fundacji Szkolnei, Varsovia, Polonia.
- Lyceum Artis, Sofia, Bulgaria.
- Escuela Primary Palekastro, Creta, Grecia.

## OTROS PARTICIPANTES

Facultad de Geografía de la Universidad Autónoma de Madrid

Facultad de Formación del Profesorado UAM

Unidad de Programas de la Dirección de Área de Madrid

Facultad de Ciencias Geológicas Universidad Complutense Madrid

Facultad de Ciencias Biológicas UCM

Facultad del Profesorado UCM

## RESULTADOS

Convertir a los centros educativos en centros de referencia y de interpretación de los Parques Nacionales.

Crear una red y un espacio de diálogo, debate y encuentro de instituciones y entidades implicadas en el Parque Nacional, que permanezca después del proyecto.

Convertir a los miembros de la comunidad educativa en agentes activos en la conservación, protección y supervivencia de los parques proyectando su actividad desde el interior del centro hacia el exterior

Generar posibilidades de empleabilidad

Orientar académica y profesionalmente a nuestros alumnos hacia especialidades medioambientales

Integrar el análisis del Parque Nacional en los currículos

Generar aprendizajes significativos por medio de métodos activos de enseñanza

## PRODUCTOS

Guía Didáctica y metodológica que permita un trabajo interdisciplinar y la incorporación de sistemas y métodos activos e interactivos de aprendizaje para el estudio de cualquier entorno natural protegido europeo. Dos apartados:

- Planteamiento general en el que se estudiará las posibilidades de adquisición de conocimientos y competencias en las distintas disciplinas escolares a partir del Parque Nacional. Planteamiento aplicable a cualquier Parque Nacional o Natural de la Unión Europea.
- Aplicación práctica a cada parque socio con visitas virtuales y actividades multidisciplinares y autoevaluables

La Guía Didáctica se alojará en un Portal Educativo con vocación de permanencia.

## ACTIVIDADES

Seis encuentros transnacionales

Cinco actividades de formación, enseñanza y aprendizaje con alumnos

Portal Educativo y Guía Didáctica Interactiva como Productos Intelectuales

Dos Eventos Multiplicadores: Jornadas del Parque Nacional (institucionalizadas en todos los parques socios una vez finalizado el proyecto) y Actos de Presentación del Portal Didáctico y la Guía en los distintos centros escolares.

### IMPACTO

- Cambios perdurables en las programaciones de los Departamentos
- Profesorado formado específicamente.
- Mejora de los resultados académicos
- Conocimiento de otras realidades europeas
- Convertir a los centros en puntos de referencia sobre los Parques Nacionales
- Potenciación de los proyectos sobre medio ambiente
- Facilitación de salidas laborales realistas ligadas a la explotación sostenible de los Parques Nacionales.
- Creación de vías de cooperación no existentes con anterioridad al proyecto entre entidades de diferente índole



Τίτλος Σχεδίου	Creative Ways Of Teaching: Recycling Art and Entrepreneurial Attitude
Συντονιστής	<b>IES Alto de los Molinos</b>
Ελληνικό σχολείο	<b>Diapolitismiko Gymnasio Evosmou</b>
Εταίροι	Gymnázium sv. Edity Steinovej Magyar-Angol Tannyelvu Gimnázium és Kollégium ISTITUTO D'ISTRUZIONE SECONDARIA SUPERIORE PALAZZOLO ACREIDE
Χρηματοδότηση ελληνικού σχολείου	29.145,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015525_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project is aimed to work with our Secondary School students (12 to 18 yo.) in order to present the production and introduction to the market of products made out of recycled materials, do research into the economic viability and then transform all that into a business plan.

This entrepreneurial venture will be the thread which will allow us to use RECYCLING ART to connect as many subjects as possible in order to give our students a new perspective about COMPREHENSIVE EDUCATION and develop the different kinds of intelligence so every pupil can be aware of their own abilities sharing the DIVERSE POINTS OF VIEW that the different countries and cultures taking part in the project can contribute.

### The project will work with RECYCLING ART from two different perspectives:

- From the entrepreneurial point of view to develop an entrepreneurial attitude
- From a creative way connecting the different curricula

Besides, this project will bring us the opportunity to implement co-training activities for teachers, based on each partner's strongest points.

Our partnership is made up of 5 secondary schools from different countries: Spain, Hungary and Slovakia, whose schools are bilingual in English, an Italian one, which is a vocational school and will become bilingual next year and, although no bilingual, a Greek school where English is taught up to a B2 level. Each school has a strong and different ICT skill, which is bound to be essential for the project implementation. In our schools and at a national level, we do not have a specific strategy for entrepreneurship education, except in Spain. We all have highly motivated students coming from different backgrounds and in some of our schools we can find some students with minor special educational needs, who need activities aimed to develop and enhance basic skills.

### OBJECTIVES:

- Foster the awareness of the importance of minimizing the harm we do to the environment
- Develop more attractive education to prevent drop-out
- Enhance teachers' professional skills, including new pedagogies and ICT and CLIL based methodologies
- Foster positive attitude towards the European project and the EU values
- Improve the use of English as our common language to communicate
- Increase the level of digital competence
- Promote entrepreneurship education to develop active citizenship
- Promote teachers' and students' mobility

- Reinforce cooperation among partners from other countries
- Foster multidisciplinary and inter-disciplinary approaches
- Facilitate the validation of non-formal and informal learning and its permeability with formal education pathways
- Reinforce comprehensive education to foster the assessment of transversal and key competences
- Facilitate the use of EU recognition tool EUROPASS
- Develop artistic skills

## ACTIVITIES AND METHODOLOGY

Six Transnational Project Meetings will be held, one at an early stage of the project to make the most important decisions on working plans and the other 5 will take place at the same time as the rest of the mobilities for students and teachers.

Six students per country will participate in 4 short term exchanges of groups of pupils where 5 open-Air Recycling Art Market, one in each country, will be organized. There, the products made during the project (sculptures, videos, mechanic recycled devices, decoration products, etc) will be displayed and ready to be sold. The content is based on a collaborative methodology starred by our learners although supported by their teachers. They will take part in every stage of the project: planning, organization and assessment.

Teachers are also a target group, taking part in 5 short-term joint staff training events, which activities have been specially designed according to the needs faced during this project (web design, robotics, ICT, video editing, entrepreneurship and how to develop basic skills through artistic forms of expression) or in our daily work, either now or in the future (ICT integration in teaching and learning, CLIL methodology, integration of students with special needs, etc.).

We expect our schools to have more modern and motivating teaching methods to prevent early drop-out, supporting an ICT-based, holistic approach of teaching and learning, reinforcing English language and basic skills. As we are working with recycled materials, we expect to raise consciousness about the need of promoting a more sustainable entrepreneurial point of view so that a proposal about a good waste management can be implemented at a local or regional level by our authorities.

One of the added values for our schools will be their internationalization. This fact will ensure a common field to work with our partner countries and take part in regular exchanges (mobilities and on-line via eTwinning) after the project has finished, which will be beneficial for students, teachers, our own institutions and NA's, sharing on-line OER, workshops, seminars and talks.

Τίτλος Σχεδίου	Europe Challenges for 2020
Συντονιστής	<b>Institut Maria Aurèlia Capmany</b>
Ελληνικό σχολείο	<b>EPAL KALAMARIAS</b>
Εταίροι	VII Liceum Ogólnokształcące im. Juliusza Słowackiego Orhan Dengiz Anadolu Lisesi Nitaures vidusskola LICEO STATALE "G. MARCONI"
Χρηματοδότηση ελληνικού σχολείου	24.750,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015561_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Europe 2020 emerges as a political strategy of the European Commission in order to achieve intelligent, sustainable and inclusive growth. The aim is to develop knowledge and innovation, achieving a greener and more efficient management of resources while remaining a competitive economy. Priority is given to strengthening employment, social and territorial cohesion. Europe 2020 manages a number of policies and reforms in these areas that will enhance the sustainable development of the EU along this decade.

In this context EUtopia arises, an Erasmus+ KA2 project whose protagonists will be students in secondary schools from six European countries with very different realities (Poland, Greece, Spain, Italy, Latvia and Turkey). We intend to actively involve our students in European public policies in order to get a better Europe.

With this strategic partnership we aim to foster the development of innovating practices, as well as the implementation of strategies that encourage cooperation, development and peer exchange strategy at European level.

In addition to serving and enriching the social, linguistic and cultural diversity, EUtopia will try to find new approaches to face the geographical and socioeconomic disparities of learning outcomes and improve competitiveness and employment.

This association is formed by a team of teachers and students, who believe in the project, accept the challenge and enrich it with their tastes and interests. In each country there will be a group of about 25 students aged between 16 and 18 years. We choose this age because we believe it will be a good test before becoming full-fledged European citizens. A stage which is critical because of the danger of premature drop-out, which makes them become more aware of the difficulties of incorporation to employment and the importance of their future. For teachers, we have the approval and support of the majority of the staff and especially a team of about 20 teachers who will be responsible to coordinate and implement the project.

EUtopia will be built thanks to the collaborative work of partners during the two years of implementation of the project, and the six meetings on the six themes will be the ties that bind all countries. Each country will be responsible for preparing one of these meetings, designing activities, training and materials to help to achieve our goal.

At these meetings we will set the agreements taken previously online. We will share the work done by the partners, before and after the meetings and discuss all the topics, to agree on how to build a better Europe. We will also know the different transnational realities and seek solutions which will be reflected in our documentary at the end.

The travels will serve to overcome cultural barriers, reduce the differences between the partners and to be adapted linguistically and technically to the different realities of the visited countries. International meetings are an irreplaceable experience due to the exchange of ideas that is vital in the creative process.

By the end of the project we will organize a screening of the documentary simultaneously in events held in each of the participating countries. This gala will be attended by all the students who participated in the



project, their families, the community involved in the education in their schools as well as a representation of local, regional and national political and educational authorities of all partners.

With this partnership we will develop innovating practices, we will work with digital technologies related to audiovisual communication (for communications and results), we will achieve the promotion of the creativity of our students and encourage their love for learning, strengthen their will to learn, and create a cooperative atmosphere among all.

To create a documentary will help us to promote and disseminate the vision that young Europeans have from their different realities. This fact will be shown with an audiovisual product which will cause students' reflection and criticism about different issues from an artistic and creative point of view.

We will produce a trailer of our documentary for its presentation to the media. We will also create a poster of the film and the backstage of its production. Then we will upload all these materials on TwinSpace, YouTube and the EUtopia website. We will disseminate them through social networks. We will create an e-book in which we will share the results, scripts, photographs, materials, activities and any document that we have used during the lifetime of the project to ensure its sustainability, so it can be consulted by anyone and serve as a basis for future projects.

We will set up the adoption of processes of recognition and validation of new and improved skills (Europass) certification of knowledge acquired by our students as international collaborative work experience when joining the labour work.





Τίτλος Σχεδίου	Eat Wise: Educating for a Healthy and Sustainable Diet
Συντονιστής	<b>ZUBIALDELHI</b>
Ελληνικό σχολείο	<b>67<sup>th</sup> DIMOTIKO SXOLEIO THESSALONIKIS</b>
Εταίροι	Scoala Gimnaziala "MIRON COSTIN" ZS Plana nad Luznici, okres Tabor Ozel Bilge Atabey Ortaokulu 16 school Rayko Zhinzifov
Χρηματοδότηση ελληνικού σχολείου	17.890,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015607_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Over the last years, diet has changed considerably in European countries. There is a new concern about diet that didn't exist before: people can study new degrees and get jobs related to diet, you can find a cooking programme in every TV channel and everybody recognizes names of groceries that were totally unknown not long ago. However, this change has not only been for good, new diseases related to food like food allergies and obesity, new doubts that affect food origin and quality and new problems like food waste and getting rid of litter have appeared on stage.

Whenever there is a change in society, school must take up the responsibility to educate pupils in that change. With this project we pretend to deal with various important challenges:

- First, to address a hot topic like healthy diet and sustainable food. The project will provide students a practical learning that will help them become responsible citizens who compromise towards a healthy and sustainable lifestyle. Pupils will learn about healthy diet, they will see the differences between ingredients and nutrients, they will understand better how their body works and what it needs so as to avoid certain diseases. Through this project we will start educating students in a wise consumption of food so they can better know what they have to take on account for a healthy and sustainable shopping. We will also make them aware of the amount of food they usually waste as well as the litter they produce and will help them deal with that problem.
- Second, to do it through an up-to-date methodological approach that gathers formal, non- formal and informal learning, to develop all kinds of competences, focuses on a global work avoiding subject division and passive learning and that is closer to enterprising research than to a formal class. This active learning will include: researching (reading, interviewing, visiting facilities, taking part in workshops...), organizing information (using surveys, charts, graphs,...), getting to conclusions (producing hand outs, flyers, guides...), present their work (using websites, ppt, prezi, written data...) and evaluating results (surveys, meetings, self evaluation...).
- Next, to add an extra value by working at the same time with other European schools so we have a wider overview and we can compare, learn from each other and live different situations showing on one hand, that distance is not a handicap for a cooperative work and on the other hand, the multiple benefits (educational and personal) of travelling and working hand to hand with European mates.
- Last, to make good use of any means at hand to achieve our objectives: community, visits, ict, workshops, books... This will guarantee the mix of formal non-formal and informal learning will help develop basic and transversal skills and will strengthen links with community members and associations.

With this project we expect pupils and families to acquire some good habits related to diet and food consumption. We understand that this is a long term objective that needs continues work, that is why, even when the project is finished, schools' compromise towards health and sustainability will last and even increase by making of it a course of action that will somehow define our institutions.

Τίτλος Σχεδίου	CineMaths Paradise
Συντονιστής	Instituto de Educación Secundaria Alcántara
Ελληνικό σχολείο	Evangeliki Model School of Smyrna
Εταίροι	LYCEE GENERAL TECHNOLOGIQUE J.M.CARRIAT Agerbæk skole
Χρηματοδότηση ελληνικού σχολείου	21.910,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015618_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Mathematics is the alphabet with which God has written the Universe”. With this quote from Galileo Galilei, we would like to emphasize the importance of Mathematical principles and concepts, which have become a part of almost every area of world.

Unfortunately, students tend to consider that mathematics is a difficult and boring subject with no connection with real life. This lack of interest leads often to struggle and failure.

“CINEMATHS PARADISE”, by providing a fun and enjoyable way to learn mathematics through movies, will enhance motivation of students in learning mathematics and make them conscious of the presence of mathematics in real life. Besides, as the project will focus on European movies, it will promote European culture through the seventh art: the cinema and give the students a feeling of being a European citizen. Moreover as the whole project will be carried out in English, it will improve the English skills of students.

In “CINEMATHS PARADISE” students and teachers will develop a new methodology and provide educational techniques that enable an effective use of movies in math classes. The aim of the project is the creation of two main tools that can be used by teachers: a bank of activities and teaching resources based on the movies studied during the project and a guide with a methodology to help teachers teaching math through movies. These two tools will be available on our website and we will use educational websites, newspapers, training courses, social medias, etc. to make it known.

“CINEMATHS PARADISE” involves four schools: IES Alcantara (Spain: coordinator of the project), Lycée Carriat (France), Agerbæk School (Denmark) and Evangeliki School of Smyrna (Greece). The four schools are complementary: by their size, their previous involvement in Erasmus projects, the scope of their national cinema and in the organization of the project as the work is shared between the four partners.

“CINEMATHS PARADISE” is based on a collaborative methodology that will ensure the quality of the resources. Each activity is coordinated by one partner who will prepare collaborative activities which will take different forms: games, quizzes, web quests, maths races, creation of maths problems, realizations of videos, production of mind maps, debates, cooperative productions, remake of the scenes, video presentations, street interviews, etc. The collaborative activities will be carried out in multinational groups during the meetings, reproduced in each school after the meetings and improved according to the feedbacks given.

In each organization, a group of students and teachers will coordinate the project but many students will be involved when activities will be reproduced or during special events that will be organized around the project.

We expect that “CINEMATHS PARADISE” will not only increase maths motivation and European dimension in the four partners school but will also motivate other teachers to use movies to teach mathematics in an enjoyable way.

Τίτλος Σχεδίου	El español: pasaporte entre culturas
Συντονιστής	<b>IES Francisco Salzillo</b>
Ελληνικό σχολείο	<b>Protypo Peiramatiko Geniko Lykeio Irakleiou</b>
Εταίροι	Vaskivuoren lukio
Χρηματοδότηση ελληνικού σχολείου	19.200,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015624_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“El español: pasaporte entre culturas” es un proyecto que implica la asociación estratégica de tres centros europeos:

- IES Francisco Salzillo, Alcantarilla, Murcia, España
- Vaskivuoren lukio, Vantaa, Finlandia
- Model Experimental General Lyceum, Herakion, Creta, Grecia,

con la finalidad de impulsar y afianzar el español como segunda opción lingüística, ofreciendo una visión europea de nuestra lengua no solo como vehículo de comunicación sino como medio de difusión cultural, abriendo las puertas de nuestras aulas a Europa para que conozcan nuestro sistema educativo, nuestras metodologías, nuestra literatura, nuestra música... y al mismo tiempo consigamos crear en nuestro alumnado la conciencia de ciudadanos europeos en el marco de la Estrategia Europa 20.

De esta forma a través del desarrollo de la competencia lingüística y la competencia tecnológica trataremos de conectar a nuestros alumnos con una Europa joven de la que forman parte, que le permita compartir experiencias educativas que en un futuro, no tan lejano, se conviertan en experiencias laborales.

Los tres centros han elaborado un plan de desarrollo del proyecto en el que los objetivos, teniendo en cuenta como prioridad el desarrollo de las competencias básicas, han sido:

- desarrollar por parte del alumnado de los tres centros la competencia lingüística, tanto en su lengua, en el caso de los alumnos españoles, como en una segunda lengua, en los tres centros implicados.
- incorporar las TIC al proceso de Enseñanza/Aprendizaje.
- crear una conciencia de ciudadanos europeos.
- actualizar las metodologías en el aula.

Un proyecto de estas características pretende, por un lado, que el profesorado alcance:

- un conocimiento directo de otros sistema educativos.
- mejora en la aplicación de las TIC en el aula.
- desarrollo de estrategias metodológicas en la enseñanza de lenguas y otras materias.
- actualización metodológica.
- desarrollo de su competencia lingüística en otros idiomas, como el inglés y el español.
- gestión abierta de banco de recursos.

Los alumnos serán los grandes beneficiados puesto que la participación en las actividades programadas les permitirá:

- alcanzar conciencia de la dimensión cultural del español como lengua vehicular.

- comprender la importancia de la adquisición de más de una lengua.
- aplicar el uso de las TIC no solo para comunicarse sino para mejorar el proceso de aprendizaje.
- desarrollar la motivación por aprender y participar en la vida escolar de su centro, contribuyendo a crear un factor motivador que ayude a superar aspectos como la falta de interés o la visión del aprendizaje como un aspecto desvinculado con su vida diaria.
- mejorar del rendimiento académico, no solo en el desarrollo de la competencia lingüística en su propia lengua.

Las diversas actividades planteadas, desde el taller de teatro hasta la exposición de selfies, tratan de apoyarse en el uso de metodologías en el aula en que el alumno actúe de forma autónoma como agente de su aprendizaje, principio fundamental de la “FLipped classroom”.

De esta forma queremos implicar al mayor número de participantes, incluyendo aquellos alumnos que, por razones socioculturales o dificultades de aprendizaje, se hayan más desvinculados de nuestros centros, de forma que el proyecto y las actividades en él incluidas se conviertan en un factor vinculante con el centro en el que estudian.

Pretendemos desarrollar una serie de actividades que impliquen al mayor número de profesores, para los que el contexto educativo Erasmus+ resulte de igual forma un factor motivador y se establezcan relaciones entre los equipos docentes de los tres centros, que logren afianzarse más allá del proyecto en sí:

- la revista digital
- el blog de buenas prácticas
- la metodología apoyada por la creación de proyectos Etwinning, que será uno de los aspectos trabajado ampliamente en nuestro proyecto.
- las posibilidades de intercambios con otros centros europeos, más allá de la Enseñanza bilingüe en inglés.

Creemos que el impacto de este proyecto en la vida escolar de los tres centros a través de la elaboración de una serie de productos en el contexto Erasmus+ es decisiva, puesto que sin dicho contexto europeo de trabajo, vinculante para el profesorado pero al mismo tiempo motivador, no sería posible. En este sentido el proyecto contribuirá a crear unas pautas de trabajo que conducen a una metodología y a una forma de entender el proceso de enseñanza /aprendizaje integrador, abriendo las aulas de nuestros centros a Europa, superando las barreras físicas a través de la incorporación de las nuevas tecnologías y el uso educativo de las mismas de las que resultarán beneficiados ampliamente los alumnos de los tres centros implicados directa o indirectamente en este proyecto, a través de las sinergias creadas entre los centros asociados.

Τίτλος Σχεδίου	Europe 2020 First Target: Fighting Unemployment
Συντονιστής	<b>Institut Lacetània</b>
Ελληνικό σχολείο	<b>3<sup>rd</sup> General Lyceum of Kavala</b>
Εταίροι	Lubelskie Centrum Kształcenia Zawodowego i Ustawicznego im. Krzysztofa Kamila Baczyńskiego Liceo Scientifico Morgagni Kaufmännische Schule Göppingen Balcova_Ahmet_Hakki_Balcioğlu Mesleki ve Teknik Anadolu Lisesi
Χρηματοδότηση ελληνικού σχολείου	11.750,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015630_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Unemployment is a key issue for the EU. The European Commission considers employment as the first target for the EU in 2020 (75% of the 20-64 year-olds to be employed). Therefore, it seems most timely and necessary for European schools to promote teaching activities and active debates on this topic in order to raise the students' awareness of the first EU target in the next five years. In national and transnational groups, this project aims, on the one hand, to examine the reasons and the effects of unemployment in both the partner regions and the EU, taking into account the multiple aspects of vulnerability in the labour market (age, sex, educational and social background, migration, labour sectors, seasonality, etc), and the role of policy-makers and economic actors as well. On the other hand, this project aims to analyze and propose measures to reach the European Union 2020 goal on both regional and European levels. Therefore, students will be asked to find out how the measures proposed by the EU and the national government bodies are being and can be implemented in the specific regions involved in the project and which new measures could be undertaken. In spite of the fact that unemployment can be different from country to country, students will deal with this topic not only from a national and regional viewpoint, but also taking into account the current labour situation in other European countries in order to draw similarities, differences and suggestions on how unemployment and social exclusion can be best overcome.

Six European partners are participating in this project: Institut Lacetània in Manresa (Spain) acting as the coordinating school, the Kaufmännische Schule in Göppingen (Germany), the 3<sup>rd</sup> General Lyceum of Kavala (Greece), the Liceo Morgagni of Rome (Italy), the Lubelskie Centrum Kształcenia Zawodowego i Ustawicznego im. Krzysztofa Kamila Baczyńskiego in Lublin (Poland), and the Balcova Ahmet Hakki Balcioğlu Mesleki ve Teknik Anadolu Lisesi in Izmir (Turkey). All the partners in the project have been cooperating with our school in our last Comenius project, therefore contacts between the partners, working methods, professional competencies, conflict management and cooperation are well-known. All teachers who are participating in the project bring experience in the field of projects related to social and economic issues.

We will work with students between 16 and 19 years of age. We have seven single stages of work and four transnational meetings in which the results will be exchanged and evaluated, while the working phase will be developed by means of eTwinning and other online resources. Using online and transnational meetings, we aim to develop the awareness of the diversity of the local, national, and international labour situation and market, as well as the awareness of Europe as a place to work and to live in. Students are also expected to develop methodical competences and to improve their language skills, critical and creative thinking skills, interpersonal skills and practical skills by acquiring research and decision-making techniques.

For this reason, this project also aims to create teaching tools to support the continuous development of students' transferable skills (working with people and data) and to increase their motivation by encouraging collaboration and experience sharing. The teachers participating in the project will develop specific compe-

tences which are necessary for the successful implementation of research projects and the integration of transferable skills in students' daily activity. Moreover, the introduction of the Europe 2020 targets into the school program can be seen as enrichment for the educational institutions by adopting methods of analysis and practical questions in normal teaching and extra-curricular activities. The project can also be considered as the consolidation and strengthening of long-term partnerships among the schools involved.

Furthermore, we plan to meet social and/or economic actors of the partner region. In this way, those participating in the project will be able to gain first-hand insights on the issue of unemployment all across Europe. The information provided in these meetings will be used to elaborate the project's researches and activities.





Τίτλος Σχεδίου	Journal Culturel Digital: l'innovation pour l'amélioration de la compétence communicative
Συντονιστής	<b>C.E.I.P. José María del Campo</b>
Ελληνικό σχολείο	<b>3<sup>rd</sup> primary school of Pefka Thessaloniki</b>
Εταίροι	SCOALA GIMNAZIALA NR.10 GIURGIU Ecole Jacques Baumont Istituto Comprensivo "Militi"
Χρηματοδότηση ελληνικού σχολείου	16.690,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015705_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

L'idée d'origine est partie de la volonté d'une coopération entre les différentes langues enseignées dans un même établissement dans le but d'améliorer la compétence linguistique et communicative. Ainsi, après un processus d'analyse des nécessités, nous avons convenu d'un objectif concret et réaliste qui se devait de prendre appui au sein d'un milieu plus général, ouvert, un milieu européen, dans lequel les différents partenaires partageraient leur méthodologie, leurs "bonnes pratiques", au moyen d'instruments innovants et efficaces.

Notre association s'est donc mise en place grâce à eTwinning et compte 5 participants en tout, établissements scolaires de primaire ou d'élémentaire. Les profils des partenaires sont très différents en raison de leur situation géographique, de la taille de l'établissement, du profil de la population accueillie, de l'expérience ou non en projets européens...

Deux écoles se trouvent en zone urbaine (l'école coordinatrice et l'école grecque) tandis que trois autres appartiennent à un secteur plutôt rural (c'est le cas des établissements français, italien et roumain).

De plus, certains établissements sont très grands comme par exemple le centre scolaire italien qui accueille aux alentours de 800 élèves tandis que le centre scolaire français n'en compte que 200.

Concernant le milieu socio-culturel et économique, il est aussi très varié, les familles accueillies dans l'école espagnole étant d'un niveau relativement élevé tandis qu'en Grèce ou en France, le milieu reste plus pauvre.

Enfin, notre association compte deux centres possédant déjà une expérience en projets européens et qui pourront aider et aiguiller les autres partenaires.

Notre projet repose sur l'idée d'un journal culturel qui regrouperait l'ensemble des activités réalisées, avec pour objectif fondamental, l'amélioration de la compétence linguistique et communicative orale et écrite. Les activités proposées sont établies avec un degré de complexité qui augmente au fur et à mesure que les élèves avancent dans leur scolarité.

Pour débiter le partenariat, chaque école réalisera une présentation de son centre, et un concours pour déterminer le logo du projet sera également réalisé. Puis l'activité unificatrice du projet et partagée par l'ensemble des classes des écoles sera la description d'une oeuvre d'art de son pays. Ajoutée à celle-ci, chaque niveau réalisera une activité autour des typologies textuelles : devinettes pour le cycle 1, bande dessinée et description de soi pour le cycle 2 et rédaction d'articles de presse et d'un guide touristique pour le cycle 3. Tous ces domaines étudiés entreront finalement dans la construction d'un jeu de société qui sera proposé aux écoles partenaires lors des différentes mobilités des élèves. Chaque mobilité se réalisera dans un pays différent et permettra de découvrir la ville d'accueil de façon ludique tout en réinvestissant les compétences linguistiques acquises.

La méthodologie utilisée repose sur la coopération entre les différents centres partenaires et la mutualisation des pédagogies grâce notamment à la plateforme eTwinning et à Skype. Tirant profit des points forts de

chaque centre scolaire, les professeurs partageront leurs méthodes et expériences dans le but d'acquérir les meilleures pratiques possibles dans l'enseignement-apprentissage des langues.

Les résultats prévus seront la création du journal culturel, la création d'un blog et la mise en place d'un musée. Grâce à ces productions, nous souhaitons améliorer les résultats des élèves concernant la compétence communicative des langues, ouvrir le professorat à de nouvelles méthodes et à une collaboration européenne et créer des liens forts et étroits entre les différents centres partenaires dans le but de poursuivre les échanges après la fin du financement du projet.

La dimension collaborative transnationale se traduit en une série d'impacts en relation avec les différentes composantes de la communauté éducative du centre scolaire de chaque pays.

Concernant les élèves, ils profiteront de ce projet pour prendre conscience de la multiculturalité qui les entoure et ainsi donner vie à une citoyenneté européenne antérieurement trop abstraite.

A travers ce projet, les enseignants des différents centres, par leurs interactions, partageront également des méthodologies et s'enrichiront les uns des autres. Ils animeront ainsi leur établissement d'un esprit collaboratif autour d'un même objectif.

Enfin, les familles, par leur implication dans les activités proposées ouvriront le projet à une communauté locale.

Pour conclure, les bénéfices escomptés à long terme seraient une ouverture culturelle des élèves à l'Europe, la possibilité de poursuivre les relations établies avec les partenaires après la fin du financement, une amélioration des méthodologies d'enseignement-apprentissage des langues et la continuité des voies de collaboration des pays participants à travers les T.I.C.

Τίτλος Σχεδίου	SOS Planet A Robotics Project
Συντονιστής	<b>Fundación Institución Cultural Domus</b>
Ελληνικό σχολείο	<b>PLATON M.E.P.E.</b>
Εταίροι	Zakladna skola Dargovskych hrdinov 19 Zespol Szkolno-Przedszkolny nr 4 w Krakowie Cihangir Ortaokulu
Χρηματοδότηση ελληνικού σχολείου	29.931,97€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015710_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

En el marco de la necesidad por parte del alumnado europeo de afianzar las competencias básicas, la necesidad de una metodología más centrada en el alumno, de actividades motivantes que hagan el aprendizaje más significativo y la necesidad por parte de los centros de implementar herramientas TIC en la clase para modernizar la enseñanza y el aprendizaje, este proyecto pretende cumplir con los siguientes objetivos:

- Acercar a los alumnos al mundo de la tecnología y la programación de robots.
- Crear actividades motivantes que sirvan de excusa para desarrollar las competencias básicas.
- Formar a profesores para expandir su horizonte, entrenándolos en el uso educativo de la robótica, y en el uso de herramientas digitales para la preparación, el desarrollo y la evaluación del proyecto.
- Fomentar el aprendizaje basado en problemas.
- Fomentar comportamientos y actitudes como tener la mente abierta, controlar el estrés, construir una actitud positiva de uno mismo, conocerse a uno mismo, comunicarse con el otro y relacionarse de forma adecuada.
- Crear conciencia sobre temas medioambientales para frenar el cambio climático.
- Crear conciencia de la dimensión europea de los centros escolares y tener actitud abierta y positiva hacia las diferencias culturales con otros miembros de la EU.
- Fomentar la gamificación.
- Confeccionar recursos de robótica digitales.
- Crear un taller de robótica sostenible para niños de todas las edades, aprovechando los recursos humanos, materiales e intelectuales cuando finalice el proyecto.

Se trata de una asociación de 5 centros escolares de diferentes partes de Europa, la mayoría con experiencia Comenius, y con personal bien formado para llevar a cabo el proyecto.

El proyecto durará 2 años. Habrá 2 reuniones transnacionales durante este año. La primera para organizar la puesta en marcha del proyecto, capacitar a los docentes y consensuar los sistemas de calidad, difusión, evaluación y comunicación. Durante el primer año, los centros se agruparán de a 2 grupos y diseñarán una Misión para sus robots. Se evaluará cada misión de forma cualitativa y cuantitativa y se escribirán Progress Reviews. Un socio será el encargado de recoger la información y escribir una newsletter mensual que será enviada a las comunidades educativas de todos los centros. Durante la segunda Misión, los centros seguirán trabajando con los mismos socios pero intercambiarán las misiones. Para esto, aprovecharán la experiencia de los otros socios para cumplir con la Misión. Se hará una encuesta anual para medir la consecución de objetivos y se acometerá la difusión del proyecto dentro y fuera del centro. Toda la información se recogerá en un Informe Anual (Year 1 Report). Durante el segundo año, se realizarán 2 reuniones transnacionales. La

primera para poner en marcha las movilidades de alumnos, y ajustar el proyecto a los temas planteados en Year 1 Report. Durante las movilidades los alumnos trabajarán en grupos transnacionales para superar un desafío propuesto por el grupo docente del colegio local. Se evaluará a los alumnos cuantitativamente y cualitativamente después de cada desafío y los alumnos tendrán que escribir un Progress Report, cuya información será recogida y resumida en una newsletter mensual. Cuando vuelvan al país de origen, deberán presentar el desafío a sus compañeros y darán soporte para resolverlo. Habrá 5 movilidades, involucrando a 100 alumnos en total, de 5 países socios. El proyecto afectará directamente a 325 alumnos e indirectamente a 4300 personas de las comunidades educativas de los socios.

El resultado intelectual del proyecto será un ebook que contenga los aprendizajes de robótica, con tutoriales, recomendaciones, preguntas frecuentes, troubleshooting, textos explicativos y fotoreportajes. Se organizará un día de puertas abiertas para difundir el proyecto y varias actividades de difusión a nivel interno y externo. Habrá un socio encargado de coordinar la difusión que supervisará la calidad y cantidad de la difusión y el feedback que se obtenga y reflejarlo en los Year Reports, junto con la evaluación cuantitativa y cualitativa y los indicadores de consecución de los objetivos del proyecto.

El proyecto generará recursos digitales (ebook), humanos (alumnado y docentes formados en robótica) y materiales (robots, mesas y ordenadores) que serán utilizados para realizar un taller de robótica para alumnos de primaria, organizado y tutorizado por alumnos con conocimiento de robótica.

Τίτλος Σχεδίου	S/he's Equal in Europe
Συντονιστής	<b>CEIP GINES MORATA</b>
Ελληνικό σχολείο	<b>1<sup>st</sup> PRIMARY SCHOOL FILIATES "CONSTANTINOS ZAPPAS"</b>
Εταίροι	Zespol Szkol w Lubzinie Zakladna skola s materskou skolou krala Svatopluka Risö skola Agrupamento de Escolas de Canedo Sredno obshtobrazovatelno uchilishte Emilyan Stanev ISTITUTO COMPRENSIVO CENTRO 1 Selimiye Mesleki ve Teknik Anadolu Lisesi Scoala Gimnaziala "Horea, Closca si Crisan", Brad
Χρηματοδότηση ελληνικού σχολείου	15.025,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015783_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"S/He's equal in Europe" is a project whose main aim is to promote equality in general, and gender equality in particular. It could be expressed by the phrase:

Multi-cultural education broadens our knowledge of others by making us more respectful and tolerant with differences. The underlying idea of this international partnership is to work on raising the students' cultural awareness and to develop their understanding of the other needs.

"S/He's equal in Europe" is working about two main fields:

Firstly, focused in teachers' work. The partners are analyzing the roles and the ways in which teachers behave in the classroom and in the school. The objective is to draw conclusions about how teachers' behaviours can transmit equality values among their pupils. For this purpose, some intellectual outputs are being created:

- a guideline about teachers' professional coaching
- a wide range of teaching/learning materials, where activities that promote equality will be described
- a database containing a large sample of recommended readings for families, teachers and pupils
- recommendations for the improvement of the way equality is reflected in curriculums and official documents in schools

Secondly, the project is being developed in 9 schools from different countries (Bulgaria, Finland, Greece, Poland, Portugal, Romania, Slovakia, Spain and Turkey). Every school is carrying out activities to promote equality.

Students from the 9 countries are participating in short-term exchanges where they can have the chance to know different cultures and languages. The underlying idea of these exchanges is that tolerance and respect come from knowledge, by promoting multiculturalism among our pupils we are promoting equality.

In the same way, the participation of students in activities focused in promoting female figures are encouraging them to respect and value feminine work as well as to favour gender equality. The knowledge of enormous effort that women and other people belonging to disadvantage groups have to face to get success, is making our pupils defend them and fight in order to eradicate any kind of discrimination.

Throughout the two years this project aims to work for promoting fair attitudes of tolerance and non-discrimination. That means, the equal integration of every student, every teacher and every family, especially those who suffer from any kind of discrimination.

Τίτλος Σχεδίου	Erasmus+: Health Action Promoting the Physical, Emotional, Nutritional and Social
Συντονιστής	<b>ESCOLA MARTINET</b>
Ελληνικό σχολείο	<b>11<sup>th</sup> Primary School of Haidari</b>
Εταίροι	Ysgol Gymraeg Bro Eirwg Zespół Szkolno - Gimnazjalny nr.2 ISTITUTO COMPRENSIVO ALFONSO GATTO St. Nicholas NS Ecole Saint Jacques
Χρηματοδότηση ελληνικού σχολείου	20.375,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015795_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Erasmus+: Health Action Promoting the Physical, Emotional, Nutritional and Social” is a project that is created with the intention of changing the view of different researches and studies which state concepts like Early School Leaving and Disadvantage (such as socio-economic, linguistic / learning challenges, poor health and mental issues) are noted in Primary School and affecting from that moment on. Many programmes designed to improve ESL were reactionary and deal with the problem too late in the school career. Different investigations lead to the concept that one out of four people will undergo a mental / emotional health problem during their life.

Following those and other analysis, the objective of “Erasmus+: HAPPENS” project is to modify these studies providing teachers, students and their families with tools, in order to make them able to face possible mental, physical or nutritional issues, helping them secure a safe and valuable lifestyle. Our will is to spread a new healthy attitude and style, a strong mind in a healthy body, not just to teachers and students, but to the local community and regional social services, making the target participants the bigger the better.

For achieving these targets the partner organizations will arrange and coordinate together activities connected to the three main areas: mental health / emotional education / social health and wellbeing; physical fitness and exercise; nutrition / healthy eating / optimal sleep and rest. These activities will follow different methodological approaches so they will ensure a maximum number of students will take part on them. Activities will be adapted to different age groups and diversity, arranging different options for Special Needs students and other learners with difficulties.

Apart from these activities, the participation of teachers from each school to the Learning Teaching Training Activities, which will be organized during four different weeks at diverse partner's schools, will become essential. All of them will attend conferences, lectures, workshops conducted by experts from universities, NGOs, local voluntary organizations and specialists. These training sessions will allow participant teachers to acquire a valuable knowledge that will be shared with colleagues back at their schools in peer coach sessions. Then, each partner organization will adapt that new expertise in activities to implement with students. All the resultant activities and studies will be shared with families, local community and regional services, through different via: uploading information in the project website; writing reports; workshops and conferences open to the local areas and teachers network in general. With all that, the intention of the project is to arrive to the maximum number of individuals possible. What the project pretends to improve is not just the partner's organizations taking part in the project, but all their local communities, creating a network of expertise in Europe.



Τίτλος Σχεδίου	Young Epicure Searching for Happiness
Συντονιστής	<b>Fundació Vedruna Sagrat Cor Tarragona</b>
Ελληνικό σχολείο	<b>GYMNASIO EFXINOUPOLIS</b>
Εταίροι	Ortenbergschule Frankenberg Vali Kadir Uysal Ortaokulu
Χρηματοδότηση ελληνικού σχολείου	18.400,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015799_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Young Epicure Searching for Happiness “YES Happiness” is a project by four schools from Germany, Turkey, Greece and Spain, which will be carried out taking into account the objectives in Horizon 2020.

Happiness plays an important role in everyone's life. This statement is specially true in the case of children. Unfortunately, in many cases, schools and society neglect this issue in the educational process. By helping children to discover what makes them happy in their life, by comparing their findings with other mates from different countries, cultures, and social classes and, in addition, by using new technologies, they will be able to build and feel a common European identity.

We have designed a wide range of activities to reach our aims. We will work on Sports, Food and Culture. Our project promotes healthier habits and minds for a better awareness of what happiness means, as well as the internationalization of our schools in terms of European citizenship. To achieve our objectives we will work in a collaborative way, using new applications such as Google Drive, Google Sites, Instagram, Twitter and Youtube.

We expect to involve all our schools, families, neighbourhoods, and have a great impact on social networks. Finally, we want to maintain activities and methodology between partners in order to achieve the long term objectives.



Τίτλος Σχεδίου	Media, social networks and ICT: opportunities for learning
Συντονιστής	<b>IES MARÍA MOLINER</b>
Ελληνικό σχολείο	<b>VELO HIGH SCHOOL</b>
Εταίροι	Liceo Roiti Knox Academy Aksemsettin Anadolu Imam Hatip Lisesi Zespół Szkół w Lekawicy Rigas Zolitudes gimnazija
Χρηματοδότηση ελληνικού σχολείου	27.200,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015822_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The development of Information and Communication Technology and its gradual integration to our education systems are bringing about considerable changes in the role of teachers and students. The massive use of Internet and ICT by a digital born generation is creating new contexts for social relations and formal and informal learning. The media and social networks have a huge impact and power on individuals, groups and society and we need to reflect on the positive changes as well as the risks this new digital reality implies for its younger users. Participating in the information society requires digital skills in order to prevent exclusion and to reduce the digital gap, which may also become a source of new inequalities. Therefore, we consider digital citizenship as a priority objective for the schools of the 21st century.

We intend to use the impact of the media and ICT to promote common positive values, improve the quality of our curricula and contribute to a better school environment. By looking at how participating countries are addressing an issue, which affects directly our students' personal development and their relationships within our school environment, our project will be complementary to the work already carried out by school staff and management in that field.

By working together, participants from socio-economically and culturally diverse countries of Europe (Italy, Poland, Spain, Latvia, Turkey, UK and Greece) will collect relevant data and analyze the impact of the media, Internet and social networks on students, schools and our community as a whole. At the same time, we aim to promote the incorporation of ICT in the teaching-learning process, improve our students' digital competence and promote a responsible use of ICT, using a series of creative and challenging activities.

About 3000 students and teachers from 7 different countries will be involved in the project's activities and about 250 of them will participate in mobilities. Our project is based on active student participation, peer-to-peer learning, as senior students will be prepared to participate in the implementation of some of the activities at their own schools after taking part in a learning activity and mobility.

The main results of the project will include the creation of EU corners in each school, the implementation of surveys to raise awareness of the media impact and the production of school and joint digital magazines, blogs and website, followed by the elaboration of a guide to promote responsible digital citizenship. We will pay special attention to the issue of cyber bullying, so other outcomes will be cyber assessment training workshops, workshops and webinars for students and parents, as well as the production of a series of short films on this subject and a book of short stories.

Working with staff and students from other European countries will give partner schools an opportunity to share good practices, learn from one another and lay the basis which will ensure lasting cooperation.

For all participants, it will increase the awareness of sharing common European values and traditions and at the same time contribute to a better understanding of our social and cultural differences.

Τίτλος Σχεδίου	#Create_collaboratively #Teach_Locally #Share_Globally #Act_Sustainably
Συντονιστής	<b>Institut Joan Salvat Papasseit</b>
Ελληνικό σχολείο	<b>General Lyceum of Vrachneika</b>
Εταίροι	Annuntiata-instituut Gymnasium Brede
Χρηματοδότηση ελληνικού σχολείου	22.255,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015922_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We believe that the best learning always takes place when the students have a desire to learn, and this interest is related to how close the studied subject is to their own lives. Our students are concerned about the future of the planet and the United Nations stresses the importance of the active participation of young people in decision-making because it will have a deep impact on present and future generations. In order to have all young members of civil society be actively engaged in sustainable development, Europe's school systems will need to focus on improving the level of highly-skilled students as well as promoting actions to teach basic and transversal skills.

Four schools from Spain, Belgium, Germany and Greece will participate in this project that will teach our students to work collaboratively, share globally and teach locally in order to be more sustainable.

**#Create\_Collaboratively:** We will make our pupils aware of and think about the importance of being a sustainable citizen. We will mainly focus on four major issues: water, food, waste and energy. Our students will analyze their own environmental behaviour and the possibilities of improving it over time in order to re-evaluate the effect of their personal behaviour on a global level by designing and creating a set of activities using CLIL methodology.

**#Teach\_Locally:** After thinking and creating on a collaborative level, our pupils will experience the importance of working locally, teaching younger kids. This part of the project focuses on using foreign languages, making connections, seeing patterns, understanding the subjects and transferring their learning to others.

**#Share\_Globally:** All the output created will be shared globally. Our pupils will improve their digital skills. ICT tools and the use of open practices will increase the effectiveness of education, more personalized learning, a better learning experience and improved use of resources. All the outcomes will be shared via eTwinning, the project's website and the EST-database/ Erasmus+ database. All created material will be open to everyone.

Τίτλος Σχεδίου	THE EURO-SCHOOL REPORTERS
Συντονιστής	CEIP CLARA CAMPOAMOR
Ελληνικό σχολείο	<b>1<sup>st</sup> Primary School of Paiania</b>
Εταίροι	Zakladna skola Vilniaus Abraomo Kulviecio vidurine mokykla
Χρηματοδότηση ελληνικού σχολείου	19.530,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015927_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“The Euro-school reporters” is an ambitious project set to improve our students’ basic and transversal skills as well as to integrate and promote the usage of open digital resources in the daily school work.

### **This project responds to our educational and social needs:**

- To improve our students’ basic and transversal skills by using innovative and motivating teaching methodologies.
- To promote and integrate the usage of the ITC in the school.
- To develop students’ and teachers’ English communication skills in a practical way.
- To become active European citizenships by developing international cooperation and relations in the frame of Europe.
- To motivate and provide teachers and students with a favourable situation for lifelong learning that will open their horizons and enrich their lives.

After analyzing our needs and difficulties, we decided that creating a digital (and interactive) newspaper could be the perfect vehicle for our project.

- On one side, as the newspaper will be developed by using open digital resources, both students and teachers will have to learn and improve their ITC skills. They will need to search for information on the internet, take pictures/ record videos with a digital camera/ edit the articles using different programmes (like “Word”, “Adobe”, “paint”...) and create a digital magazine using an online resource (like issuu, calameo, paper)
- On the other side, the different parts of the newspaper (editorial, the weather forecast, how we made it, math challenge games, little garden, family time, project’s corner, vocabulary booklet... ) will let us improve our students’ basic and transversal skills while working on different and appealing topics that will cater to the European policies and to our own needs.
- Furthermore, our students will take part in the creating process as well as in the management of the newspaper. They will become school reporters that will gather and elaborate the information. They, with the teachers’ help, will also have to write the articles in a digital format and think about the best ways of advertising and taking care of the dissemination of the newspaper inside and outside the school (families, community, local authorities...). This way, the students will have the opportunity to develop their entrepreneurship and have a real approach to the business world.
- In addition, English will be our communication language. Teachers and students will be highly motivated to improve their command of the language so that they can develop the activities of the project. Through English we will be able to make new friends around Europe.
- Finally, cooperation and teamwork in different levels (students, teachers, families, community...) will be vital. Teachers and students will improve their communication skills and reciprocal learning in what will



be a meaningful lifelong learning. Sharing information and working in international teams will allow us to get to know other cultures and ways of thinking better, making us more respectful and tolerant to other countries and life-styles. This will lead us to raise our European consciousness, to feel that we are part of Europe and, consequently, to become active European citizenships.

The participating countries are: Lithuania, Slovakia, Greece and Spain. We all have primary school students that will be in charge of the main part of the activities. This variety of languages, cultures and historical backgrounds will enrich the project with an authentic European dimension.

In order to achieve of our goals, we will develop collaborative work among international teams. The content of the articles will be gathered in each school by the students and edited by international groups of students during the transnational meetings. Teachers from different schools will work together in the design, implementation and dissemination of the activities and results. They will support and advice the students in the management of the newspaper as well as in the process of the newspaper creation.

This project will be carried out in two years. We will develop activities related to the parts of the newspaper, to the creation of the newspaper itself, to the dissemination of the newspaper and to the management of the project.

At the end of the project, our students will have worked on and improved their basic and transversal skills in a motivating and lucid way. At the same time, teachers will have learned to use the ITC to carry out a large number of activities in the class and they will have the opportunity to learn from sharing experience other methodologies and educational approaches. They will have also improved their English skills and found new teachers to develop new projects with. The whole community will be benefited from a cultural point of view, and they will become more understanding, tolerant and respectful to the others because, thanks to this newspaper, we will have been able to bring a little part of Europe to their homes and hearts.



Τίτλος Σχεδίου	Finding our roots
Συντονιστής	IES URBI BHI
Ελληνικό σχολείο	<b>Varvakeio Model Experimental Lyceum (Upper Secondary School)</b>
Εταίροι	Liceo Classico Statale Plinio Seniore
Χρηματοδότηση ελληνικού σχολείου	24.580,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015944_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

FOR (Finding Our Roots) project emerges out of a previous collaborative work between three state high schools located in greatly depressed economic areas: IES Urbi (Basauri / Spain), Liceo Classico Statale Plinio Seniore (Castellammare di Stabia / Italy), and Varvakeio Model Experimental Lyceum (Athens / Greece).

IES URBI high school is specialized in multilingual education based on CLIL (Content and Language integrated Learning), and since 2008-2009 has been holding annual European projects.

Plinio Seniore high school puts great emphasis on language learning (English, Spanish, Russian, Arabic, and Chinese) to guide the school community on social development of economic sectors such as cultural tourism. Currently, the school is holding European projects that involve short-term exchanges.

Varvakeio is one of the 47 “Model Experimental” state schools in Greece that pursue “excellence”. This school accepts foreign students that make there their short-term stages of practice.

FOR project will run for two school-years (2015-2016 and 2016-2017), involving annual short-term exchanges for pupils.

This project intends to apply innovative CLIL method to multilingual learning-teaching system in upper secondary education, with the regard to develop academic language skills related to Botany vocabulary, mythology, and social language abilities in English to B2 level. So, having as starting point the official curricula of upper secondary education within our respective countries, upper secondary pupils are going to work simultaneously on various contents in English, belonging to more than one academic disciplines: Natural Science, Classic and Modern Languages, Classical Culture, and Computers.

### Objectives:

- Every target student will acquire English academic language skills related to Botany vocabulary through classical roots finding to B2 level.
- Every target student will acquire English academic language skills to B2 level, by means of learning contents related to classical myths and plants.
- Every target student will improve English linguistic competences to B2 level in real-life situations, by means of working collaboratively and interacting socially with foreign students.
- Every target student will improve and acquire the vocabulary related to Botany in both mother and partners' languages: Spanish, Basque, Italian, and Greek.
- Every single member of our schools will improve ICT skills by applying web 2.0 resources to CLIL.
- Every single member of our school communities will improve plurilingual and intercultural competences through interaction with foreign partners and the use of e-ELP (Electronic European Language Portfolio).

### Main activities:

- Every school year, the international student target groups should generate a collaborative glossary of 72 words about the morphology of the vascular plants in the project wiki.



- Every school year, the international student target groups should generate a collaborative dictionary of 24 mythological plants in the project wiki.
- Three times per school year, the target groups of each school shall prepare, conduct, and assess project activities together with the working groups' representatives from the other two schools, who will be accommodated in foster school families.
- Three times per school year, the entire school community shall interact with 12 foreign students and 4 teachers from 2 different countries through face to face real-life communication.

#### **Methodology:**

- CLIL learning-teaching.
- Interdisciplinary teaching.
- Information and Communications Technology supporting CLIL.
- The use of the Electronic European Language Portfolio.

#### **Expected results:**

##### **Intangible results:**

- Pupils' achievement of English academic language related to Botany vocabulary, classical myths and plants to B2 level.
- Pupils' improvement of English linguistic competences in social situations to B2 level.
- Pupils' improvement and acquisition of the vocabulary related to Botany in both mother and partners' languages.
- School community improvement of ICT skills.
- School community improvement of plurilingual and intercultural competences.

##### **Tangible results:**

- The glossary on Botany vocabulary and classical roots.
- The dictionary of mythological plants.
- The mythological gymkhana.
- The mythological garden.
- The interactive exercises on Botany terms and mythological plants.

#### **Impact:**

- To achieve the project objectives and results in target groups and school communities.
- To include project aims, activities, and results in the annual syllabus of CLIL subjects.
- To encourage other educational establishments and associations to take part in European projects.
- To share multilingual and multicultural experiences among the school communities.

#### **The potential longer term benefits:**

- To use, develop, and disseminate most FOR activities, methodology and outputs after the end of the founding, by means of ensuring the continuity of project teacher team work and the cooperation between the three schools.

Τίτλος Σχεδίου	YOUTH, MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE
Συντονιστής	IES PASCUAL CARRION
Ελληνικό σχολείο	PLATON M.E.P.E.
Εταίροι	Scoala Gimnaziala nr.1 Perisoru Kaltinenai Aleksandras Stulginskis gimnazija Gimnazjum nr 2 im. ks. Stanisława Konarskiego Vasil Levski High School
Χρηματοδότηση ελληνικού σχολείου	27.930,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-015945_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Youth, Multilingualism and Work Perspectives in Europe” is an association formed by six secondary schools located in areas with high unemployment rate. It involves students aged 12-16. We set as our goal to provide our students with a comprehensive understanding of the European labour market and skills they will need for their future careers. It seems, this future will be challenging because these skills change quickly, so teachers must adapt to new technologies and knowledge of foreign languages.

In this context the project is structured in three main areas: Research of the European labour market, using free online resources and new technologies, and implementation of CLIL methodology. Our plan of activities includes among others:

- e-book with CLIL lessons (Science, new technologies, etc.)
- European labour market research in different fields
- Development curriculums (Europass format), video resumes, letters of application and portfolio
- Business: Visit and practices
- Visits by representatives of public employment agencies
- Work fair, educational coaching workshop, visits to universities, etc.

The project will promote collaborative work through platforms like TwinSpace and Google drive, where students and teachers can carry out work together and organize meetings online. In the mobilities to the different countries, students will present their tasks and teachers will provide the CLIL lessons developed.

All results of the project: e-book, presentations, videos, etc will be available on the websites of all institutions, the project website and TwinSpace. The dissemination plan includes press releases in regional media and a press conference at the last meeting. So that schools around us will be aware of our work and use freely available resources.

We expect our schools to benefit long term with more teachers motivated to learn new techniques, more digital resources and students with greater linguistic and digital skills.

The details of the project are available on <http://workperspectivesineurope.blogspot.com.es/>

Τίτλος Σχεδίου	Getting to know, sharing and enjoying our cultural heritage
Συντονιστής	Centro Público Integrado O Cruce
Ελληνικό σχολείο	8 <sup>th</sup> GYMNASIO THESSALONIKIS
Εταίροι	Zespol Szkol Ogolnoksztalcacych Nr 1 w Chorzowie Stokeinteignhead Primary School Colegiul National Unirea ITI "AUGUSTO RIGHI"
Χρηματοδότηση ελληνικού σχολείου	12.200,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-016034_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

During the last decades we have witnessed such tremendous progress in technology and science that it has influenced all aspects of our lives, both professional and personal. With the ubiquitous Internet available at almost all places in the world, at the touch of our fingers of our phones, computers or tablets, we have access to all information we can possibly require at any time. We have created Cyberspace where we have moved many, if not the majority, aspects of our lives: work, education, entertainment, banking or business, to name but a few. Technology has redefined our ideas of what art, literature or film is. Also, it has dramatically changed the way we live and study. However, we cannot dismiss our cultural heritage, as it plays an important role in our lives and constitutes what we are as individuals and nations. We therefore should explore the opportunities technology/science provides to improve the quality of our lives, how it enhances our education/business and how it helps to preserve our cultural heritage.

Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Cultural Heritage is often expressed as either Intangible or Tangible Cultural Heritage (ICOMOS, 2002).

Digital technologies are embedded in leisure, work and people's life but they are not being fully exploited in education and training systems across Europe. The potential benefits of the digital revolution in education are multiple, schools should create a framework to introduce innovative learning and teaching practices and this will be done through improving teachers' competences to implement innovative teaching approaches.

We plan to build up a partnership among schools in which through the collaboration will promote among teachers professional values and attitudes like reflective practice, autonomous learning, collaboration with colleagues and parents, engagement in research and innovation as a way to acquire new skills, and an involvement in the development of the whole school.

### Target groups:

head teachers, teachers, students and parents

### Objectives:

1. Exchange of experiences among European schools
2. Equip teachers with all competences and skills needed to deliver Education of high quality
3. Improve in students European citizenship by implementing learning materials based on intangible and tangible Cultural Heritage and ICT innovative and creative use
4. Supporting innovative activities that foster the implementation and assessment of transversal skills. (Entrepreneurship, digital skills, critical thinking...) and use of e-portfolio

To reach those objectives we plan implement a community of practices to implement teaching practice and to define the competencies that a teacher must achieve and how to acquire them. Support innovative teaching and learning environments, including Intangible and Tangible Cultural Heritage and at the same time learners will acquire digital skills and other important key competences. Teachers will create learning/teaching practices/materials on heritage. The project materials will be published in the project website.

Students will create apps, they 'll will be based in a platform using Google maps in which each place (museum, monument etc..) will include a sheet with embedded pictures and videos and a text all created by students. Visitors may navigate through the map or menu filtering the type of resource you seek.

A platform for communication among teachers and students will be established.

**Two collaborative projects among participant schools will be implemented during the project life-cycle:**

- a.** A virtual trip through participant countries
- b.** Routes: Will be done by students using AR in different places (town, parks...)

The project will integrate the schools in a wider community (European schools) that can provide learning opportunities for young people and teachers within that community...(sharing experiences, learning practices, methods...). The project fits with Europe 2020 strategy acknowledges, a fundamental transformation of education and training is needed to address the new skills and competences that will be required in Europe. Innovating in education and training is a key priority in several flagship initiatives of the Europe 2020 strategy.

Τίτλος Σχεδίου	HELP THE EARTH: REDUCE, REUSE, RECYCLE
Συντονιστής	Centro de Educación Infantil y Primaria Doctor Juan Negrín
Ελληνικό σχολείο	<b>NEOS SKOPOS JUNIOR HIGH SCHOOL</b>
Εταίροι	Laajalahden koulu Osnovna sola Litija Atca Anadolu Lisesi Rigas 22. vidusskola Zespol Szkol Nr 34 Sveti knyaz Boris I
Χρηματοδότηση ελληνικού σχολείου	39.340,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-ES01-KA219-016071_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project “HELP THE EARTH: REDUCE, REUSE, RECYCLE” was conceived with the idea of creating a motivating and challenging enterprise with reference to all students. It is alternative to traditional ways of learning. The participant schools want to emphasize not only the idea of global thinking and acting, but also the necessity of taking responsibility and care for our planet.

The project is addressed to students of different age groups and aims to raise awareness of global climate and environment changes. It will show people of all ages that initiatives in favour of the Earth, saving energy or waste management, are simple actions and at the same time, big issues important for the generations to come. Environment protection and support include a wide range of activities and aspects that can be implemented in everyday life, of every human, in each country. With this project, the partnership intends to develop a sense of responsibility and raise people's awareness of their own influence on the natural environment. Therefore, by means of this project, all partner schools want to engage school communities into recycling actions beyond school area, waste management in schools and at homes.

The project offers activities to reach all types of students regardless of their knowledge, skills or attitude, for example: designing the logo, making the mock-up cities of reusable materials, cleaning up the surroundings, recycling different materials or planting trees and gardens. The project aims at developing basic skills of reading, writing, speaking, general understanding and logical thinking inserting CLIL methodology along with the use of ICT tools. These activities are supposed to help the students enlarge their visions of the world by sharing experience of other cultures.

The intention of the project is to promote the professional development of teachers through the improvement of their English and digital literacy. By means of the project teachers' communicative competence in English of all participating schools will improve and they will be able to come up with innovative methodological aspects (for example cooperative group work, communication, tasks) and implementing them into teaching. This project seems to be a perfect way for teachers to improve teaching skills, give those more ways to motivate their pupils, bring them closer to other cultures, customs and history, and give them a natural way to use their English language skills. Finally, it is to motivate the school community to establish ties and bonds with people from other countries.

Τίτλος Σχεδίου	Collaborative Outdoors Learning / Go Out And Learn
Συντονιστής	Ceip es Puig
Ελληνικό σχολείο	<b>Primary School of Kokkini Xani</b>
Εταίροι	Tamasos Primary School Szkola Podstawowa Nr 171 im. Stanislaw Staszica Escola Professor Alberto Nery Capucho Holy Trinity NS istituto comprensivo statale di Castelnuovo Magra
Χρηματοδότηση ελληνικού σχολείου	28.605,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-ES01-KA219-016273_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

According to The Europe 2020 Strategy and considering the provisions of the Lisbon Treaty meant “encourage the participation of young people in democratic life in Europe”, our project is precisely focused on all our students’ needs. We live in a very demanding society which is under the pressure of a strong economical crisis. As teachers, we are responsible to give our students the best tools and strategies for them to build up their own knowledge and are more independent, autonomous and being capable of making the best decisions along their lives.

Collaborative Outdoors Learning / Go Out And Learn is our COOL / GOAL in order to satisfy all our students needs and provide them with this knowledge and the basic and transversal skills to enhance their significant learning and acquire a global sense of European citizenship.

Spain and Cyprus; Poland and Portugal already cooperated in previous Comenius projects with successful experiences and results.

The need to continue our collaboration in order to broaden our knowledge, together with the needs of our schools to improve with innovative methodologies has been crucial for the creation of the current project.

Ireland, Italy and Greece showed similar needs and interests and joined us through the eTwinning platform.

We are a total of seven countries in our partnership which had been chosen from our needs, interests, experience, knowledge and level of expertise in order to make it possible the achievement of the following main objectives:

- Improve the basic and transversal skills
- Increase the linguistic competence
- Enhance innovative practices
- Take advantage of the environment for more significant and functional learning
- Acquire a global conscience as European citizens
- Use of ICT tools for cooperation and communication
- Acquire, compare and understand the curricula contents of each school country in order to adjust activities
- Use the collaborative learning as an inclusive methodology in our schools in order to give a positive response to all special needs
- Respect and consider diversity of languages, cultures, values, and ways of thinking



The proposed activities based on the aims and their achievements are being reflected throughout the project's implementation as well as in their results and final products.

All the activities will be carefully designed according to the school subjects but taking advantage of our surroundings and with the implementation of collaborative learning methodology. Teachers and students will acquire these competences from the direct interaction on the mixed teams we are going to create in order to achieve our goals. This is how our project takes a new dimension because teachers and students will be working together even though their roles are going to be different in the teams.

By the end of the third year, we expect our students to have improved basic skills and transversal skills, like linguistic competence, presentation, investigation, critical thinking, creativity and collaboration. Students will be able to assume responsibility for their role in the project work, develop their ability to plan and estimate progress, results and present their own achievements. They will become more independent in their learning process. Students will develop more positive attitudes towards school and they will build up their knowledge from more significant learning. Furthermore, it will be more permanent and will be used as a base for the future.

Besides, we will have a complete guide for Outdoors Education in different language and in English, a complete guide for Collaborative Learning methodology, a European corner or library corner at each partner school, an eTwinning project space with all the material and products, a playground place for the outdoor activities (e.g. a vegetable garden, games park, traffic corner,...), Newsletters of the project, articles in local press, videos from activities and meetings, exhibitions of students works, a COOL / GOAL Festival every year eTwinning platform.

The project will impact the school across the curriculum enhancing the level of teaching and making desirable learning outcomes more achievable through invigorated lessons. Each school will tailor their professional development based on the theme of outdoor education and using collaborative learning as methodology. The sharing of these experiences will create a domino effect that will trickle through the school.

During our transnational meetings we will have discussed and checked the best strategies so that our results and products are used long after our collaboration is over.

Furthermore, a positive dynamism will be instilled throughout the project, within and among the partner schools, which will ensure the sustainability of the products and the methodologies implemented. Our Erasmus+ commissions will be established in each partner school and they will be responsible for ensuring their long life sustainability.

Τίτλος Σχεδίου	STAY IN SCHOOL
Συντονιστής	IES Macià Abela
Ελληνικό σχολείο	<b>1<sup>st</sup> GYMNASIO ELEFSINAS "AISCHILEIO"</b>
Εταίροι	Hasan Ferdi Turgutlu Mesleki ve Teknik Anadolu Lisesi EVRIVIADEIO GYMNASIUM Cambreur College SCOALA GIMNAZIALA COMUNA STOILESTI
Χρηματοδότηση ελληνικού σχολείου	24.170,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-ES01-KA219-016347_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The early abandonment of school is due to various reasons. Poverty, economic hardships, economic compulsion, the lack of a decent standard of living create a negative background for attending school. Other reasons are poor performance at school, negative experiences such as bullying, unsurpassed learning difficulties, lack of special education and compensational teaching, the impersonal and cold reality of the educational system, the educational level of the family, the social surroundings, and various social stereotypes.

- Which is the result of the abandonment of the school by students? The creation of groups of vulnerable, uneducated children who are prone to exploitation, child work, juvenile criminality, deviant behaviour, social marginalization and exclusion.
- Which is the aim of the project? Studying/understanding of this phenomenon and the development of strategies to contain and restrict the early school abandonment by students.

### With the help of this project students will:

- be exposed to different learning methods and strategies
- be trained to find and use different sources of information
- become aware of the negative results of early school leaving
- learn new productive methods to connect with the school and create a strong sense of belonging in the school setting.

### With the help of this project teachers and school/staff will:

- develop ICT skills, with the creation of databases and a website
- learn to work together in a collaborative way with teachers and pupils from across the partner schools
- develop team leadership and project management skills
- put into practice new techniques and methods of working/teaching
- develop new approaches to ESL

How do we hope to achieve all of these goals? We want to develop different activities and share their final products, which can be used in order to help people who are directly or indirectly concerned in ESL (teachers, students, authorities, school psychologists and counsellors, social workers), e.g.:

- Good practice guide: Making school more attractive
- Education and career guidance /helping students to choose better decisions

- *Helping parents to help their children* brochure
- Blogs, wikis and website will be published for sharing all the events of the project
- Artistic/graffiti production

How many people will be involved in this project? Almost 4000 people, between teachers, students, parents, school psychologists, social workers,...

All of our activities and products will be published in an official website project for five years and the brochures we want to make will be given to parents, authorities and other schools. That way, we hope that our project can make people reflect on ESL.

Τίτλος Σχεδίου	Sea Breeze - bringing European people together
Συντονιστής	Raunistulan koulu/Turku Education Division
Ελληνικό σχολείο	<b>1<sup>st</sup> PRIMARY SCHOOL OF SITIA</b>
Εταίροι	CEIP Mediterráneo Istituto Comprensivo Santa Margherita Ligure Ballyholland Primary School
Χρηματοδότηση ελληνικού σχολείου	16.845,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FI01-KA219-008947_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Sea Breeze - bringing European people together, is a project that highlights the importance of preserving our seas to future generations, and the importance of the seas to European nations in general. The aim of this project is to explore and compare our seas by using different innovative methods and ways.

This project has five (5) partner schools which are all located close to the sea coasts: Finland in the Baltic Sea, UK in the Atlantic Ocean, Spain and Italy in the western Mediterranean sea together with Greece in the Eastern Mediterranean sea.

All partner schools share the common vision of educating our youth to become more aware of the importance of our seas. By exploring and comparing our seas, we can find out and understand the reasons that make our seas vulnerable and unique.

### Objectives of the project:

- to promote awareness of the importance of our seas in general;
- to study the different European seas, their management and related ecosystems. (Natural and Social Science);
- to examine the various different ways in which the seas influence our lives;
- to raise awareness of the importance of preserving our seas to future generations;
- to develop a deeper understanding of how to protect and preserve our seas;
- to study the main factors that affect sea salinity (evaporation, precipitation, freezing and melting of snow or ice...) and how it affects to sea biodiversity.(Natural Science);
- to use innovative approaches to investigate the sea;
- to explore a variety of things concerning to our own marine environment, and to compare the differences and similarities with other seas;
- to develop the pupil's ability to be open-minded researchers by collaborating with other people ;
- to improve the problem solving skills of our pupils;
- to promote the European dimension in education by developing cooperation between partners;
- to stimulate and improve the use of foreign language;
- to use ICT 's as an essential tool for searching and developing the knowledge in world today.

### Description of main activities:

- designing and building a 3D ship/boat;
- exploring the sea and collecting information from it by innovative methods;
- exchanging and comparing the results of our sea-studies;

- designing a logo for the project;
- creating an online marine dictionary and a Sea-Breeze blog;
- establishing a project exhibition and celebrating the European maritime day;
- creating a multimedia clip based on sea-related local folklore;
- designing and creating web quests about seas;
- designing and publishing a calendar of the year 2017 by using best photos from the Sea Breeze photo competition;
- establishing a Sea Breeze -conference in Finland in May 2017, where all the results will be summed up. The local environment officers, marine biologists, shipyard heads, and other sea-related players will be invited to share our project results. The idea is also to have a small debate among these parties, and hopefully make us all more aware of how to preserve our seas.

#### **Description of main results:**

- A 3D ship/boat. All partner schools build 3D ship or boat. At the end of the project the ship/boat will be loaded up with our results: DVD 's, booklets, research results, stories, sea songs etc. ("Our ship/boat is loaded with...").
- A DVD, a booklet and posters, where each participant has compiled the results of the studies and investigations: sea condition, pollution, salinity, most important trading harbours and routes, export and import products, important sea-related occupations etc.
- Presentations of participating countries, towns and schools, and their maritime history and modern days.
- A Power Point presentation of the marine life (flora and fauna) from each participating school area.
- Online marine dictionary. Basic vocabulary which is useful to learn in addition to sea-related words.
- "Sea Breeze photo-competition" - A competition where best photos taken by students will be published in a calendar.
- A project logo (sea-related).
- "Sea Breeze" - blog. Sea related articles, information, website links, games, etc will be gathered during the project.
- Multimedia clip to show characters/scenario based on sea-related local folklore.

#### **Expected main impact and long term benefits:**

- All participating persons and organizations will get a better understanding of the importance of the seas to Europe, and the importance of preserving the seas for future generations.
- All participants will develop a greater interest towards nature and management of natural resources.
- All participants will have better respect, tolerance and understanding among all European citizens.
- Pupils and teachers have better ICT skills and problem solving skills, and they have more courage to investigate everything in life with open eyes.

We believe that all our activities and impacts will create long term benefits to all the participants of this project.

Τίτλος Σχεδίου	Entrepreneurship in secondary schools
Συντονιστής	Liedon lukio
Ελληνικό σχολείο	<b>53 Lyceum of Athens</b>
Εταίροι	ITES G.B. Bodoni LPP Don Bosco et LTP Don Bosco VIII Liceum Ogólnokształcące w Zespole Szkół Medycznych i Ogólnokształcących im. H. Chrzanowskiej I.E.S Vicent Andres Estelles
Χρηματοδότηση ελληνικού σχολείου	39.360,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FI01-KA219-009003_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We prepared a three-year project: “Entrepreneurship in Secondary Schools”, to be carried out by 6 countries: Finland, Spain, Italy, Greece, Poland and France.

The main aim of the project is to foster employability of our students by teaching them entrepreneurial attitude and developing their entrepreneurial spirit, which will consequently enable us to have more entrepreneurs in our society in the near future.

We will combine formal and non-formal education in order to strengthen and valorise young people’s skills, to empower their competences and above all their self-confidence so that they can manage their lives successfully in the future.

We’re planning to involve approximately 40 teachers and 300 students directly in the project. We will also involve local industries, non-profit organizations and municipalities.

All the involved participants will work on the project by using different virtual means of communication (eTwinning, facebook, Google Drive, emails, Skype) as well as direct meetings (short-term and long-term blended mobilities).

There will be 4 transnational meetings (2 teachers from each school): 1 meeting each autumn to prepare, plan and coordinate the blended mobilities and other project work involving the students and 1 final meeting at the end of the project to evaluate it, plan the report and discuss the future cooperation between the partners.

There will be 6 short-term blended mobilities (teachers and students from three countries whereas the other three countries will take a virtual part in them) where the students will present the work they’ve done on a given topic and compare the results.

There will be 3 long-term blended mobilities (2 students from each school) which will enable the students to live and learn in a different environment for 1 month. During the mobilities the students will have to face the difficulties which may arise because of the different culture and language, which will force them to overwhelm fears and problems. This will build up their confidence in the view of future choices. This kind of mobility will encourage the teachers from the hosting schools teaching other subjects, different from English, to follow CLIL methodology (using the language of the project) as an innovative approach in their teaching methods.

Through the activities planned in our project and cooperation with people from different countries, the students will develop their personal, interpersonal and self-management skills, which will consequently enable them to meet the challenges of the labour market.



**Expected results:**

**Personal skills:** increased confidence and self-esteem, self-awareness (personal and social), readiness to take on new and more diverse experiences

**Interpersonal skills:** improved teamwork, increased communication, improved pro-social behaviour, more open to people from diverse backgrounds, positive peer relationships, enhanced leadership

**Self-management skills:** motivation, commitment, resilience, increased life skills, critical thinking skills, planning, decision making, developed and focused career aspirations.

Thanks to this project, our students will be able to have entrepreneurial vision from different cultures, which will help them in their professional future. They will also develop the civic competence and improve their knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) in order to participate actively and democratically in life.

The project will be also beneficial for the teachers, who will increase their professional development through the exchange of new ideas and incorporating other educational systems, teaching models and new technologies in their classes.

Local communities will also benefit from our project as better motivated and prepared young people can contribute to increase the average level of work performances.



Τίτλος Σχεδίου	WAY TO GO-paths of life
Συντονιστής	Moision koulu
Ελληνικό σχολείο	<b>1_GYMNASIO_PYRGOU</b>
Εταίροι	INSTITUTO DE EDUCACIÓN SECUNDARIA «PROFESOR JULIO PÉREZ» Holabrekkuskoli Istituto Tecnico Industriale Statale Alessandro Volta Srednja skola Bedekovcina Ömer seyfettin orta okulu Gymnazium Perniön Yhteiskoulu
Χρηματοδότηση ελληνικού σχολείου	23.875,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FI01-KA219-009059_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The whole project “Way to Go-paths of life” is a mosaic of different learning environments which focus on three very important paths-aspects of life that is History, Culture and Nature further analyzed into issues of art, music, traditions, cuisines, sports life and healthy living. All these elements compose everyone’s Tree of Life, which starts growing from their roots, which are the historic background of their families, their hometown and their countries. Apart from that, strong bonds with Culture and Nature make this tree even more robust and fruitful. The learning environments we aim to create during our project’s lifetime are permeated with the principles of “Lifelong learning” and “Learning to learn” through a new perspective of more dynamic and attractive ways of teaching and learning and ICT-based methodologies. These new innovative methods are to be in alignment with the principles of the “New Curriculum in Finland”.

Through the exploitation of mobile technology and ICT tools both teachers and students will get involved in a game-like process of problem-solving, synthesizing information, using their imagination and critical thinking in order to reach any expected learning outcomes. Students will actively participate, increase their sense of initiative, share thoughts, collaborate with their peers in different learning environments and mark their own learning routes along this journey instead of being unappealingly spoon-fed with a pile of information. Marking your own route in life in such a creative and inventive way can make you an independent thinker and a resourceful entrepreneur capable of dealing with the challenges of life.

There are nine partner schools: two from Finland which is the coordinating country and the other ones are from Iceland, Slovakia, Croatia, Italy, Spain, Turkey, and Greece. One of the schools is vocational while the others are general secondary schools. Most partner schools have participated in previous multilateral or bilateral Comenius partnerships, and other European Union granted projects while three of them participate for the first time.

Apart from the creation of the project website, the logo, the blog and a picture gallery as well as having a poster competition, there will be a variety of courses and ICT teaching. Teachers and students will get acquainted with new ICT-based methods and new principles in the educational process.

### With the use of these methods students and teachers of each country will

- walk the “path from home to each partner school” marking these routes on maps with QR-codes, behind which there will be more information about the history of those places (facts, pictures, videos)
- walk along different kind of paths in nature, gather material such as photos, sounds, videos and samples and process it to make presentations
- make various presentation games about music, dance, food, natural sights, sports, art of their countries

- get involved in preparing traditional dishes in each country
- be involved in various breakfast environments from different countries of EU and make a poster with 10 Healthy Breakfast Tips
- make culture activity maps with information about art, crafts, music, sport, food and literature of different parts of their country
- construct a European Art Path and make a tourism video or presentation explaining the best places or art pieces
- learn techniques in craftwork, make products and create on-line “shop” to raise money for charities or other beneficial activities or events
- get involved in geocaching activities along the “path of history” through some popular historical sites in each country
- take part in sports activities to walk successfully on the “path of sports”
- contribute to the final art exhibition of the whole project
- create travel diaries after each mobility

Also, at the final mobility meeting a seminar with workshops will be conducted to share project results with a broader public of the educational community.

Through multicultural dialogue, students will become even more aware of belonging to a broader European family, responding to the EU values of active citizenship and intercultural solidarity, exorcising xenophobia, racism and social isolation. Both students’ and teachers’ participation will increase their motivation for language and digital competence through the extensive use of ICTs. Our partnership will enhance a more integrated use of ICTs in education, the development of students’ transversal skills and student-centred learning contributing to innovative and more attractive ways of teaching and inspiring both teachers of the participating schools and those of other school communities to adopt new methodologies, raise their students’ motivation and fight professional stagnation.

Τίτλος Σχεδίου	GOAL! Go On And Lead your team through Europe
Συντονιστής	Tesomajärven koulu
Ελληνικό σχολείο	<b>20<sup>th</sup> primary school of Evosmos</b>
Εταίροι	Scoil Mhuire na mBráithre Talijska osnovna skola "Galileo Galilei" - Scuola elementare italiana "Galileo Galilei" Zespół Szkół w Nowej Słupi - Publiczna Szkoła Podstawowa w Nowej Słupi im. Bohaterów Powstania Styczniowego CEIP JOSE ANTONIO
Χρηματοδότηση ελληνικού σχολείου	21.890,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FI01-KA219-009092_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“GOAL! Go On And Lead your team through Europe” is a project for six primary schools in different parts of Europe. The Finnish coordinating school is situated in a suburban area in western Tampere. Many pupils have challenging family situations. Also immigrant children and many pupils with special needs, bring a risk of social exclusion near the school life. Icehearts is supporting the school life of those at risk. The Polish partner school is located in a rural area in the centre of the Świętokrzyskie Mountains. There is a lot of unemployment and many parents work abroad. Several children have special educational needs. The Irish partner school is located in Kerry in south west Ireland. There has been a large influx of immigrants mainly from eastern Europe and a large increase in unemployment. Problems with anti-social behaviour, addiction, social integration and unemployment are constant challenges in the lives of the pupils and the teachers in the school. The Greek partner school is located in the suburbs of Thessaloniki, Central Macedonia. There are a small percentage of SEN pupils with learning difficulties. The school population is predominately white Greek with only a few pupils coming from migrant families. The Spanish school is located in a town Tomelloso situated in the middle of Castilla La Mancha region, Spain. The main economic activity in the area is agriculture. There are some immigrant children and children with special educational needs at school. Some students of the school are children of ethnic minority (Gypsies), and children from families with financial difficulties. The Croatian partner school is a ethnic minority school. It's located in a small, coastal town of Umag. Some of the pupils are not part of only Italian minority but have bilingual parents and need help to integrate and avoid social inclusion problems.

Sports and well-being and the motivation to carry on the importance of an active lifestyle have been the main inspirations for the project. The schools feel the need to promote and stimulate outdoor and indoor physical activities for the pupils. The correct physical, psychological and emotional development in children also has a connection to learning. By activating the pupils both at school and their free time, the schools hope to have a positive impact on the children and their environment as a whole. The practical activities will enable the pupils to understand common values, overcome barriers and unite cultures. By working together in a strategic partnership, the schools want to expand their knowledge with new projects, skills and methods in teaching. They will do this by comparing the good practices of each school, discussing and working together in order to adapt each local good practice to the context and needs of all the schools involved in the project. The pupils will develop their creativity, their critical thinking and their ability to work independently. The project GOAL! challenges all pupils to become active European citizens, emphasizing the use of new ICT skills, and better knowledge of English language.

Τίτλος Σχεδίου	Head in the clouds
Συντονιστής	Ecole Primaire d'Oust-Marest
Ελληνικό σχολείο	<b>1<sup>st</sup> OLOIMERO DIMOTIKO SHOLIO VERDIKOSSAS, ELASSONA</b>
Εταίροι	Primary school Nedelya Petkova AGRUPAMENTO DE ESCOLAS Nº1 DE PORTALEGRE CEPR La Gaviota Zakladna skola s materskou skolou Trnkova 1, 851 10 Bratislava - Jarovce DOBELES SAKUMSKOLA OS Vransko-Tabor Vransko 23 3305 Vransko
Χρηματοδότηση ελληνικού σχολείου	15.120,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FR01-KA219-014887_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Head in the clouds” project is about increasing scientific spirit by studying meteorology and comparing weather among eight European countries. Weather seems to be a very common subject. Despite of this, its technical aspects are rarely studied at school. It has nevertheless a real and concrete impact on our daily life. Studying weather is a way to teach sciences through multidisciplinary activities. This three years project addresses primary school pupils, irrespective of sex, origin, social level or abilities. It is shared in six semesters:

- recording weather (creating meteorological instruments)
- states of water (experimenting to understand their role in weather)
- clouds and extreme natural phenomena (experimenting to create a cloud, creating a clouds dictionary, creating a board game)
- astronomy (comparing seasons, experimenting to understand length of days and night, high of the sun...)
- global warming (comparing effects on culture, water level...)
- weather and health (comparing flu epidemic dates, Seasonal Affective Disorders, protecting from the sun...)

Pupils are learning to observe, make working hypothesis, develop a line of argument and imagine experiments. In this way, they are developing their curiosity, their criticism, their creativity and increase their interest towards sciences.

The great diversity of involved countries provides a wide panel to observe and compare. This enables our pupils to learn European geography, increase their feeling of European citizenship and their openmindedness.

By learning to love sciences from the earliest age, by learning to love Europe from the earliest age, our pupils, boys and girls, will probably be more inclined to study sciences later and, why not, increase the number of European scientists!

Τίτλος Σχεδίου	Head in the clouds
Συντονιστής	“Let’s EAT together, Everybody Around the Table”
Ελληνικό σχολείο	60 <sup>th</sup> Nipiagogio Irakliou
Εταίροι	CELODNEVNA DETSKA GRADINA “VESELA” Apes pirmsskolas izglitibas iestade “Vaverite” Sincan Lale Anaokulu GRADINITA CU PROGRAM PRELUNGIT NR. 2 HUSI
Χρηματοδότηση ελληνικού σχολείου	16.760,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-014966_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our Project “Let’s EAT together, Everybody Around the Table” unites six European nursery schools from France, Turkey, Bulgaria, Romania, Latvia, Greece, who had chosen to work together in order to give their school a European dimension and to improve their practice.

This project leads to develop in children and strengthen in those who educate them, the culture of healthy eating habits as part of the healthy lifestyle that they will carry throughout life.

The project will allow a better knowledge of the specific culture and an enrichment through the discovery of the diversities of traditions in healthy food nationally and locally. It gives the opportunity to young children and teachers, to enforce their European identity, by introducing the participants to other European culture of healthy attitudes.

It also aims to build an active European citizenship. The manner in which the project is carried out, will provide the pupils with the knowledge, attitudes and skills they need to become happy, healthy and productive adults for tomorrow’s world of integration, able to cooperate, collaborate with other generations and societies, in the future European context.

The programming of activities spreading over the time will give the opportunity to pupils and teachers from different countries to cooperate in the construction of knowledge and common and assessable skills referring to the European base.

Working on eating habits allows adopting an interdisciplinary approach that provides a real life context. The activities such as cooking, shopping, growing plants will provide wonderful opportunities for learning and will develop a lot of skills in vital curriculum areas: mother tongue, sciences, foreign language, arts, literature.

Some complementary activities have been planned to learn more about healthy ways of life through songs, games, competitions, poems, stories, pictures, drawings, role playing, meetings with doctors, nurses, dentists etc.

Pupils and teachers will work in subjects, with goal to build together project products. Exchanging ideas, they will have an opportunity to discover one another, develop positive attitudes in every situation, develop friendships and come to an understanding of the differences and similarities in the field of healthy eating habits and food.

Working in teams with planned objectives allows also developing other important citizenship skills helping them become sociable, tolerant, responsible, confident.

### Each of the participant schools will:

- develop the project’s common website by using web 2.0 tools to publish and share products such as recipe book, calendar, story book, brochure... all individual and common works, project meetings and evaluations



- drive a quantitative and qualitative evaluation through a questionnaire about eating habits for typical breakfast, lunch and dinner
- organize seminars and events such as health day, exhibitions which will be held by engaging the local community
- create a photo album collecting cultural materials during the mobilities and activities in different countries, to allow our young pupils to see Europe through the eyes of a mascot, as our children are too young to travel

#### **Expected benefits for pupils:**

- learn by doing and pay more attention to the food they eat
- be aware of consumption, buy fair trade, resist to advertising, learn to choose what to buy on the market and be responsible
- be aware of one's body and take well care of it through good eating habits, sleeping, doing sport and physical activities
- acquire good eating habits and avoid bad eating habits as much as they can
- discover how the children in other countries are eating and exercising
- establish a positive approach to cultural diversities among teachers, students and parents by creating a team spirit among all partner countries by means of full cooperation and effective communication
- improve their skills in all the compulsory subjects such as Arts, Drama, Music, Physical Education, Mother Tongue, ICT, Sciences.

#### **Foreign Language:**

- develop especially communicative skills and ICT skills

#### **Expected impacts on teachers:**

- discover other European countries and cultures
- develop their awareness and knowledge about how to lead a healthy life
- give them opportunities for effective professional development and curriculum enrichment
- develop their knowledge in the specific field of early teaching and young pupils education
- teach them to share knowledge and disseminate good practices
- increase the use of foreign languages
- promote the use of ITC and medias education
- promote good teaching methods, in pedagogical approaches and school management by breaking borders

#### **Expected effects on our related partners and the whole community in our local context:**

- improve the quality and the image of our school given them a European dimension
- disseminate openmindness in direction to Europe

Τίτλος Σχεδίου	We Believe in a Better Europe
Συντονιστής	Lycée polyvalent de Taaone
Ελληνικό σχολείο	<b>EPAL KALAMARIAS</b>
Εταίροι	Colegiul Agricol nr.1 Valea lui Mihai Zespol Szkol Ponadgimnazjalnych nr 3 Gimnazija Gospic
Χρηματοδότηση ελληνικού σχολείου	27.275,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FR01-KA219-015002_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Nous observons que les modèles d'accès, d'utilisation et de gestion des ressources en eau, en énergie, ainsi que des déchets ne s'appliquent pas forcément de manière optimale à toutes les organisations ni pour toutes les populations. Au sein même de l'Europe, certains ont des spécificités qu'il nous faut prendre en considération, comme des lieux isolés, de petite taille, ou adoptant des pratiques différentes (villages, îles, éco-lotissements, écoles...).

Ce point de départ nous permet de proposer un cadre à ce projet au travers du concept d'un "village des alternatives".

Chacun des partenaires pourra donc s'identifier au travers de son environnement. Les solutions alternatives concernent 3 problématiques essentielles au développement d'une localité:

Energie et Déchets: récupérer de l'énergie à partir des déchets (notamment de la combustion de déchets).

Economie circulaire: réutiliser les déchets ultimes (notamment les restes de la combustion pour le compost).

Eau: récupérer l'eau dans l'environnement proche.

Les élèves gagneront une plus-value de leurs compétences linguistiques, une amélioration de leur confiance en soi et renforceront le lien avec les apprentissages tout au long de la vie.

Les enseignants partageront les bonnes pratiques entre pairs et découvriront de nouvelles façons de mettre en œuvre leurs enseignements, notamment au travers d'activités innovantes présentées lors des réunions de mobilité.

Enfin, ce sera l'occasion pour nos élèves Polynésiens de renforcer leur sentiment d'appartenance à cette lointaine Europe, de s'approprier cette citoyenneté Européenne, et pour les autres partenaires de découvrir que l'Europe compte des territoires outremer, au beau milieu de l'océan Pacifique.

La phase préliminaire a pour but d'impliquer les élèves et de s'identifier au projet Européen. Ils exprimeront leurs attentes, dont une synthèse sera publiée sur le site web du projet. La phase finale du projet permettra de vérifier si les objectifs ont été atteints. La création d'un logo accentuera le sentiment d'appartenance au projet et à cette communauté Européenne. Un clip vidéo de promotion de l'Europe, en lien avec les problématiques environnementales et les références culturelles de chaque partenaire, sera produit à base de multiples vignettes, et diffusé sur Youtube et la plateforme eTwinning.

Les autres périodes s'articulent autour de 3 axes développés simultanément: énergie, déchets, eau. La diversité des thèmes et des activités proposées permettra à tous les élèves de se positionner sur un thème en fonction de leurs aspirations ou de leurs capacités. Cette liberté assurera l'investissement du plus grand nombre, permettra d'individualiser les objectifs et par là-même sera garant de la réussite du projet, favorisant la lutte contre le décrochage scolaire et l'absentéisme.

Un état des lieux sera fait sur l'existant au cours de la première année du projet. Pour la deuxième année, des protocoles et des expérimentations seront menées dans une optique de solutions alternatives aux problématiques du projet.

Les activités proposées intégreront la production de travaux pédagogiques présentés chez les partenaires Européens, afin de comparer et améliorer les pratiques.

La réalisation de prototypes concrétisera cette coopération pédagogique Européenne lors de la dernière année.

La conception et la mise en œuvre des réponses aux problématiques seront bien évidemment adaptées aux spécificités de chaque partenaire, ce qui assurera une diversité des sources d'apprentissages entre pairs et citoyens Européens. La Polynésie Française s'intéressera par exemple à la possibilité d'adapter les solutions aux îles et atolls du Pacifique sud.

Une prise de conscience Européenne se met en place.

Une déclaration Européenne commune sur la gestion de l'eau est élaborée et diffusée, notamment auprès des acteurs locaux et régionaux.

Un Euro-quizz sur les déchets est produit grâce à une mutualisation des propositions entre les partenaires. Il sera testé à grande échelle (écoles du voisinage, évènements sur l'environnement, en ligne sur la plateforme de diffusion européenne).

Une exposition sur le thème des déchets et de l'eau sera produite par tous les partenaires. L'itinérance de cette exposition assurera la dissémination de l'information et la pérennité du projet au-delà de la période du financement européen: l'exposition voyagera dans chaque pays, dans les endroits éloignés de ces pays (ex: îles et atolls de Polynésie).



Τίτλος Σχεδίου	Ready, Steady... Life! A Healthy Lifestyle Programme
Συντονιστής	Lycée hôtelier Biarritz Atlantique
Ελληνικό σχολείο	4 <sup>th</sup> Lyceum of Galatsi
Εταίροι	Publiczne Gimnazjum nr 44 im. Wislawy Szymborskiej Jaszberenyi Nagyboldogasszony Kettannyelvu Katolikus Altalanos Iskola, Szakkozepiskola, Gimnazium es Kollegium Liceo Laurana Varne primary school COLEGIO CONCERTADO TORRE SALINAS
Χρηματοδότηση ελληνικού σχολείου	17.430,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015010_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

First of all, it is important to highlight that this project, entitled “Ready, steady...life” emerged from the relationship among different schools from France, Spain, Greece, Hungary, Italy, Latvia and Poland which got to know each other throughout the eTwinning platform.

These schools shared the same concern and this lead them to do research on the reasons which influenced the average increase of teenagers who suffer from overweight or just the opposite case, adolescents who suffer from eating disorders.

**Eventually, a conclusion was reached: all of these teenagers shared the same “eating patterns” characterized by:**

- A high consumption of food which is scarcely or not at all beneficial for their health.
- The insufficient practice of sport or physical activity.
- A strong influence of media and beauty stereotypes among our youngsters.

This is the reason why we decided to focus the theme of this project on healthy food and sport in youngsters who range between 12-18. We decided that researching at school would be the proper thing, as we consider school to be one of the main agents which contribute to the personal and professional formation of our students.

**On the other hand, we need to emphasize that the main reasons why we consider the relationship and the cooperation among all these participating countries necessary are:**

- Compare and value the influence that culture exerts on it.
- Get to know the gastronomic features shared by countries within the European Union.

**Concerning the aims to be attained within this project, we must highlight the following ones:**

- Rise awareness among students aged 12-18 towards the importance of developing healthy eating habits so that they have a better quality of life
- Teach our students to develop a critical attitude towards “food” marketing
- Analyze and value the benefits of exercise for health
- Reflect on the damage or benefits that our eating habits carry to our health

**Regarding people who will be immersed in this project, we have to distinguish three sectors:**

- Students, 12-18 aged
- Teachers and all the school community
- Students' parents or tutors

These are 120 people, approximately, from each of the participating countries, which sum up to 840 people among students, teachers and parents.

On the other hand, it is important to highlight that the teaching-learning process of this study will be carried through an innovative methodology, based on the most up to date Information and Communication technologies. With this, we pursue our students' attraction to the topic dealt with, while improving their technological skills, which will be useful for their future professional careers.

Regarding the activities which will contribute to the reach of objectives, we have considered those which foster reflection among our students and which are both attractive and dependent on the use of TICs.

The diversity of activities range from the elaboration of advertisements on healthy eating, to visits to ecologic farming plantations, the elaboration of healthy diets, the creation of narrative scenarios and comic strips in favour of healthy eating, the analysis of the different and most frequent eating disorders in adolescents carried out through games, guided walking tours in natural environments, etc.

Finally, and in conclusion, we intend our students to modify, in a certain way, their wrong eating habits in favour of much more beneficial eating habits for their organism, to reflect on their relevance and to value the benefits of exercise in their daily lives.

Τίτλος Σχεδίου	Wine Environmental Studies in European Regions
Συντονιστής	lycée Maurice Genevoix
Ελληνικό σχολείο	<b>2<sup>nd</sup> GENIKO LYKEIO ECHEDOROU</b>
Εταίροι	Ekonomiska i turisticka skola Daruvar I.S.I. Duca degli Abruzzi Ekonomiska in trgovska sola Brezice
Χρηματοδότηση ελληνικού σχολείου	22.900,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015036_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Des lycées de cinq pays, La Croatie, la France, l'Italie, la Grèce et la Slovénie se regroupent pour travailler sur un thème issu de l'héritage culturel européen qui est le vin. Il s'agit d'un thème commun aux pays impliqués, suffisamment attractif pour impliquer un large public, qui peut être traité dans bon nombre de disciplines. Le public ciblé sont des jeunes apprenants de 15 à 18 ans issus de catégories socioprofessionnelles de moyennes à défavorisées ou bien des jeunes n'ayant pas l'opportunité de voyager en dehors des frontières nationales. Dans un second temps, ce projet cible les enseignants qui les encadrent pour développer chez eux le réflexe européen en terme de nouvelles expériences pédagogiques et d'apprentissage des langues.

Nous souhaitons donner aux élèves de nos établissements des outils afin qu'ils puissent évoluer non pas dans leur contexte local mais dans le contexte élargi européen. Pour cela, nous allons utiliser les mobilités du projet pour leur faire découvrir des pays européens et ce, pas en tant que touriste mais en tant que travailleur, puisque pour chaque meeting, ils auront des tâches à effectuer et des productions à présenter. De plus, ils seront en contact avec des entreprises pour mener à bien les tâches qui leur sont confiées. Sur place, ils seront immergés dans la culture locale en logeant dans les familles et en participant aux activités proposées par nos hôtes pendant une semaine et ils se feront eux même un avis réel sur le pays sans passer par le filtre des médias. Et s'ils sont curieux et intéressés, il pourront garder des contacts pérennes pour la poursuite de leurs études ou pour des ouvertures professionnelles.

La valeur ajoutée que ce projet Erasmus+ apporte aux jeunes participants sont l'ouverture culturelle, une connaissance accrue de l'Europe, le contact avec le milieu professionnel, l'étude et la mise en pratique de l'esprit d'entreprise.

De nombreuses disciplines sont concernées par ce projet, de l'histoire géographie à la littérature, en passant par les mathématiques, les sciences, l'économie, la mercatique et le développement durable.

Des méthodes d'apprentissage innovantes, qui laissent l'apprenant actif devraient favoriser l'implication. Les activités proposées font systématiquement appel à la créativité donc sont plus attrayantes et sont traitées à l'aide de logiciels variés, qui va utiliser et développer les compétences des jeunes dans le domaine des TICE.

Ce dossier est la première étape du projet. Ensuite, les professeurs se rencontreront en Slovénie pour faire connaissance physiquement, pour concrétiser ce qui a été explicité dans le dossier et affiner les objectifs et évaluations.

Ensuite, de manière redondante, les groupes nationaux prépareront les travaux des différentes activités qu'ils présenteront et qu'ils mettront en commun pendant les mobilités. Des thèmes sont associés aux mobilités : la France accueille la première sous le thème de l'héritage culturel commun du vin, les liens que le vin a permis de tisser à travers l'Europe dans le temps (production d'une frise historique et/ou d'une carte d'Europe). Ensuite, les groupes vont travailler sur le vin, l'environnement et le biodiversité, mobilité en Italie. Des présentations numériques résumeront les travaux de recherche, de calcul et d'expériences scientifiques. La Croatie accueillera le troisième meeting pour traiter la partie esprit d'entreprendre, le vin, production et



distribution. Après avoir étudié les données sur la production, la distribution et la consommation de vin, les élèves créeront virtuellement leur entreprise et résumeront les travaux dans un mini guide. Enfin, en Grèce, le thème de l'influence de la consommation de vin et d'alcool sur la santé sera abordé. Une campagne de lutte contre l'alcoolisme sera organisée avec des supports papier, numériques et des vidéos.

Les informations sur ces mobilités et les activités effectuées seront diffusées par les lycées auprès des partenaires par plusieurs moyens, dont un site web, un espace sur la plateforme pédagogique Twinspace, sur les réseaux sociaux, par mail, grâce à une émission radiophonique régulière, par courrier ou par la presse, interne à l'établissement ou régionale.

Ce projet doit marquer les esprits et donner l'envie de perpétuer la collaboration entre établissements européens à long terme. Pour les élèves et les adultes impliqués, il doit donner l'impulsion de curiosité afin d'aller voir ce qui se passe réellement dans les autres pays d'Europe. Enfin la continuité dans les projets Erasmus+ (associés à d'autres dans les différents établissements) permet d'insuffler une volonté de promouvoir les actions de la Commission pour l'éducation des jeunes et des adultes, donc favoriser la mobilité à des fins d'apprentissage puis professionnelle. Si les intervenants dans ce projet arrivent à travailler en équipe européenne, à diffuser correctement et largement les résultats de cette coopération, le pari sera gagné.



Τίτλος Σχεδίου	Je, tu, nous, Citoyens Méditerranéens
Συντονιστής	EREA de Haute Provence
Ελληνικό σχολείο	<b>Lappeio 1<sup>st</sup> Gymnasio of Naoussa</b>
Εταίροι	IES SANTOS ISASA 11° Istituto Comprensivo "Archia" Siracusa Srednja skola Hvar
Χρηματοδότηση ελληνικού σχολείου	32.456,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015059_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Je, tu, nous, Citoyens Méditerranéens”, est un projet né de la collaboration entre cinq pays: l’Espagne, la Grèce, la Croatie, l’Italie et la France.

L’ensemble de nos établissements ont voulu participer à un projet ERASMUS+ de partenariats stratégiques entre établissements scolaires afin de répondre à des problématiques communes : l’augmentation du décrochage scolaire, la difficulté d’acquisition des compétences de bases par nos élèves et le peu de conscience citoyenne.

Pour répondre à ces besoins, nous avons tous décidé de travailler en collaboration sur un thème qui nous rejoint, la Méditerranée. Nos objectifs principaux seront:

- de lutter contre le décrochage scolaire à travers un projet innovant,
- de développer des compétences disciplinaires (en langues, en histoire, en géographie, en français, en arts),
- de favoriser l’utilisation des Technologies de l’information et de la communication pour l’enseignement (utilisation de différents logiciels de traitements de textes et d’images, d’un twinspace, ...),
- de développer des connaissances sur la culture européenne et Méditerranéenne,
- de renforcer la coopération entre enseignants et entre élèves,
- d’améliorer la qualité de nos enseignements grâce aux échanges avec nos partenaires,
- de faire germer l’idée d’identité commune européenne et de conscience interculturelle,
- de favoriser l’intégration des élèves dans l’espace européen méditerranéen,
- le développement personnel par rapport au respect des autres cultures
- d’améliorer la construction à une citoyenneté active et responsable
- de développer le sentiment d’appartenance à l’Europe
- de valoriser les compétences des élèves et favoriser l’intégration sociale et professionnelle.

Nous travaillerons avec des élèves d’une même classe d’âge 14-16 ans malgré des écoles très différentes : une école bilingue anglais-espagnol à Montoro (ESPAGNE), un collège-lycée de Syracuse (ITALIE), deux collèges-lycées professionnels à Hvar(CROATIE) et à Naoussa (GRECE) et un Etablissement Régional d’Enseignement Adapté à Bevens (FRANCE). La richesse de notre collaboration viendra de la mixité de nos établissements. Nous voulons faire de ces différences une force afin de proposer à nos élèves une méthodologie de travail totalement différente.

Nos activités seront toutes basées sur le thème de la Méditerranée et déclinées en sous-thèmes dont les principaux sont: l’identité culturelle, l’histoire méditerranéenne (origines grecques et romaines), la géographie, la gastronomie méditerranéenne, l’art méditerranéen, la musique méditerranéenne, l’architecture méditer-

ranéenne, la poésie méditerranéenne, l'écosystème de la mer Méditerranée. Nous avons ensemble fait le choix d'un projet multilingue, les langues font parties intégrantes d'une culture et nous ne voulons pas négliger cet aspect.

Tous les établissements travailleront tout au long du projet en partenariat avec le MUCEM de Marseille et les musées partenaires européens qui nous aideront à réaliser les principaux résultats de notre collaboration. Grâce à cet accompagnement, nous réaliserons avec l'aide d'un artiste, une production commune, "La cité du futur, projection méditerranéenne", exposée au MUCEM en juin 2016. Cet objet numérique sera transplanté dans les musées européens partenaires en Espagne, Grèce, Italie et Croatie en 2016-2017. Afin d'enrichir cette proposition, nous créerons un DVD interactif, "Je, tu, nous, Citoyens Méditerranéen" en fin de projet. Ce support pédagogique renfermera l'ensemble de nos travaux et pourra être utilisé dans les classes européennes.

Nous souhaitons tous faire partager notre expérience en disséminant au maximum nos résultats (film, blog, DVD, eTwinning) auprès de divers publics (élèves, familles, enseignants, entreprises locales, collectivités locales, régionales,...), pour y parvenir nous avons établi un plan de dissémination sur deux ans et souhaitons utiliser différents supports: la presse, les espaces numériques, les médias télévisuels locaux, les conférences professionnelles,...

Nous souhaitons évaluer notre projet "Je,tu, nous, Citoyens Méditerranéens" tout au long de notre collaboration afin de réajuster nos pratiques (quizz). Pour vérifier son impact, nous avons choisi des indicateurs clairs afin de vérifier sa réussite auprès de nos élèves: augmentation des résultats scolaires, la baisse du décrochage scolaire, la validation des compétences disciplinaires de bases, en langues, en TICE; l'amélioration du climat scolaire sera un indicateur important pour mesurer le développement de leurs consciences interculturelles. Nous souhaitons également favoriser dans nos établissements le travail coopératif et donner une dimension européenne et internationale à nos communautés éducatives.

Le programme ERASMUS+, partenariats stratégiques entre établissements scolaires uniquement, nous donnera les moyens de faire vivre cette belle histoire entre nos cinq nations, "Je, tu, nous, Citoyens Méditerranéens".

Τίτλος Σχεδίου	Pour Un Monde allant Vert: laissons les enfants faire
Συντονιστής	ECOLE NOTRE DAME DES ARTS
Ελληνικό σχολείο	<b>13<sup>th</sup> Primary School, Chalandri</b>
Εταίροι	COLEGIO SAN JOSÉ DE CALASANZ. ALGEMESI. Zespół Szkół w Kraczkowej ISTITUTO COMPRENSIVO GIOVANNI XXIII TERRASINI Utenos mokykla-vaiku darzelis "Varpelis"
Χρηματοδότηση ελληνικού σχολείου	22.660,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015094_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

La capacité de l'Union Européenne (UE) à relever avec succès les défis de la compétitivité et de la croissance dépend notamment du dynamisme de l'esprit d'entreprise. Pratiqué en milieu scolaire, l'entrepreneuriat éveille le goût d'apprendre des jeunes, augmente leur motivation et favorise chez eux la persévérance scolaire.

Parallèlement, l'éducation à l'environnement pour un développement durable doit être une composante importante de la formation initiale des élèves, dès leur plus jeune âge et tout au long de leur scolarité, pour leur permettre d'acquérir des connaissances et des méthodes nécessaires pour se situer dans leur environnement et y agir de manière responsable.

Face à ces défis pédagogiques et éducatifs, les écoles de 6 villes européennes dont 2 jumelées, ont décidé de s'unir dans le cadre d'un partenariat stratégique ERASMUS+. Elles ont la volonté de travailler ensemble sur le thème de la protection de l'environnement en proposant un projet innovant qui fait appel à l'esprit d'entreprise, pour ainsi apporter leur contribution à la stratégie EUROPE 2020.

La diversité de nos territoires permettra à nos élèves et leurs familles de prendre conscience de la beauté et des atouts de l'espace européen puis des problèmes d'environnement, économiques et socioculturels. Entraînés d'abord à penser globalement, les enfants seront ensuite appelés à agir localement en mettant en œuvre des projets entrepreneuriaux. Ils devront proposer des produits, services ou événements à leur communauté locale et aux autres partenaires afin de contribuer à la protection et à la sauvegarde de notre planète.

Nos écoles sont inscrites au programme international d'Education au Développement Durable (EDD) Eco-School ; elles travailleront successivement sur six thèmes prioritaires : l'alimentation, la biodiversité, les déchets, l'eau, l'énergie, et les solidarités. Pour chaque réalisation, les élèves développeront différentes valeurs et qualités entrepreneuriales comme la confiance en soi, la persévérance, l'initiative, la créativité, le sens des responsabilités, l'autonomie et l'esprit d'équipe.

L'étude de chacune de ces thématiques sera source d'apprentissage et permettra aux élèves d'acquérir les connaissances, capacités et attitudes du socle commun. La lecture et l'écriture, le calcul ainsi que les compétences de base en mathématiques et en sciences constitueront les fondements de chaque apprentissage, ces compétences serviront le projet.

D'autres compétences clés (définies par le Parlement ou le Conseil Européen) telles que la communication en langues étrangères et la compétence numérique seront développées et évaluées par certification dans la mise en œuvre du projet.

Les élèves seront les premiers acteurs de ce projet, ils développeront de nouvelles compétences, seront plus épanouis et mieux armés pour réussir.

Le profil professionnel des enseignants et du personnel encadrant de l'établissement sera également renforcé, ils mettront en place de nouvelles méthodes et utiliseront de nouveaux outils afin de répondre à la transition appelée par la stratégie «Repenser l'éducation».

Les équipes éducatives espèrent partager leurs bonnes pratiques: l'ensemble des productions et ressources éducatives sera gratuitement mis à disposition sur une plateforme dédiée au projet et facilement accessible depuis les sites internet respectifs des écoles et mairies mais également la plateforme eTwinning et le site TES The Entrepreneurial school.

Par l'adoption de nouveaux gestes éco-citoyens et de nouvelles attitudes, nos établissements souhaitent réduire leur impact environnemental et réaliser des économies.

Ce projet devrait permettre de créer de nouveaux liens et une meilleure coopération au sein des établissements et avec les partenaires locaux. Le rapprochement de deux mondes aux objectifs en apparence éloignés -celui de l'école et celui de l'entreprise-devrait permettre à chacun de s'enrichir.

Chaque établissement partenaire verra son ouverture à l'international renforcée et son identité européenne développée ; leurs images de marque évolueront positivement. Le jumelage de deux villes sera revitalisé et pourrait être étendu.

Enfin, le projet sera le premier mais certainement pas le dernier d'un partenariat qui a l'ambition de pérenniser durablement. Il sera le début d'une longue aventure.





Τίτλος Σχεδίου	Europe en jeux, sports d'ici et d'ailleurs.
Συντονιστής	ecole publique charenton
Ελληνικό σχολείο	<b>1<sup>st</sup> Model Experimental Primary School of Rhodes</b>
Εταίροι	mimar kemalettin ilkokulu CEIP AYATIMAS Sixth secondary school "Bratya Miladinovi"
Χρηματοδότηση ελληνικού σχολείου	28.348,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015111_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Aujourd'hui, quel que soit le lieu, dans nos pays européens, nos élèves sont nés à l'ère de l'informatique, d'internet et des medias. Dans nos sociétés modernes, on déplore souvent que, quels que soient les milieux, les enfants ne sachent plus prendre du plaisir dans des activités sobres en matériels. Ils sont souvent empêchés d'être créatifs et imaginatifs par l'apport par les adultes de moyens, de jouets, de jeux de toute sorte.

Nous avons choisi comme sujet "les jeux traditionnels et sportifs" pour diverses raisons. Partout dans le monde et de tout temps, les jeunes ont joué. Le jeu chez l'enfant participe à la construction de l'homme qu'il sera demain. Connaître les jeux qui ont amusé leurs parents et grands-parents, découvrir ceux qui amusent les enfants d'ailleurs contribue sans aucun doute à les ouvrir sur les deux dimensions de leur récit de vie: le lieu (ailleurs quels jeux, quels sports?) et le temps (hier à quoi jouait-on?). Ils vont sans aucun doute découvrir que certains jeux et sports traversent le temps et les lieux.

Nos différentes collectes auprès des familles vont sans doute apporter leur part de découvertes pour les enfants. Ils vont parfois découvrir que leurs parents ou grands-parents vivaient dans un autre pays et que leurs jeux sont liés à ces endroits

La diffusion dans tous les pays du même support cinématographique (Jouons de Cassandre Hornez) à la fois auprès des élèves et des familles permettra de lancer le travail des deux années à partir d'un même propos.

Le jeu est langage lui-même et devait contribuer à mettre en lien des enfants qui ne parlent pas la même langue.

L'écriture d'une règle du jeu répond à des normes et leurs "lectures" facilitées par le dessin ou le schéma. Par ailleurs l'année 2 consacrée aux valeurs communes délivrées dans le jeu et le sport devrait conduire nos élèves à adopter des attitudes et comportements respectueux et ouverts. Nous ajoutons à cela une dimension prévention par une sensibilisation à la santé (sans doute un temps centré sur ce thème) et nous espérons amener nos élèves à grandir dans un corps et un esprit, ensemble, "sains".

Nous espérons aboutir à la création d'une exposition commune qui sera le fruit de notre travail et qui aura un volet consacré également aux jeux et sports dans l'art et la littérature.

Nous partagerons deux temps forts d'une semaine par année, dans chacune de nos écoles, animée par des collègues partenaires.

Enfin, notre site commun hébergera nos productions.



Τίτλος Σχεδίου	#Mémoire(s)
Συντονιστής	Organisme de gestion de l'enseignement catholique Fénelon
Ελληνικό σχολείο	Music School of Kavala
Εταίροι	Agrupamento de Escolas de Valongo Instituto de Ensino Secundario de Tomiño IMS Virgilio Pozzuoli Karlsgymnasium München-Pasing
Χρηματοδότηση ελληνικού σχολείου	23.010,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FR01-KA219-015137_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

#Mémoire(s) est un partenariat stratégique Erasmus+ school to school 2015-2018 entre des établissements scolaires de six pays européens : l'Allemagne, l'Espagne, la France, la Grèce, l'Italie et le Portugal.

Ce projet a pour objectif de sensibiliser les élèves, âgés de 12 à 18 ans, aux enjeux des questions mémorielles, faire connaître leur histoire, affirmer leur identité européenne, et aiguïser leur sens critique pour agir en citoyen européen et partager un avenir commun.

Dans cette optique, il propose des activités pédagogiques centrées sur la découverte de la mémoire individuelle (transmission intergénérationnelle) pour aboutir à des questions plus complexes autour de la mémoire collective (héritage et patrimoine européens). Chaque activité donne lieu à la production de matériel pédagogique conçu par les élèves eux-mêmes et libre de droit.

Il permet par ailleurs de développer un socle commun de compétences de base et transversales telles que la pratique de la langue française (langue du projet) et des autres langues du partenariat ; l'esprit d'entreprendre, l'autonomie et l'initiative (pédagogie de projet, responsabilisation des élèves dans les diverses tâches, stages en entreprise) ou encore la maîtrise des techniques usuelles de l'information et de la communication (productions multimédia, classes virtuelles...).

#Mémoire(s) est aussi un puissant levier de pratiques innovantes pour les professeurs, par la mise en place d'une cellule d'appui à l'innovation et à l'expérimentation pédagogiques.

Au-delà du partenariat établi, les établissements ont pour mission de développer leur réseau en s'appuyant sur l'expertise d'acteurs locaux et de parties prenantes pertinentes pour le projet (spécialistes, entreprises, collectivités...).

Six rencontres transnationales sont programmées afin d'assurer la gestion du projet, de déployer des activités d'apprentissage articulées autour de la spécificité de l'établissement et du pays d'accueil et pour finir, de proposer une immersion en famille aux élèves.

La production finale est l'élaboration d'une plateforme européenne de mutualisation et de partage de ressources éducatives libres (REL), un accès unique aux différents matériaux d'apprentissage produits pendant le projet mais aussi à toute autre REL produite en Europe. Cette banque de données s'inscrit dans l'idée de la transmission, de la "trace", dans l'existence de lieux de mémoire européens dédiés à l'éducation.

Pour assurer son déploiement et sa valorisation, le partenariat utilise les outils mis à disposition par l'Europe (eTwinning, plateformes de dissémination, Europass).

Enfin, dans une approche de démarche qualité, une évaluation régulière mesure l'impact du projet sur la communauté éducative, sur les élèves et sur les parties prenantes.

Τίτλος Σχεδίου	The European Express: Everybody on board!
Συντονιστής	Ecole Condorcet
Ελληνικό σχολείο	<b>DIMOTIKO SCHOLEIO KORINOU</b>
Εταίροι	Colegiul Csiky Gergely Arad Paikuse Põhikool Dr Refik Saydam Ortaokulu
Χρηματοδότηση ελληνικού σχολείου	14.625,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015163_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project particularly applies to pupils in trouble, who are demotivated and can't become integrated into learning. Our present teaching is mostly founded on the logical mathematic and verbal intelligences described by H. Gardner. The pupils who succeed less generally belong to the other types: kinaesthetic, interpersonal, intrapersonal, musical ...

Resting on this double statement, we aim to motivate again these pupils and strengthen their basic skills to fight against school fail, and consequently make our teaching evolve.

The project activities, organized around feeding, sports, games and arts will allow appealing at the same time to the pupils' body, mind and feelings. So, we will be able to favour their implication and their acquisition of the skills. This approach depends on the wish of applying to the whole individual, and starting answering the multiple forms of intelligences.

Taking advantage of this dynamics to help the pupils to become integrated into basic learning, the school teams are going to learn how to adapt their educational gestures, by making various tools stemmed from practices and shared experimentations, which will rely on the theory of multiple intelligences (different entrances in the learning), but also on the positive pedagogy.

Τίτλος Σχεδίου	Recycling and artistic création
Συντονιστής	Lycée Saint-Genès OGEC Saint-Genès
Ελληνικό σχολείο	<b>EPAL KALAMARIAS</b>
Εταίροι	IIS Verona Trento Ibrahim Ozaydin Mesleki ve Teknik Anadolu Lisesi II Liceum Ogólnokształcące im. Wł. Broniewskiego GIMNAZIJA IN SREDNJA SOLA KOCEVJE
Χρηματοδότηση ελληνικού σχολείου	28.035,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015174_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project objectives have been shaped gradually: initially it was clear that we wanted to raise student awareness to initiatives and environmental policies, discover and introduce them to these procedures at European level. But knowing that the Saint-Genes institution already stressed this awareness, we wanted to add something more concrete, something to make these ecological processes palpable, playful and creative: we thus decided to consider a series of artistic activities related to our main theme.

By associating a creative aspect to our approach to environmental awareness we want to make the students actors by practicing the data they have gathered during their research phase. Artistic activities also enable participants to renew their perspective on materials and articles that are usually seen in their strict use value; they will be in a situation of manipulation, obliged to consider these objects in their plastic, poetic and material characteristics. Finally, this artistic project will allow them to demystify some contemporary artistic approaches often considered obscure or elitist (the involvement of a local artist in the planned activities will strengthen this latter objective).

Each participating institution has a strong political and environmental awareness; they will have no trouble feeding the project in terms of activities, tours, workshops and interventions. Our Europeans partners are: The Gimnazija In Srednja Sola Kocervje Kocervje in Slovenia, Ek Kalamarias in Thessaloniki, Greece, Istituto Istruzione Superior Verona Trento in Messina Italy II Liceum Im ogólnokształcące. Wis. Broniewskiego to Kosalin Poland, Ibrahim Özaydin Mesleki ve Teknik Anadolu Lisesi in Arnavutköy in Turkey.

Planned activities can be divided into two main parts. The first year, we plan discovery activities, for addressing the central themes of our project while socializing with our partners.

Two important phases of research and information gathering are planned: learn, at European and local level, on the policies, practices and organizations involved in an environmental project. These information will be put in form, presented and shared between partners; which implies several “sub-activities” from students and teachers: selection of collected data, choice of display device, upload on line, creating a platform, regularly updated information.

During this first year, the intervention of an artist from Bordeaux will lay the foundations for the creation of the final artistic product. This intervention will be capture on video, edited and posted on our facebook common platform.

Planned artistic achievements are designed from recycled items and are essentially collaborative: the final object will consist of fragments individually made by each partner, the combination of these at the last meeting in Bordeaux will bring the sculpture as a whole.

Finally a travelling exhibition project is scheduled for the end of the project: each partner will have the task of organizing an exhibition in his establishment to disseminate the contents of the project.

We could consider, with our experience in the last Comenius project in which we participated, the importance of dissemination and visibility of the project. Thus, as part of a project whose humanistic values are important to us, we wanted to consider early on a strategy to develop a visible collaborative and important work. Our contacts with some local and regional press organizations support this dissemination strategy. Planning a travelling exhibition will support this broadcast within schools so that teachers, students and any other person can give evidence of the wealth of such a European project.

Τίτλος Σχεδίου	ACTIVE CITIZENSHIP FOR SUSTAINABLE LEARNING
Συντονιστής	COLLEGE GEORGES POMPIDOU
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	New College Durham Academies Trust Neringos gimnazija Strojarska tehnicka skola Osijek IES ANTONIO GARCÍA BELLIDO Kwidzynskie Stowarzyszenie Oswiatowe I.C. di Corniglio
Χρηματοδότηση ελληνικού σχολείου	50.580,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FR01-KA219-015184_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Active Citizenship for Sustainable Learning is a three-year ERASMUS+ strategic school partnership. It involves eight secondary schools from Croatia, England, France, Greece, Italy, Lithuania, Poland and Spain. The latter cater for pupils of diverse ethnic and cultural origins. Most of these learners come from underprivileged families with low opportunities for learning, travelling and self-educating. They often lack motivation, ignore the importance of foreign languages and ICT in the labour market. Many of these learners usually give up when they face difficulties and often leave school early without any qualification. Therefore, our partnership will primarily focus on these learners.

On the one hand, we first intend to enhance our learners' motivation and investment in learning thanks to ICT, offer them an opportunity to acquire oral communication skills in foreign languages and to develop entrepreneurial skills. On the other hand, we want to offer them an opportunity to meet their European neighbours, to discover European cultures in native place and to put forward their own culture, to develop intercultural skills, and thus, to build their European citizenship.

To implement our partnership and hit our objectives we have shared tasks amongst us according to each other's experience and expertise. We agreed to compare our teaching methods, exchange our practices and combine our know-how. Besides, a five-day ICT workshop will be organized for teachers as early as October 2015. They will learn how to use a variety of ICT tools (eg Evernote, Blendspace) and two digital skills training approaches: the creation of digital stories (Storybird, Storyjumper). They will also learn how to use pictures, videos, flash animation, smart phones and tablets, implement a flipped classroom model and place and share all created materials on a dynamic project website. Moreover, four transnational project meetings will be organized. These meetings will offer teachers the possibility to observe classes abroad and be able to compare. Finally, they will practice foreign languages and get familiar with European cultural diversity.

With regard to our learners, we will first make preliminary assessments and rate pupils' comfort/ability level on a number of skills. Based on the results we will purposefully create small groups that blend abilities and backgrounds, and incorporate team-building activities carefully adapted to their abilities and possibilities. Besides, we will have them complete tasks that involve using and developing ICT and oral communication skills that they will likely use in their future professional life. Moreover, we will choose assignment topics or tasks that are related to the real world, and can be connected to our learners' lives and environment. Finally, they will participate in three ten-day active citizenship language camps which will be organized in three different partner countries. These meetings will put them in authentic communication situations amongst other European learners of their age, offer them good opportunities to develop team spirit, to gain sense of responsibility, to high up their self-confidence and self-esteem, to enlarge their cultural horizons, to make new friends and to foster tolerance.

To ensure the efficiency of our strategy, various evaluation tools will be developed and used. Communication between partners via Skype and Twinspace will be frequent to ensure the best follow up of the partnership activities. To disseminate our results we will create a Facebook page, a Yahoo group and publish articles in the local and regional press. All results and outputs will be shared freely on the project website so that learners and teachers in Europe and around the world can get inspired by them and leave us their feedbacks. An international conference will also be held in Paris to officially disseminate our outputs. To sustain our partnership and its results we have agreed to continue our cooperation beyond the three years of the project via the eTwinning portal and construct a sustainable development module to incorporate into the schools' curriculum.

As a result, this partnership will not only help our learners, about six hundred, to acquire new skills in ICT, foreign languages, entrepreneurial and intercultural skills and to build their European citizenship, but will raise their future social inclusion opportunities as well. Teachers involved, around sixty-five, will be given the opportunity to develop their language and intercultural skills and learn how to incorporate innovative digital teaching tools in their practices and make their classes more engaging and more challenging for their pupils.



Τίτλος Σχεδίου	Access to School for Everyone
Συντονιστής	Collège "La Sologne"
Ελληνικό σχολείο	<b>Mousiko Sxoleio Irakleiou</b>
Εταίροι	Istituto Comprensivo Bucine Colegiul National Economic "Gheorghe Chitu", Craiova Zespol Szkol Zawodowych in Wabrzezno
Χρηματοδότηση ελληνικού σχολείου	26.650,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015195_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Context and background:

The OECD spread during CERI (Conference on Innovation, Governance and Reform in Education-Paris, 2014) evidence on how schools have to cope with diversity in the future. They noticed that diversity in education is one of the future challenges for schools the next decade.

### The current challenges are:

- Practice, research and policy are disconnected;
- Schools have to integrate diversity in their school models;
- Teachers and students are disconnected.

### The OECD noticed that:

- Teachers are not equipped to incorporate local diversity into their practice;
- Schools are not ready to realize the integration of diversity in their models;
- Schools and teachers are not ready to implement what is asked.

### Objectives of the project:

To support school (teams) in coping with diversity in order to enhance student learning by:

- a. Supporting schools & teachers in connecting practice, research and policy according to diversity;
- b. Integrating diversity in school models;
- c. Connecting teachers and students according to diversity;
- d. Developing tools and didactic modules that support a, b, c;
- e. Develop non-formal activities to help in cope with diversity, using interdisciplinary approach and innovative teaching tools.

### Participants:

- Teachers, students, managers, families, friends' organizations, friends' school, decision makers, policy makers, participants with fewer opportunity (social, cultural, economics).
- Primary target group: school teams in school education: involving teachers, heads, senior and middle management and internal support staff.
- Secondary target group: external support staff: advisers, counsellors and policy makers



- 6 persons per partner will be involved in 3 transitional project meetings.
- 24 persons per partner will be involved in 4 Training activities (Short-term exchanges of groups of pupils).

#### Activities:

- ✓ SchoolAccess Website: The Italian partner will be in charge for the development and update of the official website of the project in which all the partners will collect their products, photos and videos of activities and events, dissemination activities and information about the project in general and about the transnational meetings.
- ✓ Common Frames of Reference on diversity - CFR on Diversity.
- ✓ This IO is the common frame of reference on diversity, regarding the core ideas of the project.
- ✓ E-book in which we will collect all the pedagogical tools developed within the project.
- ✓ DVD Transmedia Storytelling.
- ✓ This product will be a DVD in which the Greek partner will collect all the experience made by their students in the field of nature and music. Will be used the Transmedia storytelling tool, a technique of telling a single story across multiple platforms and formats including, but not limited to, games, books, events, cinema and television, mobile.
- ✓ Exhibition Think about your perception of diversity.
- ✓ Exhibition based on the art works realized by all the learners in each partner's country, focused on perception of diversity in their own community.
- ✓ Theatre Multiple Thoughts.

Theatre to overcome shyness and help pupils to express themselves in order to better cope with diversity. Theatre at the school can become a lever to prevent school failure and promote success for all students.

Methodology: the project will use the European examples of good practice on diversity as the starting point. From there on, the project will look on how teams & schools can be supported to use diversity as a strength in education to realize better learning. The partnership will learn together during 5 LTT-activities and work sharing continuous their expertise. The project creates a Common frame of reference (to realize the needs formulated in the rationale of the project).

During the visits exchange in each partner's country participants will take part in specific workshop related to the topic developed by the guest partner. In this way all the partner will be able to reproduce the teaching activities at local level in their own countries.

#### Impact and results:

The desired impact is that school teams can cope with the diversity in their classrooms and schools and that they can use the challenge of diversity to enhance learning by all students. So schools and school teams have a renewed frame of thinking on how practice, research and policy are connected and on how schools can integrate diversity in their models to enhance the learning of students through using the diversity.

Their renewed frame of thinking is based on the CFR, developed by the partners during the lifetime of the project. They have access to a lot of handy tools to cope with diversity to enhance learning by the use of diversity in their groups. Teaching in diversity has become a stance and a culture in their school. The results of the students will be optimized, which makes that students have better results, are more willing to come to school, are less excluded and there will be less drop out by the students.

Τίτλος Σχεδίου	Partageons nos valeurs dans l'effort!
Συντονιστής	Collège Jean Moulin
Ελληνικό σχολείο	<b>2<sup>nd</sup> Gymnasio Kalamatas</b>
Εταίροι	GYMNASIO POLEMIU Colegiul National Victor Babes Istituto d'Istruzione secondaria di 1° grado «Leonardo da Vinci» Ezikova gimnazia Peyo Yavorov Wentzinger Realschule
Χρηματοδότηση ελληνικού σχολείου	25.425,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-FR01-KA219-015223_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Le projet fonde son origine sur la volonté commune de lutter contre l'échec scolaire en mettant en place des stratégies pédagogiques innovantes. Les sept établissements partenaires reposent sur des contextes sociaux-économiques assez tendus, où les moyens ne suffisent pas toujours pour redonner le goût des études aux élèves et où les familles apparaissent souvent démunies face à l'échec de ces derniers.

Le sport et la citoyenneté apparaissent alors comme deux disciplines très fédératrices, qui peuvent générer une forte motivation chez les élèves en situation de difficulté scolaire dans les matières dites "classiques" et qui peuvent aussi donner des possibilités nouvelles à tous les enseignants qui souhaitent s'engager dans un projet transdisciplinaire. A l'heure où la performance physique et sportive passe au second plan, le projet vise ainsi à mobiliser les communautés éducatives des sept établissements sur une pratique physique et sportive qui se fonde sur l'apprentissage de la citoyenneté et des valeurs qui nous sont communes. C'est dans "l'effort", que nous partagerons nos valeurs communes européennes comme la solidarité ou le refus des discriminations, et développerons des compétences de base et transversales. Car le projet vise aussi à une amélioration conséquente de la pratique linguistique et de l'éducation dans les établissements concernés.

Le partenariat s'appuie à la fois sur les "équipes du projet" composées de personnels et d'enseignants, et les élèves du projet qui constituent environ 20 à 50% du total des élèves. Ce noyau dur aura la responsabilité d'impliquer le plus largement possible l'établissement, en diffusant les idées, les innovations, les bonnes pratiques et les résultats aux équipes éducatives et aux autres élèves. Un regard plus précis sera porté aux élèves décrocheurs et/ou absentéiste et tous les personnels auront vocation à se former sur les nouvelles méthodes proposées par le projet.

Les sept partenaires envisagent en effet une nouvelle manière d'enseigner, grâce à une approche active et collaborative entre formateurs/formateurs, formateurs/apprenants et apprenants/apprenants. Cette collaboration repose sur l'utilisation d'outils TICE innovants comme le Twinspace et la mobilité virtuelle, et doit permettre une implication des acteurs à la fois interactive et constructive. Ces outils permettront ainsi de travailler autour du sport et de la citoyenneté, tout en abordant la pratique de la langue maternelle et étrangère. Toutes les activités pédagogiques du projet s'inscrivent dans trois grandes séquences: Antiquité, sport et citoyenneté ; citoyenneté active à l'échelle européenne; mieux vivre ensemble grâce au sport. Ces séquences forment l'ossature du projet et visent à donner du sens aux enseignements prodigués aux élèves. Ce partenariat s'appuie ainsi sur de fortes complémentarités liées aux expériences de chaque partenaire et aux projets passés, qui forment un terreau fertile à l'implantation de nouvelles activités jamais réalisées dans les établissements, et qui ont un fort potentiel de mise en réussite des élèves.

Pour réaliser ses objectifs, le projet prévoit d'utiliser au maximum les expertises de chacun des partenaires, en développant des formations qui impacteront autant les adultes que les enfants, pour les rendre complémentaires. Une solide répartition des tâches entre les partenaires vise aussi à optimiser la mise en œuvre

du projet, en s'appuyant sur les compétences de chacun. Les activités de mobilités reposent quant à elles en grande partie sur la volonté de former les partenaires aux méthodes innovantes et de permettre des échanges de pratiques poussés et adaptables à chacun des établissements. Les apprentissages et enseignements destinés aux élèves ont également pour but de les former grâce au sport à une citoyenneté active à l'échelle européenne et d'abattre toutes les barrières culturelles qui les empêcheraient de penser à se former et travailler au-delà de leurs frontières nationales.

Des activités de dissémination devraient permettre la diffusion des résultats et l'accentuation de l'impact à une échelle qui dépasse les établissements: les quartiers et les régions. Des formations et séminaires sont ainsi prévus pour former les équipes éducatives régionales, tout en prenant soin de s'appuyer sur les autorités pédagogiques et officielles de chacun des partenaires.

Au final, notre volonté est de pérenniser toutes ces actions et formations à moyen et long terme, les outils de mesure de l'impact réel du projet courant par exemple jusqu'à plusieurs années après la fin du projet. La stabilité des équipes en place, le maintien des plates-formes collaboratives et la mise à disposition des résultats à plusieurs échelles sous la forme de Ressources Educatives Libres, devraient ainsi permettre de garantir la continuité des activités et des résultats du partenariat.

Τίτλος Σχεδίου	Students Academy Film and Theater Awards
Συντονιστής	LPO d'Estournelles de Constant
Ελληνικό σχολείο	<b>Geniko Lykeio Neas Peramou</b>
Εταίροι	IES As Barxas FATIN RUSTU ZORLU ANADOLU LİSESİ Zespół Szkół Ogólnokształcących nr 4 w Bydgoszczy Istituto Superiore Gentileschi
Χρηματοδότηση ελληνικού σχολείου	35.680,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-FR01-KA219-015283_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The SAFTAS partnership was imagined in order to foster a strong motivation to learn for our students and a dynamic incentive to create for our teachers. The schools involved in the partnership face the same challenges even though geographically we belong to different worlds. Some of us are inner city schools, others are located in smaller towns, but our students are all the same, and as teachers, we all try to create innovative ways to help them learn and be ready for the world of tomorrow. We have in common a passion for creative learning and we strongly believe that students need to build strong interpersonal skills and find ways to think clearly and express themselves and their individualities at the best of their possibilities.

This is why we have imagined a three year project developed around two areas of expertise which will provide for learners opportunities for self expression, critical thinking, careful research and discovery, combined with the challenge of a competition. Cinematography and drama will provide a secure framework for our students to develop reading, writing, listening and speaking in a foreign language. They will thus develop communication skills in English first of all, but also in a second foreign language. Languages and multiculturalism are indeed at the heart of our project. What's more, our students will build technical and professional skills around those two areas of expertise. They will have to apply for the opportunity to be part of the mobility projects, write letters of motivation, they will meet and work with professionals, interview them, organize festivals and plan for visits, they will design promotional campaigns and work on post production. The students will be in charge of inviting a famous actor or director to be the President of the festival. The students who won't take part in the mobilities will nonetheless contribute to the project in each school of the partnership as each partner has built a team of teachers who will contribute to the project in so far as they will organize their own festival inside their respective schools.

The students who will take part in the project will be carefully selected among the diverse backgrounds that every school contains. Students with learning difficulties or disabilities will have the same opportunities as high achievers as the criteria for participation will revolve around motivation and involvement in all the different activities of the project.

The participating schools come from various backgrounds. Some are urban high schools, eg our partners from Istanbul and Naples, with inner city students from a diversity of social and ethnic backgrounds, while others are semi rural smaller high schools, eg our partners from Nea Peramos in Greece, or Moana in Spain. North will meet South in this partnership, and our students will learn about the diversity that exists at the heart of Europe. They will understand that European citizenship comes from ancient history, thanks to the cultural background they will acquire, thanks to the careful researches they will conduct to perform the different tasks attached to the project.

The activities will revolve around cinematography and the theatre, leading to creating material and performances of the highest possible quality in order to compete at the final SAFTAS Festival. The students will be actors, directors, technicians, writers, journalists, project managers, and producers. They will build the festivals

from A to Z and work for three years towards a professional level of skills in this area of expertise.

The results, if we succeed, will be of high quality productions and the festival will be fit to sustain itself beyond the three years of partnership. The impacts will be important on local communities as this will contribute to including all cultural actors around the school communities.

We aim to sustain the relationships between the partner schools as well, as we believe that building international bonds will contribute to improving our students' skills as well as our teachers' incentive to innovate tirelessly in order to make their teaching curriculums meet the students' needs in all areas of development.



Τίτλος Σχεδίου	English Learning Friends
Συντονιστής	I. osnovna skola Bjelovar
Ελληνικό σχολείο	<b>1<sup>st</sup> PROTIPO PEIRAMATIKO DIMOTIKO SHOLEIO ALEXANDROUPOLIS</b>
Εταίροι	1° Circolo Didattico "Papa Giovanni XXIII" Mustafa Vasif Karsligil Ilkokulu Zakladni skola s rozsirenou vyukou jazyku, Praha 4, K Milicovu 674 Lauritsalan koulu Szkoła Podstawowa nr 4 im. Wladyslawa Broniewskiego w Zambrowie
Χρηματοδότηση ελληνικού σχολείου	15.955,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-HR01-KA219-013059_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project titled "English Learning Friends" (ELF) was created on the basis of work of the partner schools in an eTwinning project. The idea of the project comes from the need to fulfil one of the main objectives mentioned in our schools' development plans: developing students' key competences which are essential for young Europeans to succeed not only in today's modern society but also in their personal lives. The project involves students aged from 6 to 13 years old, from 7 primary schools from: Croatia, Poland, Greece, Finland, Italy, the Czech Republic and Turkey.

The aims of the project are to encourage students to learn not only foreign and national languages, but also Science and Math, ICT and help teachers improve their teaching methods. The project will promote opportunities and create the conditions for the weaker students to achieve better results stimulating their enjoyment in learning. It will also offer the frame for the most successful students to develop their skills, too. The children guided by a mascot, an Elf, will acquire perfect English and discover Europe together.

The students will benefit from various engaging activities. They will write collaboratively online stories, create Santa's island, its fauna and flora, new imaginary town, Elfville, with characters living on their designed laws, organize mayoral election and vote for their Mayor, write letters to and from Santa and design Santa's new healthy lifestyle. We will also encourage our students to publish their work online in the form of a digital magazine to sharpen their writing, creativity, and thinking skills. All the partners will vote for the titles of both the book and the magazine. The project will help the teachers to improve the strategies used in everyday classes, through creative and innovative approaches and new technologies, and will offer them a useful tool to achieve the best results in their work. Teachers will exchange lesson plans, teaching support and create a collection of interactive language games, quizzes. All our final products will be available to everyone on our project TwinSpace, blog and website. The expected results are: increasing the quality of teaching in everyday class, better results at national/international evaluation of the students, improved motivation, ICT skills and developed cultural awareness.



Τίτλος Σχεδίου	Presenting Legends Across the Continent in European Schools
Συντονιστής	Osnovna skola Marije i Line
Ελληνικό σχολείο	<b>Gymnasio Peramatos</b>
Εταίροι	Osnovno uchilishte "Ivan Vazov" Scoală Gimnazială "Ioan Opris" Zakladna skola Periferiako Gymnasio Pera Choriou-Nisou istituto comprensivo leonardo sciascia Behiye Dr. Nevhiz Isil Ilkokulu Heinrich-von-Kleist-Schule Eschborn
Χρηματοδότηση ελληνικού σχολείου	29.100,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-HR01-KA219-013112_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

As a group, believing that 'sharing is caring', we will do our best to share what we know and experience what we don't know. With pieces from all nations, we will create a big European legend picture, so that we can all see the harmony among different cultures. Children at our school are taught myths and legends because they are 'models for a way of life', teaching them values and virtue. Traditional myths and tales help students learn through engaging narration and stimulate creative and critical thinking. In learning about legends the students come to appreciate the values of an integral part of their heritage. Stories, storytelling and story making can have an incredible impact on students' growing imagination. Bringing them to life in the classroom leads to an objective look at such resources, encourage awareness of different cultures and are perfect for encouraging speech, drama, writing, creativity.

We plan to produce different digital project outputs and use new teaching/learning techniques which will be supported by the use of different web 2.0 teaching tools designed to support visual literacy skills and other essential 21<sup>st</sup> century learning skills.

Our project P.L.A.C.E.S. involves primary, pre-secondary and secondary schools from Central, South-East and South Europe that have met on the eTwinning platform and started a School Partnership involving 9 schools of different backgrounds. Tasks and responsibilities have been assigned to all 9 participating schools. Each school will contribute to the realization of the project objectives with their previous knowledge, experience and uniqueness. The project activities planned will strengthen the cooperation between nine organizations with a view of establishing exchange of good teaching and learning practices.

The priorities are to develop basic and transversal skills by using innovative methods (entrepreneurship, multilingualism, ICT and digital skills), enhancing digital integration in learning, teaching, training and strengthening quality through mobility and cross-border cooperation.

It will create a more modern, dynamic, committed and professional environment inside the organization, ready to integrate good practices and new teaching and learning methods into their daily activities. It will promote entrepreneurship education, employability and new business creation in the sectors of tourism, trade, education, arts and crafts, gastronomy by supporting future learning and career paths for individuals in line with their personal and professional development. It blends short-term physical mobilities with virtual mobilities of participants involved in the project. It will deal with social, linguistic and cultural diversity with the aim of creating a modern, future-oriented, European student.

Our project supports the 'inclusion/equity' principle of disabled pupils and those with economic obstacles and educational difficulties. We have designed a good evaluation and dissemination of activities and results plan at local/regional/national levels.

This project will also facilitate the transition of teachers and earners through different levels and types of formal and non-formal education and training through the use of European reference tools for the recognition, validation and transparency of competences and qualifications.

Our project will include a wide range of activities that will bring us to the fulfilment of our project priorities. We will implement learning/teaching/training activities organized by the partners' schools in the form of short-term exchange of groups of pupils and short-term teachers' trainings. Teachers will participate in workshops, round tables, presentations, research activities, field trips. Pupils will participate in research workshops about the host country's legends, ICT laboratories to support the project methodology, field trips to experience famous landmarks and legendary scenes, in thematic quizzes, contests, games, drama presentations, dancing, fashion shows with traditional costumes, cookery and public speaking workshops. We will also organize in-class learning for pupils and in-class job shadowing for the teachers.

**We expect the following results:**

- developing English language skills
- developing creativity by creating different products in handicraft and various digital forms
- developing ICT/multimedia skills and competences
- developing the basics of partners' native languages
- developing a better understanding and respect for other countries' cultures
- exchanging and sharing pedagogical material/teaching and learning methods/good practices among schools

This project will bring positive and long-lasting effects on all the participating organizations, on the schools policy systems and on the target groups directly or indirectly involved in the organized activities.

Τίτλος Σχεδίου	Dispute, discuss, develop
Συντονιστής	Szabad Waldorf Általános Iskola és Gimnázium, Alapfokú Művészeti Iskola
Ελληνικό σχολείο	<b>5<sup>th</sup> GENIKO LYKEIO NEAS IONIAS</b>
Εταίροι	IES do Castro Bauskas Valsts gimnazija
Χρηματοδότηση ελληνικού σχολείου	21.240,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-HU01-KA219-013504_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In the framework of this project, the four partner high schools from Greece, Hungary, Latvia and Spain intend to cooperate in order to improve their students' verbal skills in their native languages and English using debate as an educational tool, in an international environment.

Although rarely used in a general educational context, debating develops the participants' skills in public speaking, listening for the logic of arguments, self-expression while reacting, reading comprehension while researching the topic, and concise writing during, for instance, online debates. Critical and logical thinking are inevitable for successful communication, and can be improved through building up arguments in a debate. In addition, debates can enhance students' skills in information management and research as well as cooperation. Debating also builds empathy and tolerance helping the acquisition of democratic values. Debates in the classroom highlight the differences of perspectives, deepen the knowledge of the subject and foster organized interaction among peers. Debate contests provide a source of motivation and a controlled environment for sharing distinct arguments.

Teaching debate or teaching with the help of debate requires plenty of preparation from inexperienced teachers. The project will involve teachers of different academic subjects including languages (native and foreign) with different debate experience but equal enthusiasm for learning or perfecting this practice in order to serve their students' needs with an innovative and interdisciplinary pedagogical approach.

The objectives of the project include the methodological preparation of teachers, the improvement of students' verbal skills and linguistic competences, international cooperation and sharing of good practices among teachers and the opening of a new window to the world for students.

### The 2-year project would start with a teachers' meeting, where they will

- share their experiences and ideas about debating in the classroom,
- prepare the final debate format to be used in the student contests,
- agree on topics and discuss the content of the assessment instruments.

The main short-term teaching/learning/training activities of the project will be four one-week contests in each partner country, where the first two days will be spent with debates of national teams, on a previously announced topic, with the teachers as judges and observers. Then, international teams will be formed with one student from each country, and will debate on a topic announced on the third day of the week, with one day of preparation. Both contests will have a winning team and we will choose the best speakers of English, as well.

These contests are to be filmed and edited into a tutorial video made by and for students on how to debate successfully. In addition to these contests, the partners will launch a debate website, where different topics are going to be discussed in the same debate format, but in writing.

Teachers will prepare a self-assessment instrument for students, where they can examine how much and how these activities improved their skills. In addition, teachers are to prepare a booklet with topics, lesson plans, an assessment rubric on debate skills, pieces of advice and experience to make it a starting point for teachers of foreign languages as well as other subjects who want to introduce debate in their classrooms.

As for the project's impact, we expect improved student performance on oral exams, language exams, school-leaving exams and national assessment studies in reading comprehension, an increased number of classroom debates led by motivated teachers and the establishment or continuation of debate clubs also active in contests outside the institution.

Τίτλος Σχεδίου	Magic and Myths Unite Europe
Συντονιστής	Le Chéile ETNS
Ελληνικό σχολείο	<b>21<sup>st</sup> Primary School of Heraklion</b>
Εταίροι	Scoala Gimnaziala Fardea Istituto Comprensivo Statale «Elio Vittorini» via Dusmet 24 S. P. Clarenza CT ctic85300t CEIP NAVAS DE TOLOSA Tekkeköy Imam Hatip Ortaokulu Ruunumyllyn koulu/Hämeenlinna Opetuspalvelut DIMOTIKO SCHOLEIO ALAMBRAS
Χρηματοδότηση ελληνικού σχολείου	11.340,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IE01-KA219-008621_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Context/Background/Number profile of participants

Using a variety of media such as digital art, storytelling, drama, board games, the project aims to open up the world of art and ICT to children at primary school level, fostering inclusion for marginalized groups such as travellers and immigrants across the partner countries of Ireland, Turkey, Finland, Spain, Cyprus, Romania and Greece. The project's results will foster a sense of EU citizenship and understanding and a greater level of practical skills in art and ICT. The unifying theme of national myths and legends will appeal to children and teachers across all partner countries and is a template that could be usefully applied in other contexts.

### Objectives/Results/Impact

- Children will have a greater knowledge of myths and legends from their own and partner countries.
- Children will realize that although European countries are all diverse they are linked through a love of story, music and art.
- Students will realize that they all have talents such as music, art, story writing, imagination, dance and these talents will have contributed to and benefited this project.
- Children in non -English speaking countries will develop their English language skills.
- Children will have developed a sense of responsibility and gained much experience of team work.
- Children will become competent at various digital skills such as powerpoint, web design, blogging, stop go animation etc.
- Children through Skype and pen pals will have developed relationships with people from another country and develop social skills.
- All children, including those with Special Educational needs, disabilities and minority groups, will have participated and contributed to this project.
- Teachers will have experience a variety of educational settings and observed teaching and learning in other European countries.
- Teachers will have had the opportunity to discuss different teaching methodologies and share best practice.
- Teachers and schools will have developed meaningful and lasting relationships with schools and teachers from other European countries. It is hoped that collaboration will continue long after this project finishes.
- Each school will have hosted a purposeful event and invited its school community to share this with them.
- Schools will have a website on which they can continue to share and communicate.
- Schools will have a variety of resources and outputs e.g. music recordings, guidebook, book of European heroes and villains, photographs which can be used for future lessons on myths and legends.

- Schools will have been promoted in their local community.

### Description of Activities:

This project contains eight substantial outputs made up of significant activities. These include

1. Creation of website/blog and forum/logo for project/presentations to introduce each school. Skyping and penpals so children in partner countries can get to know each other. These will be launched at opening event in Turkey.
2. Children learn about and attend performances of legend from their own country. Children make short movie/drama/animation/scratch of legend from their own country. These will be presented at a movie night in Finland.
3. Children learn about sites of mythical significance in their locality and visit these. Children use a variety of media e.g. construction, painting, writing, photographs to create a project on a site of significance. Countries collaborate to create guidebook of sites of mythical.
4. Children learn about myths from another country and complete projects using a variety of media e.g. drama/ICT. Exchange of Pandora's Boxes of cultural gifts at project exhibition in Cyprus.
5. Children learn about Heroes & Villains in Europe looking at similarities between countries. A book of Europe's Heroes and Villains is created and an art collage unveiled in Romania.
6. Children look at mythical symbols and create a board games and dictionary of mythical symbols. These will be exhibited at a games night in Italy along with quizzes and other games.
7. Children will look at music in myths and attend musical performance of a myth. Children will make short musical compositions to be played at music night in Greece along with other musical performances.
8. Children from all countries collaborate to create a new myth for the 21st century. This myth will involve heroes or villains from all countries. This will be launched at project closing party in Ireland.

All outputs will be uploaded where possible to project website.

### Methodologies:

As this project aims to be inclusive of all children and abilities a variety of methodologies will be applied. These include

- Responding through art - children use art to explore a variety of topics
- Responding through music
- Responding through drama
- Responding through writing
- Talk and discussion
- Active learning
- Co-operative learning
- Skills through content
- Using the environment
- Using digital and ICT skills
- Research
- Project work

Τίτλος Σχεδίου	Bullying and Cyber-Bullying: How to Prevent and Fight the Violence at School
Συντονιστής	Istituto di Istruzione Superiore "G.A. Pischedda"
Ελληνικό σχολείο	6 <sup>th</sup> Secondary School of Drama
Εταίροι	Escola Técnica e Profissional do Ribatejo SA ROTARY 100. YIL ANADOLU LİSESI Gymnazium, Cesky Tesin, prispěvkova organizace Kedainiai Sviesioji Gymnasium Apian-Gymnasium Ingolstadt IES Vega del Argos B Periferiako Gymnasium Nicosia(Klirou)
Χρηματοδότηση ελληνικού σχολείου	16.475,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-IT02-KA219-014773_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### CONTEXT

I.I.S. "G.A. Pischedda" includes several addresses, can be considered in fact, a comprehensive school. Many studies show a very high degree of suffering of the economy and this is one of the poorest provinces of Italy.

#### Among the critical issues are:

- high number of unemployed, the consequent emigration;
- spread of micro criminality linked to drug consumption;
- increasing number of early school leavers and failure in education; (25,8%, among the highest at the regional and national);
- low level of the school performance (30%, among the highest at the regional and national);

School is attended by students who come from different socio-economic contexts; also training opportunities aren't equal for all.

Some students show aggressive behaviour towards his companions, others exclude them, others are closed in the silence and waive communicate in the group class. Many incidents of bullying do not emerge because of shame or fear.

Through social media are frequent insults, slanders harassment, identity theft; minors who know people on social media and are invited to meetings at high risk for all kinds of abuse.

All these facts have serious consequences upon safety, bad affects in school performance and in an ability to grow in a peaceful and civilized environment.

All schools in the partnership share the same kind of problems.

**TARGET:** All classes with age groups from 14 to 17 years.

### NEEDS

The most relevant need is the prevention of violence at school and the conflict management in an international approach; because the exchange of ideas, experiences and practices is fundamental if we really believe in the European citizenship.

### OBJECTIVES

*This is why, according to the objectives of our project, the most relevant horizontal priorities are:*

1. Supporting school to tackle early school leaving (ESL) and disadvantage,
2. Strengthening quality through mobility and cross-border cooperation,
3. Enhancing digital integration in learning, teaching, training and youth work at various levels.



*This project becomes part of the strategic plan, as its actions combine School's priorities and the long-term goals, which are:*

- Prevent and fight violence at school
- Reduce (ESL), by creating a better educational environment
- Improve attainment of basic skills
- Enhance quality education and care of adolescents
- Improve professional skills in teaching, reduce conflicts and aggressive behaviour
- Promote multilingualism and the use of ICT, through international, cultural exchanges
- Promote positive interpersonal relations, cooperative learning, peer education

### **PARTNERS EXPERIENCES/COMPETENCES**

*The partnership:*

- was formed thanks to eTwinning: all candidates have clarified their background, interests and needs
- involves people with competences in foreign languages, ITC, and with previous experience in European projects

### **EXPECTED RESULTS**

- build instruments/strategies to prevent bullying and cyber bullying
- through education/awareness, to create conditions for the protection of minors online
- provide training for teachers involved with these types of behaviours
- set up a path of good practice to be a permanent resource of the school/community
- reduce disparities in learning outcomes; prevent ESL
- address all students from the lowest to highest end of academic spectrum
- spread use of European tools for the recognition, validation of competences/qualifications

### **MAIN ACTIVITIES**

- Organization of the project team
- 9 International Meetings for plan, monitor and evaluation of the activities
- Creation of the website project, PPT presentation, contests and competitions, questionnaires; calendar
- Creation of the volunteer group, student-tutors and group of self-help
- "Safe Internet Day", meetings with experts and advisers
- Publication of the brochure: "Ten rules to protect ourselves from bullies" and the handbook: "How to defend ourselves"
- Final project exhibition

**TEACHING/LEARNING METHODS:** Personalized learning approaches, improve collaborative learning and critical thinking, ICT and Virtual mobility.

**DURATION:** 36 months.

**RESULTS AND IMPACT:** The project will have a major impact on the elements involved. Staff, teachers, students, parents, school; local community, district and region will be involved through an awareness campaign and exploiting other events for interaction/discussion.

Teachers/student can have improvement in social/communication skills, developing creativity, innovation, flexibility, empathy, autonomy, responsibility. The change in teaching/learning will create better relationships.

**DISSEMINATION:** All will work to make accessible the results of the European experience as widely as possible, especially through EST and eTwinning to spread good practice/ experience gained.

**LONG TERM BENEFITS:** Better results in school performance, reducing rates of ESL, innovative curricula/ internationalization of the school's mission.

Τίτλος Σχεδίου	Metacognition in European Teaching: Activating Minds Through the Implementation of New Development Strategies
Συντονιστής	ICS Giorgio Perlasca
Ελληνικό σχολείο	<b>3<sup>rd</sup> GYMNASIO EDESSA</b>
Εταίροι	Hillview School for Girls INS Aubenç Langelinieskolen Agrupamento de Escolas nº 1 de Serpa Vilties pagrindine mokykla
Χρηματοδότηση ελληνικού σχολείου	48.111,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-IT02-KA219-014894_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

7 primary/ lower secondary schools from 7 different European countries (IT, DK, GR, LT, PT, SP, UK), supported by higher education organizations from IT, PT, SP, GR, DK, UK as silent partners, have joined in METAMINDS (Metacognition in European Teaching: Activating Minds Through the Implementation of New Development Strategies).

This strategic partnership, created in the framework of the Erasmus+ KA2 action, has been focusing its attention on a series of relevant issues affecting education institutions today and concerning both teachers and learners:

*Are teachers and learners always aware of all the methods and ingredients they have at hand to create educational success? Some of them are natural master chefs and they just know, almost instinctively, the right recipe. However, in such an increasingly complex and challenging context like today lots of teachers and learners experience frustration and a sense of failure:*

- some teachers have difficulties to adapt their teaching styles to pupils' changed attitudes, to the introduction of ITC classroom and to mixed abilities classes;
- pupils do not respond to barely transmissive teaching anymore;
- low achieving pupils do not acquire the necessary basic skills through content-based tutoring, often lack motivation and self confidence, are unable to catch up with basic attainments, experience repeated school failure (leading in some of the partner countries to grade retention), and are more likely to become early school leavers.

The impact of this situation is reflected by two of the Europe 2020 benchmarks (reducing the share of low achieving to less than 15% and of early leavers to less than 10%).

Fostering metacognitive teaching strategies to help teachers become more flexible, making pupils aware of their role of learners and improving transversal skills, such as learning-to learn, can tackle the root cause of the problem. To this aim, METAMINDS propose to carry out a two-fold action addressed at teachers and pupils (10-14 years of age) at the same time, with the aim of introducing enhancing metacognitive strategies.

Acting according to PAR (Participatory Action Research), a pilot teacher training on metacognition (O1), to be spread through peer-to-peer training and a pupil learning-to-learn module (O2), will be devised, pilot tested, assessed and disseminated inside the partner institutions and outside as on-line course and other OER (web-site of the project) and a publication. The role of external assessment, played by higher education institutions acting as silent partners, will guarantee the quality of the outputs, as well as help disseminate the results at higher education level and involve other relevant stakeholders. Around 40% of teachers and 50% of pupils (mostly 10-14 years of age) of the partners' schools, will be directly involved.

Teachers will be engaged in joint training actions (distance and face-to-face activities during mobilities) and pupils will get in touch thanks to joint learning activities (virtual and physical mobilities).

A Metaminds blog in the target language of the partnership will collect pupils' contributions.

A video of how pupils see their schools and what is learning like for them will be produced.

A Metaminds eTwinning project will offer a suitable platform for all pupils to get to know their peers in the partner schools.

A Survey on metacognition in teaching and learning in the Education systems and Curricula of the partner countries will be also published as separate product.

The project is expected to increase teacher awareness of metacognitive strategies adopted in daily teaching and to improve pupils 'learning-to-learn skills and motivation.

English and IT skills will be also promoted.

The curricula and educational offering of the partner institutions will be enriched by the introduction of learning-to-learn modules, especially aimed at improving learning performance and supporting low achievers and special needs pupils; in-service teacher training through peer-to-peer tutoring will become permanently available. The partners will have improved relationships with local/national and international institutions and stakeholders in the field of Education and increased capacity and professionalism to work at EU level.

All the results and outputs will be made available as digital/online resources and dissemination at local/regional/national and international levels will be carried out in events, seminars presentations, through different media and in an international multiplier event.



Τίτλος Σχεδίου	MUSIC TO DECREASE INEQUALITY AT SCHOOL
Συντονιστής	LICEO STATALE VITO CAPIALBI
Ελληνικό σχολείο	<b>1er EPAL THESSALONIKIS</b>
Εταίροι	SULTANGAZI CUMHURIYET ANADOLU LİSESİ Scoala Gimnaziala “Mihai Eminescu” AGRUPAMENTO DE ESCOLAS DE BARCELOS Vilniaus J.Tallat-Kelpsos konservatorija
Χρηματοδότηση ελληνικού σχολείου	34.475,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IT02-KA219-014905_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We have started our project on music and have observed student involvement in school music has a positive impact on other areas of their lives. Musical involvement improves a student's self-discipline, dexterity, coordination, self-esteem, thinking skills, listening skills, creative abilities and personal expression.

The project focus is on stopping violence and inequality in education by taking music to the centre. According to the analysis we did on research and articles written in several countries, we found that violence and inequality are common problems of EU society as the rate of teenagers facing violence in the family, at school, on the streets and social community is different in every country of the EU but higher than ideal. So, we aim to reduce violence and inequality, by disseminating music and musical activities in the school environment with the aim of everyone dealing with music in their spare times as performers.

Our project activities will be open to everyone in the schools, especially towards the excluded ones. The project will be active inside the schools with its musical activities. Teachers will lead the students to play any kind of musical instruments, creating music bands, groups, pairs, writing lyrics or anything connected to music. This atmosphere will create a positive synergy in the school and impact every member of the school. Before the exchange meeting, there will be musical activities in the school and, after the observation of the project team, the ones who are most skilful will be allowed to join in the exchange activities in the partner countries. During the exchange meeting, the participant musicians will meet from every partner country and they will rehearse together, improve their songs, learn different types of music from each other. While these activities are done, the guest students will join every stage of education in host schools to know, observe and develop friendship and multicultural understanding. Daily activities will be done together and the impact will be very positive on the students. On the last day of the week, a big concert will be held and every musician will present his/her songs on the stage. This concert will be the top point that peace, friendship, team spirit and European Unity reach.

The partners are very suitable for the project, because all the schools have music classes, clubs and two of them, LT and IT, are already music schools. This capacity of the partners will bring the success of the project activities and the achievement of the goals.

### OBJECTIVES:

1. to prevent students from violence, school dropout and inequality
2. to teach and disseminate different types of music to young people
3. to support gender equity and prevent generation gap and intolerance for disabled people, by musical instruments played by both male and female, young and old, abled and disabled players
4. to encourage the learning of modern foreign languages

### NUMBER AND PROFILE OF THE PARTICIPANTS:

**Students/teenagers:** There will be teams of 30 students in each partner organization so 180 in total will take part actively in project activities. Approximately 1200 students/teenagers will be affected indirectly.

**Teachers/Adults:** There will be teams of 5 teachers in each partner organization so 30 in total will take part actively in project activities. There will be a teacher of English, Music, a Psychological Counsellor, an ICT teacher and a PE teacher/trainer. Approximately 150 teachers/adults will be affected indirectly.

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

**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 the international evening. Approximately 480 family members will be affected indirectly.

**Local community:** The local community, including local press, municipality, directorate of national education and PTA, will help to disseminate the project to a wider community. Approximately 800 people from the local community will be affected indirectly.

### RESULTS AND IMPACTS

Through our project, the six 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 non-specialist audience about the project's background and main results, arranging a multiplier event, communication, and cognitive skills of at risk students, cultivating effective partnerships between trainers, educators, and community organizations so as to amplify our collective impact on the students.

Τίτλος Σχεδίου	Development of interdisciplinary and democratic approach focused on a process of enhancing both our own EMOTIONS and our wellbeing, as educators, children and parents (European MethOds and Tools for ImprOving New approach)
Συντονιστής	La Città del Sole.Vasto Società Coop. a r.l.
Ελληνικό σχολείο	<b>PLATON M.E.P.E.</b>
Εταίροι	Vinninga förskoleområde Kindergarten"Zdravec" preschool Rada Mosse Nuova Direzione Didattica Vasto
Χρηματοδότηση ελληνικού σχολείου	12.970,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IT02-KA219-015252_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Early school leaving is a vast and complex phenomenon which involves the psycho-social dimension of the students, the organization of teaching and educational strategies; educational practices are needed that do not exalt individualism and competition, but rather integrate students with social, psychological and / or emotional distress.

It must start early, since early stage of schooling: the causes of the dispersion and subsequent abandonment have their own roots in the early years of schooling, where often it is determined the future of every student in terms of training success or failure. In the very first and in the early stages of schooling, it can really operate an early deconditioning of risk behavior and effectively prevent early school leaving.

Furthermore, collaboration, exchange of ideas and best practices with partners from European countries about a common problem of education, is a useful tool to identify common benefits for all participating countries, which go beyond the limits of their schools and their countries. Six preschools from four different European countries (Italy, Sweden, Greece and Bulgaria) will discuss the best practices used by each of the schools with the aim of defining the guidelines and a socio-emotional map and design games and instructional and educational tools that can help teachers to develop in students, above all in those with emotional, social and/or psychological distress, empathy emotional alphabets, self-awareness and social reflection, surpassing methodologies merely broadcasting in favor of cooperative, active, workshops, metacognitive approaches.

The work of the partnership will be coordinated by the Città del Sole.Vasto non-profit, private school and Help Center for Special Educational Needs in Vasto (Italy), as lead agency communicating via e-mail and conference call: in occasion of the five international meetings, project team of the six partner schools will compare directly the best practices in each country, will work together to define the definitive versions of the results of the project and assess the quality of the activities, the effects created and, where appropriate, solutions to improve the work done. An initial survey among teachers, parents and pupils will indicate what are the major difficulties in the teaching / learning of socio-emotional skills; analyzing the results of the survey and choosing the best practices from each school, will be formulated guidelines, a socio-emotional map and educational tools, that will be published in a book in digital format entitled "Guide to EMOTIONS" that together with all the material of the project will be published on the project website ([www.emotions.eu](http://www.emotions.eu)) from which all interested parties may inspect and obtain copies freely.

The project is intended to modify the curricula of the schools involved and the teaching methods about learning / teaching social-emotional in the various partner schools, directly or indirectly involved in the project thanks to two training events scheduled during the first two international meetings and that will involve teachers and project staff of the six schools.



After a period of application of the guidelines and the use of games, will be re-assessed the socio-emotional skills in output among the same target groups of the first checklist to assess the project's impact on teachers / children / parents; finally, a final survey will assess the degree of satisfaction of teachers and parents on the results and impact of the project.

It will be organized at the end of the project a Multiplier Event in Italy, during the last of the five international meetings, with the involvement of the Municipality of Vasto and a wide range of stakeholder, for the dissemination and exploitation of the project results starting from the digital book "Guide to EMOTIONS".

The six schools will agree on a plan of dissemination events in different partner countries during and after the duration of the project: through the development and continuous updating of the website and the digital book, the project will protract its effects even after its end to ensure sustainability in the same time.



Τίτλος Σχεδίου	European Choir and Orchestra
Συντονιστής	Istituto Comprensivo Ariano nel Polesine
Ελληνικό σχολείο	<b>PLATON M.E.P.E.</b>
Εταίροι	Zakladni skola a Materská skola Kladno, Ukrajinska 2447 Agrupamento de Escolas Nuno Gonçalves
Χρηματοδότηση ελληνικού σχολείου	16.195,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IT02-KA219-015256_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Il progetto E.C.H.O. European Choir and Orchestra nasce come naturale proseguimento del progetto Comenius M.U.S.I.C. che ha visto coinvolti due degli attuali partner: Italia e Repubblica Ceca. Gli altri due partner- Grecia e Portogallo-presentano capacità adeguate alla formazione di un'orchestra, hanno ottime abilità tecnologiche e sono orientati verso una prospettiva europea. Le scuole sono di dimensioni diverse, una raggiunge 2300 studenti, due contano circa 650 alunni ciascuna e una 500 alunni.

Nell'orchestra e nel coro europei gli studenti scopriranno gli altri paesi e si avvicineranno alle loro culture, la pratica musicale costituisce anche uno strumento educativo che fornirà l'opportunità di sperimentare metodi pedagogici alternativi. Poiché suonare insieme implica sforzo, disciplina e abilità di ascolto per raggiungere l'armonia desiderata, l'orchestra europea è uno strumento atto a sviluppare abilità sociali e di apprendimento. Inoltre la musica ci permetterà di riflettere sul tema dei diritti dei bambini.

Il progetto prevede l'individuazione da parte di ogni partner di un brano musicale relativo al tema dei diritti dei bambini. I quattro brani saranno condivisi con i partner in lingua originale e in lingua inglese, tutti i brani saranno arrangiati per l'orchestra europea da un unico arrangiatore, eseguiti e cantati durante i concerti previsti in Portogallo e in Grecia. Un nuovo brano per coro e orchestra sarà creato ed eseguito durante l'ultimo concerto in Italia. Parallelamente, ogni partner individuerà un personaggio della propria cultura che si sia distinto per l'impegno a favore dei diritti dei bambini. Ogni personaggio sarà presentato mediante power point durante gli incontri.

Il progetto porterà a: sviluppare un apprendimento multiculturale; aumentare l'interesse per le altre lingue europee oltre a rafforzare la conoscenza della lingua inglese; sviluppare la creatività, riflettere su temi sociali, migliorare le capacità informatiche, sviluppare l'abitudine a cooperare e a prendere decisioni.

Le attività che rimarranno saranno la corrispondenza tra studenti e docenti, la riproduzione dei brani imparati in futuri concerti e si auspica l'istituzione di partenariati tra le scuole coinvolte e tra altre organizzazioni presenti nel territorio, come amministrazioni comunali, cori e orchestre locali.

Τίτλος Σχεδίου	Booktrailers and Videostorytelling: How to teach and learn reading appreciation
Συντονιστής	DIREZIONE DIDATTICA "III CIRCOLO BALDO BONSIGNORE"
Ελληνικό σχολείο	<b>2<sup>nd</sup> GENIKO LYKEIO NEAS IONIAS MAGNISIAS</b>
Εταίροι	Widely Court Primary School Centro Público Integrado O Cruce SCOALA GIMNAZIALA NR. 95 Bauskas 2.vidusskola
Χρηματοδότηση ελληνικού σχολείου	31.946,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IT02-KA219-015284_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our schools have identified a need to improve the quality of education in literacy and transversal competencies, a project aiming to develop a joint framework for supporting pupils' involvement in learning.

The aim is to cope with two major weaknesses in the educational sector, also according to an important international survey such as PIAAC (literacy and literacy in the digital environment) and several times also highlighted by Recommendations of the European Commission:

COMMUNICATION FROM THE COMMISSION (Rethinking Education: Investing in skills for better socio-economic outcomes) we think that "Literacy, numeracy and basic math and science are key foundations for further learning..., and are a gateway to employment and social inclusion. The ongoing digital revolution, as new forms of reading and writing... and stepped up action to improve digital and media literacy".

The Commission Recommendation on media literacy in the digital environment aims to increase media literacy in the digital environment in order to achieve a more competitive knowledge economy while contributing towards a more inclusive information society.

Our project aims to handle the problem creatively combining basic skills and transversal skills learning, creating innovative learning environments essential for participatory teaching and use of ICT. Creating a book trailer involves the use of media in didactics, has a strong educational value and uses the methodologies of learning by doing and learning among peers.

This kind of didactics is not purely disciplinary, but is mainly subject to the formation of the person and his needs, centred on laboratories techniques and very attractive, which works starting by problems and aims at their solution with the cooperation and sharing of all.

We decided to use book trailers in order to stimulate the students to read.

The partnership is made up of 6 partner schools (Greece, Italy, Latvia, Romania, Spain, UK), which have developed in the past successful collaborations. They belong to similar segments of education ranging students from 6 to 15 years old in the various countries. Each school has classes with children with disabilities and/or disadvantages of various kinds and will be involved in the activities of the project.

*The partners share materials and resources, and develop units of cross-curricular work in literacy, and production of book trailers that are tested/implemented in primary and secondary schools. The objectives of the project are to improve the quality of education:*

- strengthen teachers' skills and provide them with a tool that encourages students to read and to learn to create something new, that is the book trailer;
- fostering the provision and the assessment of key-competences, including basic skills and transversal skills, facilitating the interaction between visual and textual language and multimedia techniques.

The methodology used is designed to engage students using languages familiar to and interesting to them, and keeping with encouraging them to read books, novels or also the same school books. The need for having to explain themselves through a different language bring them to learn different reading codes.

The desired impact at local and regional level: is the development - through an international event such as MEET Festival - of a new approach and a new relationship between young people and the world of culture and cinema. On these international festivals young people will be given the opportunity to catch their territory to be better known and appreciated in Europe through films made by the students themselves and by professional film makers during the festival.

We envisage reaching the project objectives also beyond regional, national and European level.

We want to give participants the opportunity to experiment new pathways of improving their knowledge and competences. We expect young people and adults involved in the project to widen their mental boundaries and look at their everyday life through a new perspective, with an increased European consciousness, feeling of being part of the Community both in individual or communal levels. Interest, tolerance and curiosity in human relations, Easier communication with each other. Ability to communicate in a foreign language, or finding innovative ways for understanding each other (non-verbal approach).

Finally, it's envisaged the reinforcing of the European dimension of school education, in particular by encouraging constant transnational cooperation between schools, contributing to the improved professional development of staff, and by promoting the learning of languages and increasing intercultural awareness in pupils, teachers, staff, and parents.



Τίτλος Σχεδίου	Beyond and “Louder than” Words
Συντονιστής	Liceo Scientifico “Vitruvio”
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	SOU Gimnazija “Goce Delcev” ROZENBERG SO 125823 Stichting Meridiaan College / vestiging Het Nieuwe Eemland IES JOSEFINA ALDECOA Sct. Hans Skole Prof.Friedrich Aduatz Neue Mittelschule Voitsberg Gimnazjum w Debowcu Rosengårdskolen
Χρηματοδότηση ελληνικού σχολείου	17.800,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-IT02-KA219-015438_9

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project aims at introducing more innovative approaches thus providing more attractive education and training programmes both new and/or improved, in line with expectations and needs, to cater for the needs of disadvantaged groups and to deal with social, linguistic and cultural diversity. At the same time, through CLIM and other inclusion-based methodologies, it gives the opportunity to foster high-performer students' motivation. What's more, on a school level, it would have a great impact on strategic planning or professional development for staff in line with individual needs and organizational objectives. It would also increase management competences, internationalization strategies, reinforce cooperation with other European partners.

A surprising experience from previous transnational co operations was learning even more about one's practice than about the others. Therefore we believe that mirroring practices and studying new methodologies through different European perspectives is a strong instrument and value in our effort to improve and enrich teaching methods and students' learning outcome.

*Furthermore, methodologies will be studied at conferences and carried out at students camps during the meetings. Feedback from students will be prompt and useful for teachers when implementing the methodology at their own school and modifying to their own curriculum. The activities included in this project will help us make a programme and realize the following objectives:*

- listen to young people's views and provide opportunities for them to have their say about the school;
- establish positive and respectful relationships between young people and supportive teachers;
- build teamwork and cooperation between students;
- set fair rules and expectations which are consistently applied;
- encourage young people to take responsibility for their learning and behaviour, focus on both “low self-esteem” and “high-performer” students.

The participating Institutions consider this partnership will enforce the European dimension and cooperation among the countries and will develop the capacity to perform team work, planning and doing joint activities. The project will enhance pupils' experiences of modern and future communication technologies through a series of intercultural dialogue exchanges on platforms where they will be given opportunities to see that distance is no longer a barrier to effective and immediate communication.



Τίτλος Σχεδίου	thinking ... coding
Συντονιστής	I Circolo Didattico Statale "N. Fornelli"
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	OOU Goce Delcev SOLSKI CENTER CELJE Liceul Teoretic "Tudor Arghezi" Ozel IKEM Ilkokulu
Χρηματοδότηση ελληνικού σχολείου	24.195,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-IT02-KA219-015506_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

CONTEXTEU with "Education and Training 2020" agreed that in the period up to 2020, the main goal of European cooperation should be to support the further development of education and training systems of the Member States; they aim to personal, social and professional fulfilment of all citizens, sustainable economic prosperity, employability, promoting democratic values, social cohesion, active citizenship and intercultural dialogue.

### Education ministers from EU countries have identified some priority areas, as:

- All pupils should gain the competences they need, including literacy and numeracy. This will be done through modernizing curricula, learning materials and pupil assessment. Literacy, numeracy, science, and technology are the foundation for further learning and are a gateway to employment and social inclusion. In Europe, approximately 20% of the young generation is not equipped with the necessary basic skills in literacy, mathematics, science and technology. These skills are becoming even more important as the digital revolution gives rise to new forms of reading and writing, as well as diversifying sources of information. At the same time, the demand for a qualified workforce in technology and research intensive sectors remains high. The Ministry of Education, in collaboration with the CINI - Interuniversity Consortium for Informatics, launched in Italy an initiative called "Programma il Futuro" (which is part of the program "la buona scuola") with the aim to provide schools a series of simple tools, fun and easily accessible from students to the basic concepts of computer science. Starting from a successful experience launched in the US in 2013 which saw the participation of about 40 million students and teachers around the world, Italy began to share the experience thus introducing structural schools to the basic concepts of computer programming (coding), using user-friendly tools with no advanced skill requirements in the use of computers. Necessary however to, consider whether teachers are ready for this kind of task, which are their skills and how they changed or need to be improved.

### NEEDS:

- Improve the skills of the staff of the school and enhance the quality of teaching and learning
- Expand the knowledge and understanding of the educational practices of the involved countries
- Modernization of schools

### OBJECTIVES:

*For teachers:*

- to achieve good practice exchanges and also exchange of information, ideas and concrete methods of working with coding;



- to improve skills, pedagogical and teaching tools;
- to analyze the differences of the diverse educational systems from the partner countries regarding education, computational thinking and coding;
- to promote cooperation to ensure quality in education;
- to promote innovative practices in education by supporting personalized learning approaches;
- to optimize the impact of European cooperation on the innovation of education through the activities of results dissemination;

*For pupils:*

- decomposition when attacking a large complex task or designing a large complex system
- separation of concerns
- choosing an appropriate representation for a problem or modelling the relevant aspects of a problem to make it tractable
- having the confidence we can safely use, modify, and influence a large complex system without understanding its every detail
- universally applicable attitude and skill set for everyone, not just computer scientists, who would be eager to learn and use
- thinking in terms of prevention, protection, and recovery from worst-case scenarios through redundancy, damage containment, and error correction
- using heuristic reasoning to discover a solution
- planning, learning, and scheduling in the presence of uncertainty

**BENEFICIARIES:** Beneficiaries are students and teachers of Primary and Secondary school.

**DURATION:** 2 years

**ACTIVITIES:**

- Design, pilot test and validation of the planned Intellectual Output: Teaching Method and flexible tools
- creation of web platform to share and disseminate intellectual output and results of pilot test
- 2 short-term training (5 days) about computational thinking and coding, for teachers and students
- 6 Multiplier events

Τίτλος Σχεδίου	Creative European School: C.L.I.C.K.
Συντονιστής	Mazeikiu Ventos progimnazija
Ελληνικό σχολείο	Arsakeio Lyceum of Patra
Εταίροι	Centro de Enseñanzas Greguerias Sociedad Cooperativa Andaluza Scoală Gimnazială "Constantin Parfene" Istituto Comprensivo "Francesco Minà Palumbo" Colégio Dr. Luís Pereira da Costa
Χρηματοδότηση ελληνικού σχολείου	17.415,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-LT01-KA219-013406_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

A more diverse multicultural environment and changes in societies, are the factors which effect today's education system. Schools have to adapt with these changes and develop a social environment that promotes citizenship and European values, respect for ethnic and cultural diversity, stimulate each child's initiative and increase motivation to learn.

Today's teacher must not only develop their professional skills and knowledge, but also foster values such as care and commitment, creativity, open-mindedness and positive thinking. Therefore, the project "Creative European School: C.L.I.C.K." brings together six European countries (Lithuania, Greece, Italy, Portugal, Romania, Spain) with different experiences in order to consolidate their knowledge, innovative teaching methods, possibilities and desire to find the best means to educate young people in a multicultural society by provoking their curiosity, fostering their initiative, creativity, respect and tolerance, admit education as a constantly developing process requiring new pedagogical skills, sophisticated understanding of diversity of today's schools.

The project addresses the most vulnerable group of children - teenagers, aged 12-16, teachers of different subjects, parents and school managements and other school staffs such as social pedagogues and psychologists. The word CLICK is a mnemonic of the English words Computer science, Languages, Inter-culture, Citizenship and Knowledge, words we want as the cornerstones on which we hope to pave the way to a creative European school. In addition to this, the project partners have decided to call themselves the CLICK family which is involved in different activities and deals with the issues that have an international dimension.

We have set the aims to promote cooperation among 6 partner schools to increase students' motivation to learn and get knowledge by learning in one of the partner countries and from one another; to encourage awareness of the importance of European dimension through cultural, linguistic and social events for better understanding of own and others identity in European context through history, culture, traditions as well as to promote citizenship and civic responsibility in all 6 partner schools in order to educate our students as European citizens, actively involved in future society. The project will develop digital competence, communication in mother tongue and foreign languages, learning to learn, social and civic competences, increase cultural awareness. The project activities will be integrated in schools' curriculum and/or extra curriculum activities and trans curricular, collaborative learning/teaching in international teams, holistic, active teaching methods, out of class activities, workshops, a conference will be used.

During the two project years a set of cards Lotto Game named "Who Are We?", a book about most famous festivals in six countries, illustrated by pupils' drawings "The Clicks Family in Town", a magazine "Help with the Clicks" (reflecting pupils' active commitment to communities during charity campaigns), a series of short films about the most successful school events A Glimpse of Click's Schools, a project website C.L.I.C.K. and The Click tree (a project visit card and a source of information about the project activities) will be created. We will use eTwinning page for our collaborative work, exchanging ideas and learning from one another. The international team of teachers together with school psychologists, social pedagogues, parents, university lecturers, pupils and school management will work together and select experience and samples which will be put together into a toolkit called "Basic European Curriculum for a successful school", which will be translated into six languages. This book will contain useful information and examples of innovative methods as well as suggestions, to support schools and teachers, parents and the community in educating an open-minded, creative, responsible and inquiring generation. All the project outcomes will be available on the project website C.L.I.C.K. and on school websites.

Τίτλος Σχεδίου	Learning about our countries – we are united in Europe
Συντονιστής	Kulupenu Motiejaus Valanciaus pagrindine mokykla
Ελληνικό σχολείο	<b>7<sup>th</sup> GYMNASIO RODOU</b>
Εταίροι	General Secondary School “Nikolay Katranov” Zespol Szkol w Pobiedziskach AHMET CUHADAROGU ORTAOKULU
Χρηματοδότηση ελληνικού σχολείου	22.678,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-LT01-KA219-013419_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Erasmus+ Project “Learning about our countries – we are united in Europe” unites pupils and teachers of schools in 5 countries: Bulgaria, Greece, Lithuania, Poland, and Turkey. The Project programme focuses on internationalism of education and the high needs of usage of digital learning and is based on a real situation in partner schools considering the number of students with learning disabilities (Bulgaria – 20 pupils, Greece – 25 pupils, Lithuania – 6 pupils, Turkey – 32 pupils), and students coming from families with low standard of living, unemployed and depending on social welfare system (Bulgaria – 100, Greece Lithuania – 36, Greece – 50) and with limited social skills, pupils facing geographical options when living in rural areas and being transported to school every day ( Bulgaria – 70, Lithuania – 46).

As a result of the conditions mentioned, most of these pupils obtain fewer opportunities for learning and self educating than their peers. There are pupils with zero opportunities to travel, and their geographical knowledge and world perception are insufficient. Some student families do not have Internet access. A big number of students have never been abroad and have never had a chance to communicate with foreigners in English. Because of the living conditions in such environment, low motivation to learn and seek for a better future are obvious. These are the main reasons such students usually do not benefit from general/basic education and do not seek for the higher education in gymnasiums, and colleges or universities.

*The conditions mentioned are the main reasons why we have decided to cooperate in the Project on learning about Europe and sharing our knowledge with objectives to:*

- create more attractive educational conditions based non- traditional ways/methods of teaching/ learning about the EU and the countries of the project;
- create possibilities of self - education for students with low motivation when involving them in task preparation and fulfilment process;
- improve the communicative competences and social skills of pupils while their participating in various activities with peers of the 5 different countries;
- create non-traditional learning possibilities (to learn with peers of the 5 countries) opportunities for pupils;
- raise pupils’ motivation in learning English and some basic vocabulary of Lithuanian, Bulgarian, Greek, Polish, and Turkish;
- open travelling possibilities for pupils with lower opportunities when participating in transnational meetings;
- improve pupils’ active participation in a society life when presenting the project to their school communities and communities of other participants;
- increase pupils’ digital competences when constantly communicating by using IT during the project implementation;
- improve the knowledge about Europe and learn about the 5 countries’ geography, history, and culture;

- share the pedagogical competences among teachers of the 5 countries regarding non-traditional ways of education;
- encourage international communication among pupils and teachers of the 5 countries during the project lifetime and after the completion of the project.

The project programme consists of the 5 parts/ topics: **1.** Our Local History, **2.** Natural beauty of our countries, **3.** Our folklore and customs **4.** Our traditional cuisines, **5.** Sports and games. Each topic will be led by one partner country responsible for the activities and outcomes of the topic.

Developing learning/teaching process for each topic would take about 4 months time. At the beginning of their time, the country responsible for the topic will present the non- traditional learning/ teaching tasks and activities prepared for all the project members and will virtually (ICT, videoconferencing, eTwinning) monitor the process while all the partners are involved in completion the tasks provided. At the end of the task completion, the leading topic country will organize an international mobility meeting where learning/teaching activities will be performed and the intellectual outcome will be created and presented (if created earlier) to the all the participants of the project. The five day learning /teaching activities will be organized in each partner country - Bulgaria, Greece, Poland, Lithuania, and Turkey.

The project activities will bring five intellectual outcomes that will be able to use as pedagogical means in school education curriculum.

The project is innovative in methods chosen : non-traditional learning-teaching methods leading to new teaching and assessment approaches and sharing our knowledge while communicating with peers in different European countries.

Τίτλος Σχεδίου	Magic in the classroom with Augmented Reality
Συντονιστής	Ludzas Muzikas pamatskola
Ελληνικό σχολείο	7 <sup>th</sup> GYMNASIO RODOU
Εταίροι	Agrupamento de Escolas Marinhas do Sal, Rio Maior Marijampoles sv. Cecilijos gimnazija Engin Can Gure Ortaokulu IES FRANCISCO GARFIAS Os Vladimira Becica Osijek
Χρηματοδότηση ελληνικού σχολείου	17.255,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-LV01-KA219-013383_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project focuses on transformation and modernization of education by implementing the use of tablets (iPads, Android or Windows 8) and smart phones in training, teaching and learning process.

### The project aims to:

- study the potential that tablets and smart phones offer in their daily practice in the classroom especially in their preparation of the activities that facilitate collaborative learning, research, creativity and evaluation;
- explore new ways in which tablets, smart phones can help participants to develop communication, research and self-expression;
- integrate good practices and new methods into daily activities by close cooperation of 7 EU schools where students and teachers will be able to learn and exchange;
- to stimulate the entrepreneurial mindsets of young people to support everyone in day-to-day life at home and in society;
- improve English language skills as a modern foreign language;
- develop diversity of European cultures by raising awareness of values.

The project has been designed to ultimately provide excitement, enjoyment and challenge for participants, to develop positive attitudes to learning throughout ICT apps.

The partnership includes SEVEN different European schools from Latvia, Lithuania, Spain, Portugal, Croatia, Turkey and Greece. Students of primary and secondary schools aged 7 till 16 will be actively involved into project activities to improve their lives, influence their thinking, impact on the communities within they act. Such general education subjects will be in the centre of the project: Music, Art, geography, natural science, IT, English as a foreign language, history, social studies. To achieve the greater effectiveness of the project aims we are planning to use the following free modern techno-friendly free programmes: Aurasma Studio; QR Code maker; Haiku Deck and Prezi; LogoDesign Enginer; Polldaddy, SurveyMonkey, Poll Maker; Book Creator Free; Magisto and Thinklink; RedLaser, Barcode Scanner, Quick Response Code Reader; Freemind, Piktochart; Mandala Painter Lite; iBrainstorm; Photo Grid - Collage Maker.

*Within the framework of the project we plan to implement 18 activities:*

A1 Erasmus+ panoramic project digital; A2 Project's website on Twinspace platform; A3 Aurasma and QR codes applications usage and guides; A4 Sharing knowledge on Aurasma and QR codes; A5 Preparation of presentation of school and country; A6 Logo contest; A7 Three digital gift cards with elements of local decorations; A8 Preparation of artistic performance; A9 Evaluation and dissemination of project results; A10 ebook

“How to be safe in the classroom; A11 Aurasma three Christmas and New Year animated drawings’ gift cards; A12 Reality map “Famous musicians and musical instruments”; A13 Reality map “Power of number 7”; A14 “My school’s rules” collage creation; A15 Reality map “The Power of 7 EU partner countries; A16 Aurasma or QR codes three national gift cards; A17 Mandalas painting; A18 Aurasma “Thank you” letters.

Participants will learn about advantages of tablets and smart phones usages in educational process; will study a range of free Apps covering different content and activities to support learning, communication and best practice approaches and practical examples for using tablets and smartphones in education in general in different EU countries. Participants will become responsible and safe. Digital technologies and entrepreneurship will be effectively implemented into a curriculum. Mutual understanding, warm relationships, effective communication among partners will be improved. Professional, modern and dynamic environment in the classroom will be produced. Results with the usage of new, innovative techniques will be evaluated and disseminated.

#### **We plan to implement:**

- three transnational meetings for teachers in Latvia, Croatia, Portugal
- a short-term joint staff event for teachers in Spain
- three short-term exchanges of groups of pupils in Turkey, Lithuania, Greece

With this project it is expected to increase cooperation, internationalization, networking, efficiency of management and leadership of participating organizations. Project will bring positive long-term impact on the participants implementing of innovative practices. It is expected to make learning and teaching more attractive to meet the aims of the project. Supported actions will increase the initiative, fulfil foreign language knowledge, improve digital skills, professional skills, motivation and participation in society. Projects will rise awareness between different learning forms, about European projects and develop positive attitudes towards the EU values. Artistic performances will connect cultures, will break the barriers, create friendships during transnational meetings. Participants from Seven different cultural backgrounds will often see challenges and think of solutions in different ways.

Tablets are Good, Content is Better, Teachers and Students are the Best.



Τίτλος Σχεδίου	Food For Thought
Συντονιστής	Sortland Videregående Skole
Ελληνικό σχολείο	5 <sup>th</sup> General Lyceum Veroias
Εταίροι	Harlindis en Relindis College Heilig Kruis - Sint-Ursula B Maria-Ward-Schule Aschaffenburg
Χρηματοδότηση ελληνικού σχολείου	22.380,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-N001-KA219-013230_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Context and objectives:

This project is designed to investigate the ethical process of European food production and consumption with regard to improving young people's awareness of where food comes from, how it is consumed and most importantly, how it is wasted.

A common area of social capital was identified as being lacking in large areas of Europe. It became clear during the planning of this project that there is a lack of participation among young people in society regarding food ethics. Society in general but more importantly young people, are becoming increasingly unaware of where their food originates and how it makes its way from 'field to table'. A main objective is to explore whether a more ethical approach to the production, consumption and waste of food in Europe can lead to a healthier lifestyle and heightened awareness, while at the same time contribute to a sustainable and cost-effective food cycle.

### The project consists of 4 themes:

- European production methods
- Food packaging
- Policies behind determining expiry dates and European food waste
- Import and export in individual European countries and consumer choice.

### Participants:

Sortland Videregående Skole (Norway), 5geniko Lykeio Veroias (Greece), Maria-Ward-Schule Aschaffenburg (Germany), Harlindis en Relindis College (Belgium)

Project leaders: Neil Clarke (Norway), Maarten Hermans (Belgium), Eleni Kostopoulou (Greece), Ulrike Reidl (Germany)

24 subject teachers (6 from each school)

120 students from the participating schools

24 students on transnational learning activities

### Activities:

#### *European Production Methods:*

Individual school partners will delve deeper into the food production methods of their own region and country. Each partner is to identify a readily available and highly consumable area of regional food production that is considered to have unethical or unsustainable practices.

### *Food Packaging:*

This activity allows students to realize if they really can influence policy change of companies and their products that are seen to be unethical or unsustainable. It is designed to raise students' awareness with regard to food packaging.

Policies behind determining expiry dates and European food waste:

This activity will investigate expiry dates and how they are determined and then concentrate on food waste where expiry dates are concerned.

Import and export in individual European countries and consumer choice:

This activity enables students to track their country or region's trends regarding the import and export of food. Students will focus on both the import and export of food regarding their own countries and regions.

### **Methodology:**

*All of our activities will be implemented by a wide range of innovative teaching methods both in and outside of school, incorporating:*

Critical thinking, digital competence, collaboration and team work, communication skills, personal and social responsibility and metacognition.

### **Results envisaged:**

- Increased participation among young people in society.
- Students, their families and teachers gain a healthier lifestyle by being critical of what type of foods they choose to buy and continue doing this long after the project is finished.
- Reducing household food waste.
- Enabling young people to explore the possibility of influencing local, national and European policies and decision making processes concerning ethical food production
- Empowering young people while at the same time teaching them the skills of dialogue, compromise and diplomacy when working with external stakeholders.
- Providing an active contribution to social capital through the promotion of a sustainable food cycle which boasts of quality and cost-effectiveness.

The main area of impact is intended to change the students' perception of food in general and their attitude towards its consumption. By doing so we hope that the students will change their attitude permanently and consequently their behaviour in all matters regarding food in the long term

### *Long term benefits:*

The paramount resource in maintaining our findings are the participating students themselves; in other words, a human resource. At the heart of this project is the element of empowering young people and confirming their role in society. We hope that this project really does get students and their families to look at food in a more ethical manner. They will have gained a greater understanding of the food chain from a European perspective and will be able to implement their new-found knowledge by changing the way they consume food. This change will be an ethical one; it will improve their health, improve their conscience regarding the treatment of livestock and hopefully lead to more sustainable food chain for all actors involved. If our participating students and their families do this, it means our project ethos could live on indefinitely through the choices participants make.

Τίτλος Σχεδίου	Both Listen to our Souls & Sharpen Our Minds!
Συντονιστής	Gjerstad skole
Ελληνικό σχολείο	<b>18<sup>th</sup> Dimotiko Scholeio Peristeriou</b>
Εταίροι	Jelgavas 4. sakumskola Osnovna sola Brinje Grosuplje Istituto Comprensivo Bartolomeo Sestini Ysgol Y Dderi Istituto comprensivo Giosuè Carducci
Χρηματοδότηση ελληνικού σχολείου	39.465,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-N001-KA219-013245_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Research has shown that all human beings are born with great potential. Education from a very early age must be a flexible tool and an ongoing process to nurture, develop and support strengths, talents and skills, while at the same time being a system where individuals can satisfy their natural curiosity and hunger for learning and explore themselves further. Gardner's multiple intelligences provides us with the theoretical background and framework in order to plan, design and implement a holistic approach to delivering a broad balanced curriculum.

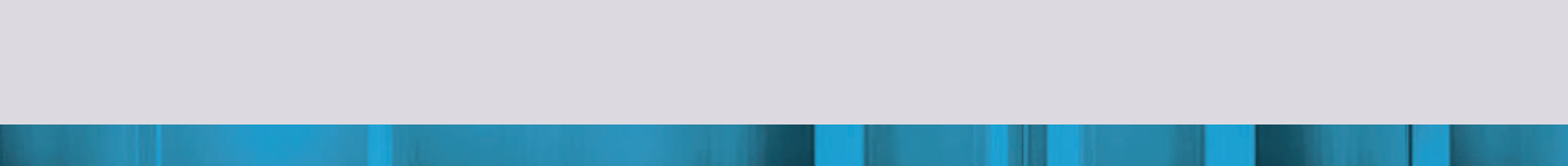
The objectives of our B.L.O.S.S.O.M. project addresses the EU education target of early school leavers, creating high quality learning opportunities and strengthening quality through mobility and cross - border cooperation. The activities are very carefully selected according to the S.M.A.R.T. criteria to address each individual's potential and instil a thirst for lifelong learning. They are grouped under Gardner's 8 multiple intelligences making sure that throughout the 36 month period pupils will have the opportunity to immerse deeply into each one of them equally, thus allowing the development of the whole individual and the stimulation of both sides of the brain (creative and logical) simultaneously.

Tasks include writing workshops, "readathons", illustrating, interviews, debates, storytelling, visit to the local library and printing press, conducting of scientific experiments, using the four rules in mathematics creatively, organizing a science fair, working with scientists, collecting data, playing outdoor games, creating music, international choir, planting and gardening, visit to botanical gardens, recycling, humanitarian work, managing finance, working with emotions and feelings, visit to the Art Museum, art workshops, living outdoors during an international camp, movie making, use of digital competences and self evaluation activities, and communicating through the e twinning platform. These tasks are designed in order to facilitate differentiated learning, working individually, in groups, cross culturally with access to different stakeholders, with planned visits to motivate and nurture an eagerness to develop further learning.

The participant organizations cover a wide geographical area which is an add-on value in terms of cultural diversity and representation within Europe. The group consists of 7 schools and 6 different countries and is a mixture of small rural and large urban units from socioeconomic deprived areas facing new challenges with unemployment and immigration.

The estimated number of people who will directly and indirectly benefit from this partnerships will be in the thousands. We have a very clear structured achievable timetable of tasks to be carried out. Each term of this three year period will be dedicated to a different kind of intelligence (according to Gardner's categorization). The specific intelligence chosen will be thoroughly explored and pupils will work on several different activities which promote it and at the same time integrate all the other intelligences so as to achieve a holistic approach of the multiple intelligences theory.

This well organized educational process will lead our schools to tangible and intangible results. Our tangible



results include an international book of short stories, an international musical cd, an international Erasmus+ banner, scrapbooks, power point presentations, e book with science experiments, a dvd of outdoor games, a library of mood music, performances and concerts, an international theatrical play, a movie about nature, bazaars and charity events, garden produce and reflective journals.

During this period of project work, all stakeholders will increase their cultural awareness and become partakers of an extended, borderless educational community which interacts cross culturally. People are empowered by other people and we become our best selves through unselfish interaction with others. In this framework, all participants will have the opportunity to get involved in high quality lifelong learning since the aim is to guide all members smoothly and effectively to learning autonomy for life. Transnational cooperation will help our schools to establish their very important role in the process of the development of the whole area, their region and their country.

This innovative idea we will be working on does not aim at offering stakeholders additional knowledge and information but aspires to become a life changing experience. Human beings are genetically programmed to learn and it is this very mechanism of learning that we will try to decode, activate and use at its best potential throughout our project. The knowledge and experience gained through this process will create a generation of well qualified and highly motivated workforce, self confident and emotionally intelligent parents, sensitive and responsible European citizens.

Τίτλος Σχεδίου	Europe's Unique Regions - Our Personal Experience
Συντονιστής	SZKOLA PODSTAWOWA NR 1 IM. JANA KASPROWICZA w KRUSZWICY
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Scoala gimnaziala "Gheorghe Lazar" Barcanesti COLEGIO MISIONERAS DE LA PROVIDENCIA - SANTA TERESA Istituto Comprensivo "Via San Biagio Platani" Narva Paju school
Χρηματοδότηση ελληνικού σχολείου	26.145,00€
Διάρκεια Σχεδίου	33 months
E+Link number	2015-1-PL01-KA219-016465_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Present-day aspirations for European integration are often confused with the positive and negative aspects of globalization. The phenomenon of cultural pervading tends to be a non-reflective process, which, as understood by the originators of the current project, is not a good tendency, therefore the project aims to educate Europe's citizens to know both the native sources of tradition as well as customs of life which have been acquired from the outside traditions.

This overall aim of the project will be achieved by fulfilling a number of specific objectives, which are as follow: to broaden and systematize pupils' knowledge of various roots of tradition/culture and the roots of changes in it in order to have them perform different activities in a more meaningful way, to improve the skill in meaningful reflection upon everyday life, to enrich pupils' knowledge of European integration and its influence on their life, to accustom pupils to analytic and synthetic thinking, to develop pupils' skills in cooperative working and to improve skills in sharing and exchanging knowledge and research findings. The project will also contribute to the improvement of teaching linguistic and non linguistic subjects by introducing innovative methods into the educational process in all partner schools.

The partnership consists of 6 schools from countries which have joined the EU at various times: 3 of them are post-communist countries and 3 so called western democratic ones. This is believed to be of great value to the concept of the project because it will ensure that the young people will understand that the EU is not a state of affairs but still an ongoing process and it will lead to additional result of determining the level to which the EU has changed life in these two groups of countries. The partner schools are public body, non-profit institutions. The total number of students participating directly in project activities is 720 (Poland: 120, Estonia: 120, Italy: 200, Greece: 120, Spain: 160, Romania: 100). The total number of teachers involved directly into the project is 99 (Poland: 20, Estonia: 20, Italy: 20, Greece: 12, Spain: 12, Romania: 15).

The project is divided into four stages of searching for conscious looking for the roots of everyday lifestyle, namely my background, my region, my country and our Europe. Thus, the activities are also divided into four theme groups and they are of various kinds: research on the Internet, interpersonal research, reporting findings on the project website, designing and making pieces of art work (e.g. scrapbooks, posters) or by the use of modern technology (e.g. PowerPoint presentations, films). Each of the subsequently analyzed areas will constitute a coherent phase of the project aiming at picturing life of a young citizen of unifying Europe.

The project intends to distribute the equal number of tasks to each partner school, even though they may differ to some extent because of the school specificities. The pupils at each school will have opportunity to work individually, in pairs and in teams. They will be stimulated and supported by their teachers, who will assign tasks to pupils according to their skills, interests and abilities so that each of the pupils to whom the project is addressed will contribute (in some ways) to the implementation of the project.

The project is supposed to bring up two kinds of results, namely, a number of physical results and development of the participants' various skills and knowledge. The former is not understood as an end in itself: the process of producing the results will serve the achievement of the latter. The project is directly addressed to the pupils and the teachers of all partner schools and indirectly to the pupils' families and, generally, local communities, thus its impact should include all these target groups by increasing their knowledge on the project topic and by developing their skills in the areas described as the project aims.

Finally, it is believed by all the partners that the knowledge about various roots of one's own culture, gained at early age, will help young people become adults who are tolerant and open to innovations. The participation in designing and implementing the project will also be of benefit to the teachers who will use the experience in their future work with next generations of children.

Τίτλος Σχεδίου	Healthy? Wealthy. Top tips.
Συντονιστής	Gimnazjum nr 1 im. Jana Pawla II
Ελληνικό σχολείο	<b>5<sup>th</sup> Protipo Piramatiko Geniko Likio Rethimnou Panepistimiou Kritis</b>
Εταίροι	Lørenskog videregående skole Cukurova Elektrik Anadolu High School I.E.S El Chapatal Escola Secundária Domingos Rebelo Istituto Tecnico Economico Statale “Antonio Maria Jaci”
Χρηματοδότηση ελληνικού σχολείου	31.370,00€
Διάρκεια Σχεδίου	35 months
E+Link number	2015-1-PL01-KA219-016502_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project refers to international cooperation in the field of school education. Its title illustrates our care and effort to equip students in knowledge and skills crucial for their future success and wellbeing. The partnership was established to work together on a wide range of issues related to alimentary culture and the cooperation will enable to reach complex objectives derived from the development programme of each participating institution. Realization of such multiple tasks individually would be barely possible as both too overwhelming and based on limited resources. The topic chosen to be the subject of cooperation reflects contemporary problems connected with nourishment, which is a crucial part of human activity and an important factor contributing to individual and social wellbeing. The far-sighted aim of the work is to enrich educational potential of school, ensure the European dimension of education, create the base of variable educational materials accessible for interested teachers and influence students' attitude towards nourishment related problems to help them lead more healthy and more sustainable life.

In the background of our work there will be permanent stress on helping students develop their personalities towards more tolerant, more aware, more success-prone and self-confident, more open-minded individuals.

Hence, the project contributes to students' future success by providing knowledge, developing skills and building foundations under the youth creativity and entrepreneurship.

The partnership is composed of seven schools providing education of secondary level. The involved institutions represent both general and vocational profile which ensures that partners will have wider possibilities to get insight into rich methodology and different educational approaches. It will be the priority of each participating school to share the best of their know-how and to let partners benefit from their achievements. The schools will share responsibilities and contribute to the final outcomes of the cooperation. The international and multi-cultural context of the partnership forms the ground which reflects the need to realize educational enterprises in integrity, which proves common care for future prosperity of the whole European community.

The activities the project offers are manifold and range from knowledge-gain, learning and teaching activities, to production of variable outcomes and dissemination of the results. The starting point will be the diagnosis of students' alimentary habits and their knowledge connected with nourishment. Following the subsequent stages of planned cooperation, we intend to involve our students into a number of international meetings during which they will take part in lectures and workshops devoted to particular issues connected with food and nutrition. The knowledge gained will be the basis to work on materials to disseminate the results to school and local community in order to ensure the project the largest possible impact. Students will be introduced into the work from its earliest stage and will be guaranteed active involvement in the whole enterprise which is perceived as the way to equip them in abilities necessary to plan and organize work, to produce the outcomes and to make them well known to the public.



To equip students in skills which are perceived as priorities, we are going to use IT techniques widely and to make them the tool to search for information, exchange materials, create products and disseminate the results. The role of the English language as the tool of international communication will be also exposed and we expect significant increase in language competency and fluency.

The planned results are both of material and non-material character. Within the material ones, we plan to produce a number of materials of educational, informative and instructive profile. When planning the far-sighted aims of the cooperation, the project intends to shape students awareness in the area of food intake and influence their eating habits to let them lead healthy, sustainable life. We expect that such attitude will result in the decrease of youth obesity as well as in reduction of potential food related health hazards.

The project will also contribute to strengthen the bonds between our nations, spread friendship, mutual respect and stress the role of mutual responsibility. Hence, our cooperation will help build the community free from prejudice and negligence. By making it possible for the young to participate in international enterprises we teach them how to coexist in modern, multicultural society of contemporary Europe.

Such a complex insight into food related issues assumes inspiring students to continue active involvement in nourishment policy both by incorporating changes into their diet and by using the potential for their future occupations.



Τίτλος Σχεδίου	MISSION-MATHS
Συντονιστής	I Spoleczna Szkoła Podstawowa im. Unii Europejskiej w Zamosciu
Ελληνικό σχολείο	<b>4<sup>th</sup> Primary School of Volos</b>
Εταίροι	SIERRALAMESTA Istituto Comprensivo Rignano Incisa Evangelische Fachschule für Sozialpädagogik Schwäbisch Hall
Χρηματοδότηση ελληνικού σχολείου	29.650,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-PL01-KA219-016549_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project 'Mission-Maths' is to enhance students' practical maths knowledge to be applied in other fields of science and everyday situations and to develop teachers' competence in innovative maths teaching methodology.

Students lack basic maths skills, their mathematical knowledge gained at school is too theoretical and they cannot apply it in real life situations, although they can solve problems in exam/test papers. They have problems with interpreting data, graphs and simple databases. However, they are more and more demanding and traditional methods used at school are not effective enough and do not appeal to young computer-hungry minds. Teachers lack innovative and effective teaching methods and find it difficult to show the importance of practical maths in a way which would appeal to or be attractive to young students who live in technology-oriented world. There are few multimedia educational programs that could be attractive for young minds and stimulate them to perceive maths problems practically.

The project objective is to introduce and test innovative methods, such as Inquiry-Based Method, SCRATCH programming language and making use of logical games and strategy-based tasks during lessons.

Our target groups are 120 students and 24 Maths and IT teachers from schools that are far from scientific centres which could inspire teachers and students.

The partner schools are situated in areas where maths education is of great importance. In some areas the unemployment rate is high and young people tend to leave the region because of poor employment perspectives. The project activities will contribute to bigger employment opportunities in the future.

The project will make it easier for target groups to exchange ideas and practical experience through transnational meetings, staff training events and short-term exchanges as each partner to the project comes from different economic background, has different facilities but shares the same objective of increasing students' maths knowledge and enhancing their further scientific education.

The international cooperation is necessary as German partner's already implemented effective educational programmes which other partners can benefit from. Moreover, successful ideas of other partners that have been carried out on local/regional level will be spread internationally.

Through mobilities students and teachers will develop and try out most effective, engaging and creative methods and interactive maths games. Students will gain practical maths knowledge that can be implemented in everyday life and boost their self-esteem through peer-to-peer tools and become more aware of the knowledge they have. They will develop skills of creative problem solving through international team work. They will acquire new and improve their existing IT skills.

SCRATCH language, innovative computer games or logical board games, encouraging students to ask questions, will facilitate practical application of maths.

Great support from the experienced German partner will help to develop teachers' competence in creative and innovative maths teaching methodology. Through shared experience teachers will work out innovative and effective methods, tools and lesson plans to meet demands of modern technology oriented world.

Project activities will be a grassroot initiative triggering off new approach and changes in maths curriculum to make it more practical.

The activities will take place at local, regional and international levels. Workshops for teachers and students and cooperation with scientific centres will enhance the participants' knowledge and become the basis for future cooperation in the field of maths education.

Tangible results of the project will be available for partner school communities and will be useful source of information for other students, teachers, parents, other community members even after the project completion. The project results will be disseminated at local, regional and European levels to make sure our ideas are available for everyone. Erasmus+ dissemination platform will help to show the impact and outcomes of the project, sharing good practice and experience within schools, communities and regions, allowing others to learn from it. The project will bring longer term benefits. Activities promoting practical maths skills will be part of school curricula. Schools will continue their cooperation with local institutions and project partners. Project online groups will still be active making background for further discussions and future cooperation. Students will become familiar with culture and natural heritage of other countries.

The participants will improve linguistic skills. This will facilitate creating new European Union program projects in the field of education through exchange of good practices and results. Cooperation of international groups will also break down barriers and prejudices between nations.

Τίτλος Σχεδίου	Young Entrepreneurs on Start!
Συντονιστής	Ze spol Szkol Ogolnoksztalcacych
Ελληνικό σχολείο	<b>2<sup>nd</sup> GENIKO LYKEIO NEAS IONIAS MAGNISIAS</b>
Εταίροι	Ozel SANKO Koleji Institut Guillem Catà Hermann Hesse Gymnasium Súkromná obchodná akadémia
Χρηματοδότηση ελληνικού σχολείου	21.200,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016579_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Erasmus+ project “Young Entrepreneurs on Start!” will be conducted in the partnership of six secondary schools from Poland, Greece, Spain, Slovakia, Germany and Turkey. The aim of the project is to cooperate and share the learning and teaching knowledge and experiences in the field of entrepreneurship and thus, to help students enter the European labour market equipped with competences and skills obtained during their work in the school Entrepreneurship Clubs, as well as during their meetings with local and foreign entrepreneurs and mentors. Our project focuses on promoting entrepreneurship, sense of initiative, creativity and managing skills among its participants, so that they are sufficiently equipped with necessary knowledge and skills, preparing them for their working life and requirements of the labour market.

Before starting our project studies, we held a preparatory visit in Spain with the participation of contact persons from Poland, Turkey, Spain and Slovakia. During this visit we discussed the main goals of our project and designed basic guidelines which became a framework for our later work on the application form. We began to search for some new partners, as well, using especially the eTwinning site.

The project is designed for a two year period while we will cooperate both virtually and personally in order to reach our goals: in every participating school there will be a Young Entrepreneurs’ Club created where the students and teachers will work together and study on the project topics. The Clubs will closely cooperate using all the possible ways of communication (social networks, the internet, online calls, common websites). The students and teachers will also have an opportunity to work together during 4 Learning/Teaching/Training short-term student exchanges (approx. 23 students at each). During them, the participants will have an opportunity to study on the given topics, to practice their foreign language skills, to work in mixed teams as well as to visit the local businesses, to talk to the local entrepreneurs and to compare their knowledge and experience.

The students and teachers’ work and studies in the given countries will concern the following topics: Creating a business plan, Human resources, Marketing and Communication competences, time and team management. There will be two transnational meetings for the coordinators held during the project duration. They will review the general schedule of the project, clarify the evaluation criteria for the implementation and assessment of the project, its final products and the contribution of the project to the students’ key competences.

The management team will also discuss the distribution of the project tasks among all the participating countries, all the activities (including surveys to assess the students’ progress and monitoring all the products) and the means of its dissemination. The project coordinators together with all the participating teachers will be in charge of the formal course of the project and the rest of tasks is completed by the students.

Thanks to this multicultural project we will be able to lead our students to international cooperation to widen their horizons in the field of entrepreneurship, mainly to provide them not only with the theoretical background but also with the practical experience in this field. Through their cross-country cooperation and personal experience of the real local businesses, the students and teachers will benefit from the participation



at the project, not to mention the cultural and cross-cultural awareness that will enable them to broaden their minds and capabilities, as well as their performance, communication and language skills. The project will be beneficial not only for the students but also for the teaching staff. They will be in constant communication, discussing the project issues, sharing their experiences in the project topics and cooperating with all the partners when preparing the basic project content. They will have to work with a set of indicators of achievement, both quantitative and qualitative, which they will use to measure both the project quality and the fulfilment of the objectives and results.

Among the basic results, there are expected tangible and intangible outcomes: functional Entrepreneurs' Clubs in all participating schools, consisting of students and teachers, a webpage with all the information about the participating business clubs and our common project results (e.g. business plans, posters and other promotional materials, team-building activities, instructional videos, etc.), a detailed guidebook for the future entrepreneurs, panel discussions with professionals and experts and all the outcomes obtained during them (photos, students' reports, etc). All the possible problems will be discussed and everything done throughout the project will be uploaded to our website. All partners will be in contact, providing each other with necessary support.



Τίτλος Σχεδίου	SPEŁNIAMY MARZENIA O KSZTAŁCENIU I PRACY W KRAJACH UE
Συντονιστής	Zespół Szkół Ponadgimnazjalnych Nr 1 im. kpt. hm. A. Romockiego "MORRO" w Barlinku
Ελληνικό σχολείο	<b>2<sup>nd</sup> General Lycium of Vrilissia</b>
Εταίροι	Trgovacka skola Zagreb Devon Studio School
Χρηματοδότηση ελληνικού σχολείου	40.350,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-PL01-KA219-016619_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Badając losy swych absolwentów i w oparciu o analizę potrzeb uczniów klas młodszych na podstawie rozmów, obserwacji i ankiet, szkoły partnerskie stwierdziły istotną rozbieżność między marzeniami uczniów a realnymi możliwościami znalezienia pracy po niektórych kierunkach kształcenia. Potwierdzają to dane statystyczne dot. bezrobocia młodych słabo wykształconych ludzi w Europie. Ponadto obserwuje się dość duży procent młodzieży kończącej edukację na etapie szkoły średniej zasilając rzeszę bezrobotnych. Absolwenci zagrożeni różnego rodzaju wykluczeniem nie mając pomysłu na zatrudnienie czy własny biznes skazani są na niepowodzenie. Niewielu z nich z różnych przyczyn decyduje się na kształcenie czy pracę poza miejscem zamieszkania. Rezultaty tej analizy skłoniły nas do napisania tego projektu ukierunkowanego by:

1. umożliwić uczestnikom poznanie edukacyjnych różnic w krajach partnerskich i przybliżyć uczniom informacje o doradztwie zawodowym w UE, przedsiębiorczości oraz potrzebach lokalnego i europejskiego rynku pracy by zapewnić większą spójność między tymi dwoma sektorami;
2. przeciwdziałać bezrobociu i przedwczesnemu kończeniu edukacji młodych ludzi;
3. wskazać możliwości i ukierunkować młodzież by efektywniej planowała dalszą edukację i ścieżkę kariery zawodowej, co przełoży się na ich mądre wybory w spójności z oczekiwaniami rynku pracy i pracodawców;
4. opracować i wdrożyć innowacyjny Międzynarodowy Program Zajęć Pozalekcyjnych;
5. stworzyć ogólnodostępną bazę informacji o możliwościach kształcenia, doskonalenia zawodowego, doradztwie zawodowym, bieżących potrzebach rynku pracy, instytucjach zatrudnienia w kraju i zagranicą;
6. dzielenie się doświadczeniem i wymiana dobrych praktyk poprzez powszechną dostępność konta Projektu na Facebooku/Twitterze oraz jego strony www;
7. przyczynienie się do dialogu między szkołami i pracodawcami w krajach UE, by umożliwić naszym uczniom w przyszłości wybrać właściwe kierunki kształcenia akademickiego bądź edukacji w poszukiwanych zawodach, a szkołom lepiej dostosować ofertę edukacyjną. Założone cele można w pełni zrealizować wyłącznie przy współpracy międzynarodowej. Wspólne doświadczenia w jej ramach będą stanowiły istotną wartość dodaną dla uczniów, rodziców, nauczycieli, dyrekcji, przedstawicieli władzy lokalnej i partnerów z zakresu doradztwa zawodowego i świadczenia pracy. Planowane przez nas praktyczne warsztaty z zakresu przedsiębiorczości i zakładania biznesu wzmocnią wiedzę i umiejętności beneficjentów oraz wpłyną na motywację do dalszego kształcenia się. Realizacja projektu ma zmienić świadomość ucznia, zwłaszcza zagrożonego wykluczeniem, wskazać różne drogi rozwoju osobistego i zawodowego, wykształcić w nim pożądane cechy przedsiębiorcy, wyzwolić inicjatywę, energię do pozytywnego, kreatywnego myślenia. Odbędą się 4 wizyty org.-monitorujące w związku z ustaleniem działań budżetowych i planowaniem działań w kolejnych etapach (X.2015 w Chorwacji, VI.2016 w Grecji, II 2017 w Wielkiej Brytanii i XI 2017 w Polsce) oraz 4 wymiany młodzieży (Chorwacja III.2016, Grecja X 2016, Wielka Brytania IV 2017, Polska IV 2018). Każda wymiana młodzieży zakłada udział 48 uczestników (w tym 12 opiekunów) ze szkół wysyłających i 16 uczestników (w tym 4 opiekunów) z kraju goszczącego. Zaplanowano 192 mobilności przez 3 lata (144 uczniów – w tym 24 dla uczniów o specj. potrzebach; 48 opiekunów i przedstawicieli instytucji zaangażowanych w projekt). Uczniowie będą wyłonieni w procedurze rekrutacji. Działania uzgodniono w międzynarodowym w procesie przygotowawczym i zawarte zostały w harmonogramie projektu. Dzięki nim możliwe będzie



wypracowanie trwałych materialnych i niematerialnych rezultatów. Uczniowie dzięki wiedzy, doświadczeniu i wdrożeniu Międzynarodowego Programu Zajęć Pozalekcyjnych świadomie zaplanują swoją ścieżkę rozwoju osobistego i zawodowego, podejmą dalsze kształcenie, zainicjują formę doskonalenia zawodowego, rozpoczną własną działalność gospodarczą aktywnie przeciwdziałając własnemu bezrobociu, wyjadą na staż lub praktykę. Działania mają zaktywizować młodzież do realizacji swych marzeń przez świadome planowanie dalszej edukacji i ścieżki kariery zawodowej. Warsztaty poprzez brain storming, metodę projektu, drzewo decyzyjne, metodę coachingu, odgrywanie ról itp. mają zachęcić młodzież do poszerzania wiedzy, zdobywania nowych umiejętności, uczenia się języków i brania odpowiedzialności za własną przyszłość w wymiarze europejskim. Niematerialne rezultaty trwałe będą obejmować doświadczenia, umiejętności i wiedzę zdobytą podczas projektu przez jego uczestników (uczniów, kadrę uczącą, reprezentantów partnerów szkół), związane z większą świadomością, tematyki projektu, kulturową, językową. Materiały dydaktyczne, nowe narzędzia TIK wypracowane jako produkty projektu, trwale służyć będą jako narzędzia pracy edukacyjnej. Innowacyjny program zajęć pozalekcyjnych będzie stanowił alternatywę przygotowując uczniów w wejście na realny rynek pracy w spójny sposób z ich marzeniami.

Τίτλος Σχεδίου	Tell me your fairy tale!
Συντονιστής	Zespół Szkół w Somoninie, Szkoła Podstawowa im. Kardynała Stefana Wyszyńskiego
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Obedineno detsko zavedenie 50 «Zaycheto Quckie» Crookston Castle Primary School The Heritage Private School I C Tivoli 2 Tivoli Centro
Χρηματοδότηση ελληνικού σχολείου	12.690,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016633_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Zaplanowany przez nas projekt będzie okazją do odkrycia nieco zapomnianego naszym zdaniem świata baśni. Wierzymy głęboko w sens postępu technologicznego, jednak chcielibyśmy uchronić niektóre dobra przed zatraceniem, budując swego rodzaju kompromis. Obecnie dzieci są przesiąknięte kulturą popularną i trudno skłonić je do czytania, czy słuchania opowiadań, tym bardziej dla przyjemności. Chcemy im pokazać, że świat baśni może łączyć się z nowoczesnymi technologiami. Najmłodszymi odbiorcami projektu są trzyletnie dzieci, a najstarszymi kilkunastoletni uczniowie. Mamy zamiar pokazać, że temat baśni może połączyć uczniów o tak różnym wieku i pochodzeniu. Uczynimy to poprzez stworzenie atrakcyjnych metod kształcenia, w oparciu o liczne pomoce multimedialne. Dzięki temu zapewnimy dostęp do nowych technologii wszystkim uczniom, bez względu na sytuację ekonomiczną, czy pochodzenie. Udział w projekcie pomoże również wyrównywać szanse tych uczniów, oraz stworzyć wszystkim możliwość poznania innych kultur i zawiązania przyjaźni poza granicami kraju, co może skutkować współpracą w przyszłości. W ten sposób poprawia się też ich umiejętności językowe. Poprzez nasze działania chcemy zachęcić nasze zespoły nauczycielskie do samodoskonalenia, do wprowadzania innowacyjnych metod nauczania, a także do współpracy ze środowiskiem lokalnym.

W projekcie weźmie udział sześć krajów partnerskich: Polska (jako koordynator), Włochy, Bułgaria, Cypr, Wielka Brytania i Grecja. Wszystkie organizacje to szkoły podstawowe, za wyjątkiem Bułgarii, która jest przedszkolem. Polska, która organizacyjnie tworzy Zespół Szkół, od września 2015 będzie miała w swoim składzie również przedszkole.

Nasze działania będą opierały się przede wszystkim na wymianie doświadczeń w celu zapewniania jak najwyższego poziomu kształcenia. Pierwszym, niezwykle istotnym przedsięwzięciem będzie zapoznanie się z krajami partnerskimi poprzez organizację dni tematycznych w każdej szkole. Każda placówka na jeden dzień zmieni swój wystrój, łącznie z możliwością przebijania się uczniów i nauczycieli. Od początku dbać będziemy o skuteczną promocję naszych działań poprzez prowadzenie stron internetowych i gazetek w szkole relacjonujących bieżące wydarzenia. Będziemy prowadzili regularną korespondencję pomiędzy naszymi uczniami w formie listów tradycyjnych, maili, oraz wideo rozmów za pośrednictwem Internetu. Chcemy zorganizować sześć spotkań krajów partnerskich, aby móc poznać nasze placówki, zobaczyć w praktyce jak wyglądają zajęcia i zainspirować się rozwiązaniami zastosowanymi w funkcjonowaniu szkoły. Z doświadczenia w poprzednich projektach wiemy, że takie wizyty dostarczają wielu realizowanych potem pomysłów.

Jednym z głównych efektów naszych działań będzie stworzenie poradnika metodycznego, opisującego formy pracy z baśniami na zajęciach lekcyjnych. Chcemy opracować też książkę ze zbiorem baśni z naszych krajów, a także publikację zawierającą utworzone przez nas opowiadanie. Ogromną atrakcją dla młodszych dzieci będzie wymiana maskotki i przeżywanie z nią różnych przygód. Przygotujemy również przedstawienia teatralne oparte na wybranych baśniach. Chcemy podnosić nasze kwalifikacje organizując szkolenia z bajko terapii, przygotowane przez nas samych. Temat baśni będzie dla nas okazją do licznych konkursów plastycznych, do przygotowywania gier i zabaw czy do organizowania maratonów ich czytania. Końcowym wydarzeniem upowszechniającym będzie Baśniowy Festyn, na który przewidziano mnóstwo atrakcji, oraz prezentację efektów naszej pracy dla społeczności lokalnej.

Jesteśmy przekonani, że dzięki naszemu projektowi temat baśni jeszcze na długo pozostanie w naszych placówkach. Stanie się tak dzięki stworzeniu poradnika metodycznego, a także wielu innych publikacji i pomocy multimedialnych, oraz wytworów pracy dzieci. Zrealizowane działania zaktywizują w tej sferze rodziny naszych uczniów, a także społeczeństwo lokalne. Być może uda nam się zachęcić inne szkoły do uczestnictwa w takim projekcie, pokazując im jak wiele korzyści odnieśliśmy, świetnie się przy tym bawiąc. Być może uchronimy nasze dzieci przed szkodliwym wpływem skomercjalizowanych bajek i gier komputerowych.

Τίτλος Σχεδίου	Žyj z pasją – poszukuj, poznaj, podążaj.
Συντονιστής	Szkola Podstawowa nr 15, Olsztyn
Ελληνικό σχολείο	<b>3<sup>rd</sup> PRIMARY SCHOOL OF SITIA</b>
Εταίροι	ISC “Giacomo Leopardi” di Grottammare (AP)
Χρηματοδότηση ελληνικού σχολείου	34.760,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016697_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Projekt jest odpowiedzią na potrzeby uczniów i nauczycieli. Uczniowie pragnęli, by lekcje i zajęcia pozalekcyjne brały pod uwagę ich pasje i zainteresowania oraz chcieli mieć wpływ na sposób uczenia się. Nauczyciele czuli potrzebę zmian dotychczasowych metod nauczania, bazujących na encyklopedyzmie na nauczanie praktyczne poprzez eksperymenty, doświadczenia. Takie podejście do nauczania i uczenia się pozwoli uczniom aktywnie zdobywać wiedzę i kontynuować naukę na dalszych etapach edukacyjnych.

Celami projektu są: odkrywanie i rozwijanie pasji, które towarzyszyć będą uczniom w dorosłym życiu, wdrażanie do samodoskonalenia w oparciu o pasje, rozwijanie umiejętności lingwistycznych, kompetencji TIK oraz zwiększenie zdolności komunikacyjnych poprzez pracę w zespołach międzynarodowych, zmiana metodyki nauczania.

Dzięki projektowi aż 72 uczniów, bezpośrednio zaangażowanych w działania projektowe, odwiedzi swoich rówieśników z krajów partnerskich. 15 nauczycieli otwartych na zmiany podczas wyjazdów podzieli się zdobytym doświadczeniem oraz wypracuje innowacyjne metody pracy z uczniami.

Grupą docelową są: dzieci w wieku 10 - 13 lat, które nie odkryły jeszcze swojej pasji, które odkryły swoje pasje i chcą je rozwijać, nauczyciele gotowi na zmiany w sposobie nauczania, dyrektorzy szkół europejskich, którzy będą wspierać uczniów i nauczycieli w osiąganiu celów, rodzice wspierający swoje dzieci w odkrywaniu ich pasji.

Uczniowie biorący udział w projekcie będą pracowali w dziesięciu sekcjach rozwijających i rozbudzających ich pasje (sportowa, dziennikarska, fotograficzno-turystyczna, teatralna, muzyczna, plastyczna, lingwistyczna, logicznego myślenia, zbieractwa, eksperymentów). Każda międzynarodowa grupa stworzy stronę internetową związaną z pasją, logo, hymn, wybierze patrona i stworzy mu fikcyjny profil na Fakebooku. Jako eksperci będą prowadzić zajęcia lekcyjne dla rówieśników, zarażać swoimi pasjami innych uczniów. Zorganizują lokalne i międzynarodowe iwenty na których zaprezentują swoje pasje. Dodatkowo każda szkoła partnerska wybrała pasje mniej znaną i zobowiązała się w atrakcyjny sposób przedstawić ją partnerom (Polska – gra zespołowa Indiaci, Włochy – malowanie na wodzie Ebru, Grecja – pilotowanie dronów). Wszystkie działania projektowe prowadzone będą metodami aktywnymi, metodą projektu, dramą, stawianiem i weryfikowaniem hipotez.

Projekt zaangażuje międzynarodowe społeczności szkolne: comiesięczne rozgrywki sportowe – uczniowie/rodzice/nauczyciele, cykliczne spotkania z interesariuszami wspierającymi działania uczniów (np. fotograf, dziennikarz, rzeźbiarz, native speaker), quizy, koncerty muzyczne, wernisaże, plenery malarskie, wystawy, przedstawienia teatralne. Projekt zaangażuje międzynarodowe społeczności lokalne: cykliczne spotkania z seniorami (wymiana doświadczeń, nauka TIK), występy artystyczne w domach dziecka, bibliotekach publicznych, szpitalach dziecięcych, przedszkolach, międzyszkolne rozgrywki w grę zespołową Indiaci, tworzenie tematycznych ulotek i przewodników dla turystów odwiedzających nasze miasta oraz dzieci poszukujących i rozwijających pasje (np. przewodnik zawierający informacje o organizowanych w miastach wystawach, wernisażach, plenerach malarskich – dla pasjonatów sztuki). Jako działania długofalowe przewidziano: zmianę metod nauczania z encyklopedycznej na praktyczną, prowadzenie lekcji przez uczniów – ekspertów z danej dziedziny, szkolne i międzyszkolne rozgrywki w grę zespołową Indiaci, coroczny Festiwal talentów – prezentacja różnych pasji, opracowywanie ulotek i przewodników (zawierających informacje o wydarzeniach związanych z rozwijaniem pasji) dla lokalnych informacji turystycznych.

Τίτλος Σχεδίου	Observational Research Impacts On Natural Science
Συντονιστής	Spoleczne Gimnazjum
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Liceo Scientifico statale Santi Savarino Partinico Nyströmska Skolan Agrupamento de Escolas Dr. Francisco Sanches LEGT LE VERGER
Χρηματοδότηση ελληνικού σχολείου	24.230,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016755_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Six European schools are willing to bring their youth to broaden their minds into the amazing world of Science.

We teachers have faith in this project which is designed to enable our students to encounter the pleasure of knowing more about our Universe and better understand our environment, as well as acquiring key skills that help making one successful in an ever changing world.

Five of those skills are targeted here: Maths and Science skills, Foreign Languages, Using OER sources, Digital skills as well as Social and civic qualities.

By focusing on the study of elementary particles, partners will have the possibility to learn much about the Universe: e-particles provide clues to past from which certain conclusions can be drawn and predictions can be made.

Coached by 40 physics, French, history, art, Science, Maths and English teachers, 230 students will embark on a worldwide journey to make experiments on their own, analyze and criticize their results, solve the problems encountered and devise new experiments to go into Science in depth. Participants will use mathematical theorem in everyday life, observe auroras, the Sun, sunspots and will make radiation measurements. They will benefit from the expertise of research centres to guarantee the access to efficient and reliable instruments for measurements as well as a high quality knowledge and guidance provided by scientists. We believe that apprehending such a topic by melting Students & Scientists experiments, analyzing figures together and confronting results to theory enhances the attractiveness of the world of Science viewed by boys and girls all together.

Partners will collaborate through web 2.0 tools, software and apps to share their acquisition of science knowledge. The language of communication will be English. Meanwhile, they will get initiated to the basics and scientific words from their peers' mother tongues so as to gain awareness of the richness of the countries that form Europe.

Their findings will be uploaded to a common Wikispace, that will offer a variety of material that make the project accessible to all and attractive (videos, photos, reports, forums). They will develop digital tools (appliance, spreadsheet programs) to increase their efficiency in analyzing results and communicating them. They will highlight the ERASMUS+ program thanks to exhibitions and festivals.

This project will help pupils improve their skills in Science, in ICT and in Foreign languages. It will also enhance transversal skills and endow students with a greater awareness of European citizenship. Teachers will have a chance to share various practices and to acquire expertise in the new ERASMUS+ program. This will help them with accompanying other teachers and schools who wish to broaden their teaching methods through European Partnerships. Schools will improve their image by enriching their curriculum and educational offer. Cooperation with research centres to promote Science is one of the levers of this enrichment.

We cannot deny the decline of interest in Science, although it is granted that economic competitiveness is strongly linked to innovation stemming from scientific research. Scientists will have a great opportunity to convince pupils of the gratification and empowerment that scientific research can provide.

In way of conclusion, we believe that the publication of the results and reports of events will make the general public more acutely aware of what Europe stands for and does and how people coming from very distinct places in the world can cooperate to develop projects that reach across boundaries.

Τίτλος Σχεδίου	Made by Two Hands – Regional Handicraft in Introducing Youth into European Labour Market
Συντονιστής	Szkola Podstawowa nr 11 w Pulawach
Ελληνικό σχολείο	<b>24<sup>th</sup> Dimotiko School of Acharnes</b>
Εταίροι	SCOALA GIMNAZIALA NR. 1 ONESTI Evrenseki Ahmet Koseoglu Ilkokulu iCS Umberto i San Nicola Ölyckeskolan
Χρηματοδότηση ελληνικού σχολείου	17.880,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016865_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

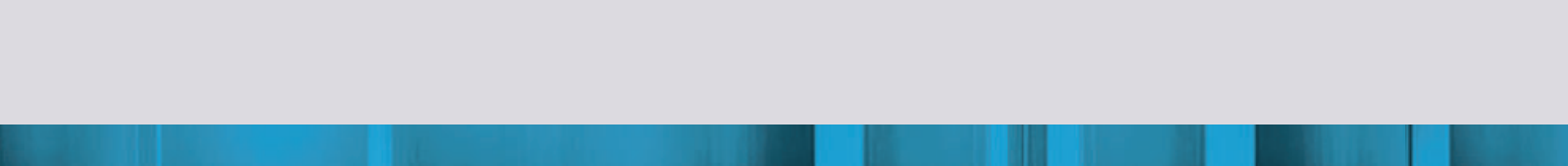
The world of employment in our global society is changing permanently. Due to the rapid progress of the information technology, new occupational fields come up all the time, and traditional job profiles have to be modified. In future times our pupils have to orientate themselves to the European job market and have to hold their grounds against strong competitors. Our project aims to facilitate students' school-to-work transition and make them aware of job opportunities in other EU countries. We believe that entrepreneurship, creativity, innovation and adaptation to the rapidly changing world of work is very significant for the future of the youth. All in all involving youth in European issues will help them get rid of their prejudice towards EU countries, make them willing to be active citizens and qualified workers of the EU and also motivate them to continue their studies, preventing them from early school leaving.

Realization of the project "Made by Two Hands – Regional Handicraft in Introducing Youth into European Labour Market" is to show the EU in a positive light towards the youth and to encourage their active involvement in EU issues. We hope to strengthen international cooperation and knowledge of partners' languages and cultures. We will use IT to encourage communication and youth-friendly materials and activities to motivate their interest.

In the course of the project, students will have the opportunity to learn more about the European Union and its member countries, about other cultures and ways of life and to make sure that people from various cultural backgrounds are able to work together to promote European values. The teachers will have the chance to study the others' countries educational systems, to exchange the experiences connected with work with pupils and parents and finally become more innovative. Through a diversity of activities (as aptitude, multiple intelligence tests, craft and jobs questionnaires and career orientation) the students' positive attitude towards school increases, they keep coming to school, and we can encounter less early school leaving, while they become aware of the importance of school and education, of the necessity of graduating in order to enter the European, work market. Students will develop their knowledge in different school subjects in the active way and will find proper information concerning the labour market.

### Realization of the project will take place through:

- searching and working out the information about the dream jobs in different information sources
- taking part in workshops: psychological ones and crafts
- creating different handmade products, preparing multimedia presentations and exhibitions
- preparation the small business plans
- execution "little businesses"



The final effect of the project will also be creating the electronic book by the pupils, presenting the information about dream jobs and labour market in EU both in English and the national language. The project will also bring benefits to teachers who will try to experiment different teaching methods and approaches. A focus on the chosen traditional handicrafts and jobs of each country will give all participants the opportunity to raise their own cultural awareness. We learn about the partner's countries through getting knowing their educational systems, schools, region and country but from future work possibilities point of view. The partners start working out with their pupils what are the dream jobs for them and what are the future possibilities in the EU to study and work. They collect ideas and material, which are suitable for showing the job market in their country. The pupils work about the traditional and modern professions and enrich their description with photos, interviews with businessmen, people doing interesting job, instruction how to write CVs.

We expect with this project that increasing knowledge and awareness within certain areas, together with experiences we are going to share during the project meetings can prepare both teachers and students for labour market challenges in future.



Τίτλος Σχεδίου	1,2,3- play and learn with me!
Συντονιστής	Szkola Podstawowa im. M. Kopernika w Czaslawiu
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Darica Namik Kemal Ilkokulu Elva Gümnaasium Istituto Comprensivo «Militi» 201st Primary School St. St. Kiril and Metodiy
Χρηματοδότηση ελληνικού σχολείου	29.460,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016886_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project aims to bring schools from 6 countries together. While the official language of the project is English, the partners agreed to encourage all stakeholders to communicate well in other languages of the partnership. We want to open our children to the World. The project is based on word games. G.A.M.E.S.=GO. ATTEMPT. MIX. ENJOY. SKILL IN. The word GAME has a huge capacity and in this project we would like to use this for educational and social reasons. We will start from playground/sport field and then via classrooms to the ICT virtual world.

The project first phase is to revitalize old traditional games played by parents and grandparents when they were young. We will invite families to schools to share their knowledge and through this, they will also be part of the project. The second phase will be teaching via games, exchanging and sharing ideas. We will also encourage pupils to create their own games. The project second phase is devoted to “teaching& learning through games” and “hybrid- learning & teaching”. Teachers from each country will create and share games through which their subjects can be better taught. We will exchange our ideas via the Internet and during international meetings when participants (teachers and students) will have the opportunity to take part in lessons conducted in the new way. In the second part of the project each country is obliged to teach in modern way, what means teach skills that aren't in curriculum so as to wider children's curiosity and knowledge.

The project third phase will be entering virtual world and try coding, robotics, etc. We are planning robotics and coding workshops, which will be shared through the Internet and during transnational meetings. This goal will be achieved by formal and informal learning/teaching. All the phases of the Project are based on GAMES. Our project is mainly a project for our pupils. Therefore it is very important for us to involve them as much as possible in all steps of the work. Each involved class will choose two representatives that will meet in project groups to collect and exchange the ideas of their classmates. The pupils will decide the most relevant topics they want to work on. Secondly they will select the materials and the way to present the information appropriately. Teachers will help them to organize the work, evaluate the results and also plan the next steps.

On project days, pupils will present the results and learn to work with different methods of presentation. During the year, pupils will also partly join the pedagogical conferences to exchange their ideas with teachers and plan together. Every four months pupils will get in contact via Internet conferences with the partner schools, to exchange their impressions, results and also get the chance for active language-learning. Twice a year pupils will also be involved in special parents meetings, so as to present their work and discuss their ideas.

Pupils will have the chance for a pupils-exchange during project meetings in one of the partner countries. This is one of our important points during this project. Pupils can motivate other pupils to learn a foreign language, feel the “European spirit” and work intensively through personal contact on the project theme. Mobilities and virtual meetings for students and adults alike, in the framework of this partnership, is a unique experience to discover the lifestyle of each other and share experiences of our country. Students will develop their sense of belonging to the EU by observing and integrating the similarities and differences between partner countries and their characteristics.

The reports after each mobility give a concrete picture of the countries visited and feed new representations of these countries. Meetings and encouraged collaboration, daily reflections, common synergy, emergence of new ideas and shared development of products is adapted in order to better understand the school reality. The teachers involved will improve and broaden their knowledge and teaching practices which are then transmitted into their colleagues' institutions (new interdisciplinary approaches, ICT...). The creation and edition of the books as well as the establishment of a website explaining our project, can be later used as pattern models by other teachers who want to participate in the Erasmus+ projects.

Participation in such a project with a European dimension adds value to the curriculum for children who are mobilized. Experiencing the complexity and diversity of education environments, training and work, will help promote and strengthen European cooperation in institutions so as to understand the unity in diversity of the European space. Finally, this project, through viewpoints, comparisons, approaches and practical contributions aims to the promotion of European values and priorities such as gender equality, fight against violence and discrimination to solve problem and propels respect for diversity.



Τίτλος Σχεδίου	Together Better - Join Us!
Συντονιστής	Specjalny Osrodek Szkolno-Wychowawczy w Sieradzu
Ελληνικό σχολείο	ΕΕΕΕΚ KILKIS
Εταίροι	CEIP CERVANTES Hatice Erdem Mesleki ve Teknik Anadolu Lisesi Kohtla-Järve Lasteaed Tareke Rigas Raina 8.vakara (mainu) vidusskola ISTITUTO COMPRENSIVO GALILEO GALILEI Mellanvångsskolan Agrupamento de Escolas Alexandre Herculano - Porto Gemeentelijke school voor buitengewoon onderwijs Sancta Maria
Χρηματοδότηση ελληνικού σχολείου	20.720,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-016925_8

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The process of globalization touches all the countries, also these of the European Union. The technological progress, ICT make international communication easier, but, on the other hand, they very often lead to replacing the real world with the virtual one. Unemployment, crisis cause people's migration, are the reasons of broken families, and the process of making the society poorer. Addictions, violence, disability, injustice, which result in society's aging, race, culture, ethnic discrimination, are the still rising problem, together with the desire of the present world to be "beautiful, pretty and rich".

All these factors cause that many young people feel lonely, not needed, isolated, which causes their absence at school, often leads to dropping from it, leads to depression, the feeling of low self-esteem, and in the consequence to make the number of the unemployed, resigned from life people, who are not able to interact with others, bigger and bigger.

Our project "Together better – join us" is an attempt to find the way to engage all these people, who feel bad in their society, are afraid of coming into relationships, into peer groups, and in the consequence, to let them come back to the society, in order to make them able to cope with their adult life, to be able to cope with challenges, let them be more creative, willing to work in the group, be open in the contacts with others, "different" people, with different cultures, social status, intellectual and moving abilities, etc.

We want to achieve it through the same way of cooperation of 10 countries, from various parts of Europe, different as far as geography, culture, industrial development and the systems of education are concerned. Thanks to that, during the trainings for students and teachers, we can work out the models and strategies for the interaction among people rejected or endangered with rejecting, with the rest of the society, to get the support for most of the people, write down in the special guide for teachers and students as many different models of behaving and reacting in the cases of various reasons of rejection, as possible.

We are planning three project meetings (in Greece, Spain and Estonia) for the teachers of all the partner schools, to work out all the necessary topic and financial documents, describe the needs and resources, prepare the working schedule, plan the form, the methods, the type of activities during the trainings. We will have 7 trainings (Sweden, Belgium, Italy, Latvia, Portugal, Turkey, Poland) – for students and the staff, in the form of 5-day-trainings-artistic workshops, plays, games, classes with the specialists, conferences, speeches, discussions with activating techniques and practical activities.

The main aim is cooperation, learning through it, giving the tasks to each participant, according to their needs and abilities (for example for disabled students, with SEN), "being together", interactions, creating relationships, getting common tasks to be done. We would like to remind today's Europeans the basic assumptions

and rules of creating the European Union, when partnership, brotherhood, the force of cooperation, equality among people was a priority, and the fact that people are different makes learning from one another more interesting and inspiring.

The project is aimed not only at students and teachers of partner schools, (242 direct participants) but also at parents, local schools' communities, headmasters, (events such as The day of the safe Internet, The day of kindness, Something cool for everyone), at the dwellers (happening, flash mob, muralia), at the workers of education from the region of partner schools (the training summarizing the project) – not direct participants – about 9500 people.

Thanks to our partner cooperation, we will create many didactic materials, lesson plans, work plans, worksheets in different languages, a film report from the whole project and a lot of guides: "The ways of interaction" for the teachers and for the students "Better together" written in English, available on the websites of the FB group, and on all the schools websites. Our products will contain also: a logo of the project, a register, promotional materials, leaflets, invitations, posters, certificates of participation and Mobility Europass.

We hope that the idea of the society which is open, tolerant, strong with the joy of life, full of the power of young people, who are able to communicate via the media, using the inventions of the civilizations in a safe way, will get, thanks to our project, to the biggest number of young Europeans, and the worked-out models and strategies how to deal with the rejected people, will become the effective tool for teachers of the European Union, which, in the long perspective will minimize the scale of this problem in many schools of the European community.

Τίτλος Σχεδίου	Nature detectives
Συντονιστής	Publiczne Gimnazjum im.plk. K.Iranka Osmeckiego w Zespole Szkol w Pstragowej
Ελληνικό σχολείο	<b>Primary School of Kouloura</b>
Εταίροι	Százhalombattai Széchenyi István Szakközépiskola és Gimnázium Sredno Obshtobrazovatelno Uchilishte «Ivan Vazov» Colegio Santo Ángel de la Guarda Scoală Gimnazială «Samson Bodnărescu» Galanesti Gymnazium Petra Pazmana s vjm-Pazmany Peter Gimnazium ISA13 Istituto Comprensivo Sarzana
Χρηματοδότηση ελληνικού σχολείου	19.450,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-PL01-KA219-017195_8

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

There are 8 partners schools involved in the project “Nature detectives”: Publiczne Gimnazjum im.plk. K. Iranka Osmeckiego in Pstragowa- Poland (as a coordinator), Gymnazium Petra Pazmana s vjm-Pazmany Peter Gimnazium in Nove Zamky-Slovakia, SOU “Ivan Vazov” in Sopot-Bulgaria, Scoala Gimnaziala “Samson Bodnărescu” Galanesti in Siret-Romania, Százhalombattai Szechenyi Istvan Szakközepiskola es Gimnazium in Százhalombatta-Hungary, Colegio Santo Ángel de la Guarda in Madrid, Spain, ISA13 Istituto Comprensivo in Sarzana, Italy and Primary School of Kouloura-Greece. Our schools are located in different sites, starting from villages and finishing in big cities, they are of a different size and number of pupils but in general the project involves 300 students aged 9-16 and 50 teachers.

The main goal of the project is to increase our pupils’ interest in nature balance and its lack of influence on our life; nature is considered as local and global “treasure”, heritage. We focus on investigating “alien” expansive plants and animals, which are not natural in local/regional habitat, looking for impact of those species on the environment, marking places of their appearance and informing local community about the influence of growing/having such “aliens” on local environment. The idea of the project appeared to investigate whether a friendly in one country animal or plant species can be friendly or harmful in another (like snails from Portugal :-)).

The project includes science, geography, allows to develop language skills, do a lot of outdoor activities, develop artistic and ICT skills. The first part of the project is going to focus on doing research in all partner schools environment what specific animals, plants could be the subject of our investigations (limited number). We also intend to learn about biodiversity of our places located in such different corners, even edges of Europe and about good practice solutions in ecology field if possible.

It is an opportunity for those who are creative as the results of our work will have to be published, presented and documented in many different ways: photographs, drawings, PPt presentations, graphs, school and local magazine issues, school webpages, project blog, documentaries. It will also be a challenge and a great chance for students with some specific problems (learning difficulties, social and economical problems) for developing language skills and improving ICT skills.

Τίτλος Σχεδίου	Be Healthy, Be Natural, Be Smart
Συντονιστής	Scoala Gimnaziala nr.1 Holboca
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	Agrupamento de Escolas Nuno Gonçalves SMS "DON SALVATORE VITALE" Gimnazjum nr 15 im. Jana Pawla II w Lublinie IES MENCÍA LÓPEZ DE HARO KÜÇÜKKUYU FERNUR SÖZEN ORTAOKULU
Χρηματοδότηση ελληνικού σχολείου	19.710,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-014977_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Health is a natural gift, but to keep it we must take into consideration a healthy lifestyle.

The project is built from the need to improve the quality of life of our students. A healthy life is a natural life. "Be Healthy, Be Natural, Be Smart" aims to inspire, guide and encourage new generations to live healthily.

The project aims to improve education and establish healthy habits by examples of good practice to help young generations to be healthy.

There are 7 countries involved, with a total average number of 2500 students and 250 teachers participating to project activities.

The students from the partner schools have frequent health problems: unhealthy diets, eating disorders, respiratory problems, heart dysfunctions, poor immune system shown in reduced resistance to common cold and influenza. Many students from the partner schools face difficult economic conditions and some of them live in isolated rural areas. There is a decreased interest for education, a low level of motivation for learning and children's health is damaged. In the context of an increased number of children from young generations in Europe being affected by eating disorders, overweight, digestive problems, unhealthy toxic habits, abandonment of education, diseases caused by unhealthy lifestyle, new measures must be taken to improve the quality of life.

The implementation of the project is meant to contribute to the beneficial changes that are expected as a long term impact within the schools and the communities by improving the education system, increasing students' motivation for learning, raising awareness on the coordinates of a healthy lifestyle and establishing good habits for a healthy life for both the body and the mind.

*A healthy mind in a healthy body is a guideline that must be integrated in education. Improving the educational system is a necessity. Education is the uniting vector that ensures the students will benefit from acquiring healthy habits into their daily life. The project answers this need in many ways:*

- on the level of increased quality of education by applying new methods, by making learning more attractive, by the exchange of experience between schools, teachers and students
- on the level of improved quality of life by establishing healthy habits for a healthier lifestyle
- on a long term sustainable added value to the European community

The project objectives are detailed on the coordinates: sports, nutrition, nature and mind progress.

### The project objectives are:

- general (improved effectiveness of the education system, improved communication skills in a foreign language, reduction of school abandonment phenomenon, increased interest and motivation for learning, improved ITC skills, better multicultural knowledge and team spirit)
- specific (improved health by creating good habits, promoting a healthy lifestyle for young generations, increased awareness about the direct connection between health and sports / food / nature / education).



**The project activities include:**

- sports activities, outdoor activities, games, dances, competitions,
- workshops, debates,
- visits of documentation in nature, cultural trips,
- scientific studies on what is good or bad for health
- writing essays and articles about healthy lifestyle
- ecological activities, planting trees, creating green corners in schools,
- making short videos, taking photographs of nature and animals,
- scientific presentations of healthy lifestyle,
- drawing and painting on the subject of healthy life,
- improving English skills and ITC skills, video conferencing.

**The project results will be:**

- project website,
- Guide to a Healthy Life (electronic and printed form),
- project magazine Be Healthy, Be Natural, Be Smart,
- brochure with healthy recipes and healing plants,
- power point presentations,
- calendar,
- drawings, paintings,
- short videos, digital photographs,
- articles, scientific studies, essays,
- scientific analyses of the toxic effects of unhealthy life,
- scientific presentations of the coordinates for a healthy life,
- list of plants good for therapy,
- exchanges of examples of regional healthy meals,
- collection of games,
- objects from recycled materials,
- posters,
- written impressions from mobilities.

**The long-term impact of the project will be:**

- improved lifestyle for young generations,
- established healthy habits,
- improved health and good practice,
- increased knowledge and awareness about the coordinates of a healthy lifestyle (movement, nutrition, nature and mind development),
- increased awareness about what is toxic and damaging to health,
- improved communication skills,
- improved education system,
- reduced school abandonment,
- increased solidarity and unity between members of European community,
- improved cooperation and innovation between schools.

The project will establish a beneficial path for a healthy lifestyle for new generations.

Τίτλος Σχεδίου	Don't Throw, Make It Glow!
Συντονιστής	Scoala Gimnaziala Nr.7
Ελληνικό σχολείο	<b>4<sup>th</sup> Gymnasio Komotinis</b>
Εταίροι	Newark School Klaukkalan koulu Benauges elementary school Istituto Comprensivo Laura Lanza Baronessa di Carini
Χρηματοδότηση ελληνικού σχολείου	26.330,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-015002_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Disposing of waste has huge environmental impacts and can cause serious problems. It is in our hands to join efforts in order to find more appropriate and sustainable approaches to reduce waste in homes, schools and workplaces and that is why 6 schools from Romania, Greece, Malta, Finland, Italy and France decided to make a partnership with the title “Don’t Throw, Make It Glow!”, whose main aim is to foster awareness among students, teachers, parents and local communities for being more environmental conscious, by changing waste into useful objects, encouraging creative recycling. All partner schools have developed recycling programmes but the result was not satisfactory. Therefore we need to learn from other countries through an exchange of good practices.

### The project objectives in order to achieve this aim are:

- to prevent generation of waste by learning innovative methods and strategies from partners’ experiences, and sharing them not only to students and teachers, but also to parents;
- to promote sustainable development by turning waste into useful objects on a long term;
- to develop innovative methods to raise awareness among students regarding environment protection;
- to improve vocational, artistic and teamwork skills, as well as creativity and imagination, by organizing workshops to produce crafts from recycling materials, as well as creating and performing the plays with environmental topic;
- to encourage students, teachers and parents to learn foreign languages, using English for main language of communication, as well as the partners’ basic vocabulary;
- to enhance liaison and cooperation in Europe by encouraging students and teachers’ mobility through transnational project meetings.

In the first year teachers will create a joint syllabus for an environmental course, to be taught in all partner schools. There will be made an exchange of good practices and the methods learned from each other will be applied in joint workshops for making crafts from recyclable materials, during the learning/teaching/training activities, which will take place in each partner country. After the workshops there will be organized exhibitions and after the meetings, workshops will be carried out in each partner school. A project mascot with its diary will be created. Students will take the mascot at home and they will write in the diary their experiences in environment protection. The mascot will be handed in to the other partners to be kept until the next meeting. In this way students will learn from one another in an informal way about their partners’ experiences, this being a good tool for monitoring the impact of the activities during the project period.

An e-learning platform will be created where there will be posted the syllabus of the environmental course, together with tutorials of the craft making so that the whole communities can access it and learn.

In the second year of the project the environmental course will be taught in each partner school. On the e-learning platform there will be posted assessments and class activities. In this way other schools in the community can make use of them.

Periodically interactive classes on Skype will be held, the exchange of teaching/learning strategies being made openly and with greater impact both on students and teachers.

The students from each partner school will write a short script with environmental topic which will be acted in a joint performance during the last project meeting.

While working on the project, students will acquire: better knowledge of environmental issues, improvement of the sense of European citizenship, better ICT and English communication skills, improvement of teamwork skills, by working together in the workshops, improvement of artistic and vocational skills. Teacher will get: greater awareness regarding environment protection, development of vocational and pedagogical skills, improvement of communication skills in English and learning vocabulary from partners' languages, development of teamwork skills, better ICT skills, greater feeling of belongingness to the European Community. The institutions involved in the partnership will improve educational systems, managerial skills, they will get a better image in the local communities, better relationship with the community and closer school-parents relationship, involving parents in the activities.

Among outcomes and results there will be: environmental course syllabus, environmental course taught in all partner countries, handbook with good practices in environment protection, project logo, web page, e-learning platform, workshops for making crafts from recyclable materials, exhibitions with the crafts, play scripts written by students about their environmental experiences, acting show, play scripts booklet.

Through all these activities we hope that we will help to make a better environment so that we can all enjoy life in a wonderful and healthy world.



Τίτλος Σχεδίου	MATH AROUND US
Συντονιστής	COLEGIUL TEHNIC ANA ASLAN
Ελληνικό σχολείο	<b>Geniko Lykeio Agrias</b>
Εταίροι	liceo scientifico statale "B.Rosetti" Utenos Dauniskio gimnazija Agrupamento de Escolas Anselmo de Andrade Budapesti Muszaki Szakkepzési Centrum Petrik Lajos Ket Tanítási Nyelvu Vegyipari, Kornyezetvedelmi és Informatikai Szakközepiskolaja Borupgaard Gymnasium Zespol Szkol w Glogowie Malopolskim
Χρηματοδότηση ελληνικού σχολείου	23.315,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-015030_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"Mathematics is the language in which God wrote the Universe" - Galileo Galilei once said. But Mathematics is not always a popular subject. Pupils tend to dislike it, especially when they fail to obtain the desired academic results, and it can cause anxiety and even phobia to some of them. They usually perceive it as an abstract subject with little application to the real life situations. The difficulties they find are not only due to insufficient knowledge of the elements of Maths, but also to the ability to transfer knowledge in order to face different situations successfully. The aim of this project is to convince students that MATH IS ALL AROUND US and they should fall in love with her.

There are 8 partners in this project from the following countries: Romania (European Coordinator), Denmark, Poland, Hungary, Italy, Greece, Lithuania and Portugal. The age of the students involved in this project is 14-18 years old. The total number of students involved is 4000.

The rationale for writing this project is simple: all partner schools want to increase their students' motivation for learning Math and Sciences in general and improve the score at National exams but also at PISA evaluations. In order to achieve these aims, Math teachers will combine the compulsory school curriculum with more creative ways of teaching it and especially by relating each student's way of perceiving and learning about the surrounding world (Gardner's Multiple Intelligences Theory, CLIL - Content and Language Integrated Learning, Blended learning) with a hands-on approach to Math, by helping students to discover the applicability of the Math theories they learn in school for other real-life situations.

*Based on the SWOT analysis and the survey, we put up a list of themes for the teaching materials, concluding the strengths and opportunities each country presents:*

1. Math in the Science Lab for Romania
2. Math in Arts for Italy
3. Math in Music for Poland
4. Math in Informatics for Hungary
5. Math in Geography for Portugal
6. Math in the Environment for Denmark
7. Math in Archaeology for Greece
8. Math in Astronomy for Lithuania

The main objective for teachers is to create new pedagogical materials written in English- including strategies, tools and teaching techniques based on Math theories - that would motivate and empower pupils' involvement both in the every-day class and in project activities, according to each learning style, while nurturing

their growing mindset, self-understanding and mutual respect. The goal is to reach all our pupils and help them to use their full potential, by adapting the activities to their own skills and strengths.

**The main objectives of our project are:**

1. To improve students' skills and competences in the field of Maths
2. To improve the score at national exams
3. To increase students' motivation for learning Maths
4. To broaden teachers' professional skills through attending development workshops and taking part in peer learning and being introduced to new methodology
5. To sharpen students' and teachers' communication and interpersonal skills and to master their linguistic skills
6. For students and teachers involved to nurture their creativity (by designing scenarios in which Mathematics theories are applied to their environment, like architecture, music, arts, astronomy, other school subjects)
7. For teachers to create new innovative teaching materials combining Math and other subjects (like CLIL and Blended learning)
8. For students and teachers to develop and improve their ICT skills
9. For students and teachers to develop and improve their English Language skills
10. For all partners involved to develop their active citizenship skills, to know more about and respect the cultures/geography/history etc. of the other partners

All partners involved in this project have a few common traits that we believe will make this partnership successful: they all have a scientific profile for the high school classes (Math, Chemistry, Physics, Biology, Economics); they have strong relations with universities in their cities, especially with Faculties in the technical and Mathematical fields; the Math teachers in each school are all part of the project team; some of the teachers have already published books in the related field; all school managers are supportive of such projects; all schools wish to improve their students results at National examinations and PISA evaluations; more than 20% of the student are daily commuters or come from disadvantaged areas and social backgrounds (minorities, single-parents families, low-income families, migrants) that the schools wish to support in order to have better access to education and European values.

Having all these aspects in mind, we believe that this project offers an innovative context for all teachers involved, where they can present and share their ideas and directions in teaching Math and exchange examples of good practices.

Τίτλος Σχεδίου	Cross-Curricular Approaches to Mathematics and Sciences in Formal and Informal Contexts
Συντονιστής	Liceul Teoretic "Tudor Arghezi"
Ελληνικό σχολείο	<b>4<sup>th</sup> General Lyceum of Chania</b>
Εταίροι	KORFEZ FEN LISESI I.E.S. "La Escribana" Liceo Scientifico Statale "Paolo Ruffini" Gimnazija Gospic Zespól Szkół Ponadgimnazjalnych w Somoninie im. Józefa Wybickiego
Χρηματοδότηση ελληνικού σχολείου	21.113,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015034_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Over the past few decades, all of us witnessed a steady decline in the students' interest in math & sciences which was reflected in their poor results in the graduation exams. At the same time, people often complain about the gap between what is taught and what is needed in life and so, the students' motivation for study keeps falling. Students blame the entire system of education for being obsolete/oblivious to the requirements of real life.

Through this project we want to develop basic & transversal skills and to address the problem of low achievement in math & sciences by using an innovative and less widely used method: the cross-curricular approach in the teaching of math & other exact sciences, both in formal & informal contexts, special attention being paid to the development of digital & EN skills.

We believe that, by studying one particular topic from the perspective of other subjects, always involving ICT based methods, we will help the students see the connection between theory & practice, thus raising their motivation & their interest in the study of math & sciences.

Objectives: We want to increase the motivation for study & develop the thinking skills of ~300 students by using cross-curricular approaches & flexible learning pathways; We want to foster the EN/mother tongue & IT skills of ~700 students & 140 teachers, to contribute to the professional development of at least 140 teachers who will enlarge their knowledge & develop their skills by using innovative cross-curricular teaching & managing the project activities. By organizing short-term exchanges for students, we instruct 70 students (10/ partner) to become peer-trainers. Other objectives are: to foster the social & leadership skills of the students through the peer education system, to enrich the curriculum with optional courses & through the elaboration & free distribution of the training kit & through the training sessions, to contribute to the professional development of a large no. of teachers.

We are 7 partner schools, out of which 3 are high schools providing education in exact sciences & humanistic subjects (EL, HR, RO), 2 are scientific high schools (IT & TR), a vocational high school (PL) & a middle school (SP). The topic of the project is new to all & is a challenge & opportunity to consolidate the quality of the educational services provided.

The tasks & responsibilities are agreed upon, all partners will implement all the activities, all will be involved in all the stages of project management, some partners having special responsibilities.

All the project activities facilitate the study of the exact subjects through cross-curricular approaches in order to develop basic & transversal skills. Besides the transnational mobilities, where project issues will be discussed, experience will be shared & optimum solutions will be found, we have envisaged 2 short term exchanges for students (80 students), designed to train the students as peer-trainers. After being trained, they



will use the experience, knowledge & skills acquired to train other students, thus ensuring the sustainability of the project from within. Other activities: creation of the website, the poster, the logo, workshops for students, the e-learning platform, 2 optional syllabus hand books, (online) contests, peer-training activities of students & training sessions for teachers, constant dissemination & evaluation.

We will maintain regular communication using the Internet, during the 5 meetings all problems will be discussed, assistance will be offered, procedures made, ceaseless monitoring, evaluation & special plans for the project risks.

### Results:

1. the training kit, student's book, the teacher's book, 2 video guides, a test book with key & a booklet with questionnaires for students & teachers.
2. the e-learning platform, in EN & all the 7partner languages, is an on-line collection of materials offering support.
3. other results: the 2 optional syllabus hand books, the magazines of the contests, selection criteria for all stakeholders, dissemination materials, multimedia presentations, newsletters, diaries, questionnaires, reports, etc.

Through the implementation of the activities, we will help students better understand math & exact sciences, they will get a more comprehensive view on the applications of math & exact sciences in life, while the teachers will develop professionally through the training sessions organized & through their involvement in all the project activities; moreover, all the students involved in the peer-training activities will develop their knowledge & skills in multiple directions.

The intellectual outputs, being freely distributed, will be tools for the development of a larger category of stakeholders. With the optional courses, we will enrich our school's curriculum and we will contribute to the institutional development of our schools, also raising their prestige within the local communities.

Τίτλος Σχεδίου	We can do it together
Συντονιστής	Scoala Gimnaziala "Principesa Margareta"
Ελληνικό σχολείο	<b>2<sup>nd</sup> Experimental Lyceum of Athens</b>
Εταίροι	Liceo Classico Carducci Cassino Osnovna sola Cvetka Golarja Zespol Szkol Samorządowych w Rejowcu Fabrycznym Agrupamento de Escolas do Fundão
Χρηματοδότηση ελληνικού σχολείου	25.819,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-015080_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "We can do it together" was born from the idea of some 14 year-old pupils who suggested support activities in order to help some of their colleagues who have weak school results. We know that in each school there are students that have good results and students who are not good at school due to different reasons: their lack of interests, teachers' uninspired lessons, students coming from social disadvantaged areas or from migrants' families, students who have special needs. Groups of students with good grades (who are participating in this Erasmus+ project) together with their teachers will identify a number of pupils that need help in order to improve their grades and pass National Evaluation and also to diminish the possibility of school failure.

Mixed groups of pupils (having good and bad marks) will stay together in class at different lessons and work together in different projects. Each student that needs help will spend additional hours of after-school help (e.g. At least 3 hours a week preparing for school and 2 hours a week for extracurricular activities). They will make some projects on various themes: e.g. the most popular game in their countries, the most famous story, the most famous musician / sports man or woman – living personalities in each country, the National Day and the story behind it. The projects can be in form of a Power Point presentation, CDs with video or audio recordings etc. All activities will be recorded and uploaded on the project site (using Twin Space).

The aim of the project is to enable pupils from partner schools to help colleagues from their own schools that either are at risk of school failure or have special educational needs to improve their grades and personal development. They will improve their digital skills (e.g. working on projects, designing web pages or blogs), their linguistic skills (communication in mother tongue and foreign languages) and their social skills (helping those in need). All of this will help them to become more self-confident and social-aware European citizens.

### The objectives of the project:

- To improve the pupils' sense of initiative and entrepreneurship
- To improve the pupils' knowledge of foreign languages
- To improve the pupils' digital competencies
- To increase pupils' active participation in social life
- To increase pupils' motivation for daily school and after-school activities

The project should be carried out trans-nationally to gain information about how other schools deal with school failure, to exchange good practice models. Working both inside their school and outside their countries, pupils' work gathers a European dimension. They foster their creativity, entrepreneurial spirit and active citizenship.

The project will be a joint activity of six different countries from all corners of Europe: Scoala Gimnaziala “Principesa Margareta”, from Romania, Osnovna šola Cvetka Golarja, from Slovenia, Liceo Classico Carducci Cassino, from Italy, 2nd Experimental Lyceum of Athens, from Greece, Zespol Szkol Samorzadowych w Rejowcu Fabrycznym, from Poland and Agrupamento de Escolas do Fundão from Portugal. In the project will work between 100 to 300 pupils from each partner school and 10 to 30 teachers from each partner, depending on the school size. The pupils are between 10 to 16 years old and the teachers have different specialties.

#### **FINAL PRODUCTS:**

- The final product of the first year will be a multilingual book, in digital and paper form that contains all the stories written by all partner schools on the given themes.
- The final product of the second year will be a multilingual book, in digital and paper form that contains all the stories written by all schools on the given themes.
- Every story will be written both in English and in the languages of the countries involved.
- The final product of the whole project will be a web site containing all materials produced by pupils and teachers.
- Intellectual output: A good-practice booklet about introducing A PEER-LEARNING METHOD into different schools and various subjects.

Pupils will work together, being both promoter and developer of the activities. They will work together during classes and in their free time. Pupils will do school assignments and extracurricular activities. They will use computers, books, magazines, mother tongue and foreign languages and they will produce Power Point presentations, documentaries, and albums with photos. Pupils will learn more about their own culture and about others. They will voluntarily help those in need, becoming better people and aware citizens. At the end of the project, the pupils are supposed to become autonomous learners. The pupils who previous had bad grades are supposed to become aware of the importance of going to school and of learning.

Τίτλος Σχεδίου	Learning Foreign Language through ICT
Συντονιστής	Scoala Gimnaziala Nr.1, Sat Ivesti
Ελληνικό σχολείο	<b>11<sup>th</sup> Primary School of Chalandri</b>
Εταίροι	Sredno obshto obrazovatelno uchiliste Hristo Botev Dimotiko Sxoleio Apesias (Perifereiako Eniaio Oloimero) DIREZIONE DIDATTICA "PASCOLI-S. CHIARA" NTRA.SRA.DE LOS DOLORES Engin Can Gure Ortaokulu Szkola Podstawowa Stowarzyszenia Przyjaciol Szkol Katolickich w Winownie
Χρηματοδότηση ελληνικού σχολείου	11.545,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-015095_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Erasmus+ project "Learning Foreign Language through ICT" involves 8 schools from Romania, Turkey, Poland, Greece, Cyprus, Spain, Bulgaria and Italy.

The problem we intend to address refers to the big number of students from our schools that have not English key competencies: reading, conversation, writing, grammar, vocabulary. Therefore our general objective in this partnership is to improve the teaching process of the English language using ICT as a means of developing linguistic and communication abilities for pupils aged 10-13 years old and supporting the development of innovative content based on ICT, of pedagogical and practical methods for lifelong learning. Specific objectives that will be pursued during the project are:

- 0.1. To encourage the learning of English language and to improve the quality of English language skills teaching and ICT abilities for approximately 326 students and for 30 participant teachers till August 2017;
- 0.2. To improve/develop the participants' communication competence in English language (approximately 326 students), till August 2017;
- 0.3. To promote multilingualism and tolerance towards other cultures, religions, traditions among 326 pupils and 30 teachers from target group;
- 0.4. To enhance the quality and European dimension of 30 participant teachers and schools development till August 2017.

In the target group will be about 326 students aged 10-13 years old from these eight partner schools. Students are not selected from different classes, they are whole classes of students: V and VI classes. The students are girls and boys with different capacities of learning, which are part of different socio- economic classes, different religions, different cultures, different traditions, so on. Some of them come from villages (Romania, Poland), some of them come from small schools (Cyprus), some of them come from big schools (Turkey, Bulgaria).

Students will be involved in attractive activities carried out within a non-formal environment which use mainly ICT means but also other interactive methods as well as, teaching play, learning by drawing and song, role play, making of posters, etc.

The addressed topics are topics from school curriculum: Nice to meet you!, Let me introduce my family and my pets!, It's Christmas time!, Weekends and holidays, Let's story!, etc.

The result of the work in partnership will be materialized in a e- book with title "Fairy tales of the World", a virtual book where are included the short stories created by children used their imagination and creativity, a book dedicated to students with title "How to learn English easily?", a book which include all methods, games, exercises tested during the project accompanied by a CD with example of activities made during the class lessons, eight magazines of the paper "English through games" which include games, riddles, drawings, puzzle, created by children. For dissemination but also for communication between partners we will use the web-site of project and facebook page.

Τίτλος Σχεδίου	Creative path of learning
Συντονιστής	Colegiul National de Informatica Piatra Neamt
Ελληνικό σχολείο	<b>3<sup>rd</sup> GENIKO LYKEIO PERISTERIOU</b>
Εταίροι	Merkez Çanakkale Anadolu Lisesi Rigas Anglu gimnazija IES Macià Abela
Χρηματοδότηση ελληνικού σχολείου	28.630,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015117_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The “Creative path of learning” project refers to the exchange of best practices, to improve students’ knowledge and skills in math and sciences for a good academic route or for a better integration on the labour market, integrating data using non-formal and informal methods, experiments and experiential learning in various contexts and transdisciplinary, or online and outdoor learning.

According to Europe 2020 strategy, the project partners want to foster a new kind of smart and sustainable growth, increasing both transversal competences for teachers and students and the strengthening of lifelong learning, the effective use of digital networks for greater youth inclusion on the labour market, in the current financial and economic crisis.

After applying a questionnaire to 500 students in 5 partner schools, it was found that 35 % of students consider math as boring and 32% consider it a difficult matter, 41% of students want more experimental lessons outside school.

These considerations require more appealing courses in which the student becomes teacher and learner, collaborator developing teaching materials. Lessons will be more appealing making the direct connection between math / science and everyday life, using innovative teaching methods, integrating informal and non-formal methods in teaching and learning mathematics and science.

### On student level we identify the following needs:

- participation in more attractive lessons of combined use of ICT tools and formal with informal and non-formal methods
- facilitation of individual-paced learning through access to online learning sources
- practical approaches in math and sciences lessons emphasize practical and inter connections and cross curricular application
- increasing the understanding of basic concepts and of transdisciplinary application
- improving school results in mathematics and sciences
- cooperation with youth on learning themes.

Following the questionnaires application to a sample of 60 mathematics and science teachers in the 6 partner schools, it got revealed that 47 % do not know what non-formal methods are, 75 % of the teachers know how to use ICT tools for learning but many of them do not know how to develop learning materials that stimulate collaborative learning animation.

### We have identified the following needs for teacher training / development:

- to develop skills of achieving teaching materials content and facilitate trans disciplinary collaboration
- to develop teaching skills integrating non-formal methods, informal and the on-line learning in different contexts

- achievement of best practices sharing with other teachers to develop open sources in Europe in math and science learning.
- to improve their collaboration and communication with students beyond school lessons

#### **At the school level needs were identified:**

- development of individual and collaborative learning environments
- training a group of teachers to develop methods and web 2.0 tools for students' age particularities
- development of collaboration and learning tools and methods beyond school walls by: outdoor activities, projects, experiential lessons through collaboration with other entities, open source learning tools
- improving collaboration with local entities/regional

#### **The principal aim is:**

Develop an educational system based on open source and experiential learning, integrating non - formal and informal with formal methods.

#### *Specific objectives:*

01. training 20 teachers of mathematics, physics, chemistry, biology of 5 partner schools in 5 short term joint training events, in creating and implementing web-based tools 2.0 in the learning – teaching- evaluation.
02. development of methods and tools for online learning on study subjects as mathematics, physics, chemistry, biology, using web 2.0 tools.
03. integration of informal and non -formal methods in different learning contexts in mathematics and sciences
04. diversification of learning environments

*The target group will be of 230 students and 20 teachers of mathematics, physics, chemistry or biology of the 5 partner schools in the project and can be divided into 3 categories:*

- 20 teachers will be participated to the short term training event and be leaders of developing new activities educational web 2.0 tool.
- 230 students aged 14-18 years from the 5 partner schools. Each of partner school will have to select 2 experimental classes of students (20-25 students /class) where will apply teaching methods, tools developed in the project.
- 100 Students of 230 will be trained in the partner schools blended meetings.

The project will be an opportunity to do best changes didactical practices and learn from each other, introduce interculturality like as a element of progress.



Τίτλος Σχεδίου	Healty Herbs Outlook
Συντονιστής	STRUCTURA SCOALA GIMNAZIALA VLAD TEPEȘ VULCANĂ DE SUS- SCOALA GIMNAZIALA ION MAREȘ VULCANĂ-BAI
Ελληνικό σχολείο	<b>1<sup>st</sup> OLOIMERO DIMOTIKO SHOLIO VERDIKOUSAS, ELASSONA</b>
Εταίροι	75.YIL ORTAOKULU Silutes r. Katyciu pagrindine mokykla C.E.I.P. LA ANGOSTURA Zespół Szkół Nr 1 w Starej Wsi A' Dimotiko Potamou Germasogias
Χρηματοδότηση ελληνικού σχολείου	19.100,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015133_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The nature does not do anything in vain - Aristotle

Through this Project we propose to determine the criteria for a healthy life with herbs and at the same time to raise awareness on protecting nature by promoting the planned activities. Identification of the herbs in order to promote a more healthy life and come closer to nature is one of the mission of our Project. The aims of this project is to give the children knowledge of how to create a sustainable development and to promote the diversity and importance of ecological issues. The children will learn about the necessity of loving and protecting nature.

During many years in our schools, we followed a lot of programs of healthy life engaging students and teachers. And we thought to compare the natural remedies in different countries. Through our plans we aim to raise awareness on nature and the positive effect of herbal mixtures on health. The students will be motivated to think of the alternative ways of medicines and the strengthening the bounds with nature and appreciating new tastes. They will also have to change the way of learning the main features of partner countries, such as: geography, culture, history, customs, gastronomy in order to compare and exchange information. Nature and its biodiversity cannot be forgotten and mankind cannot ignore it. According to this project, students and teachers will discover the differences and similarities of each country's flora and the importance of healthy lifestyles. We want our pupils to be aware that nature is very important and our children can take part in the protection of environment.

Students and parents will be involved in a process of protection of their environment and in habits of a healthy life. We will deal with issues in the area of healthy herbs of nature. The partnership is about pupils re-discovering and developing the skills and knowledge required to be able to grow some of their own plants and herbs. Each partner school will have a location that they can use to grow some plant, this can be any size. Understanding of how the produce can be used will be developed with an exchange of information about preparing herbal mixtures and recipes between partners and through research. The exchange of information between partners will largely be conducted on a dedicated web site and by e-mail however mobilities will be very important with both staff and pupils from each partner school being able to learn more about the culture, traditions and customs of other partner countries. Through practical activities, the children will develop an awareness of how growing our own plant can reduce the negative impact on the environment and contribute towards healthy living. Encourage the students to a better use of herbs by increasing the awareness of natural products.

The children will have many opportunities to compare and contrast the natural environment and cultures of other countries in Europe, improving their understanding, tolerance and empathy for the values and beliefs of fellow European citizens and sustainable development.

### Students will be involved in:

- Growing plants and herbs and analyzing the plant growth over the life of the partnership
- Developing their ICT skills by producing a stop motion film of plant growth and sharing it with the other partners
- Growing a selection of plants in all countries to monitor how the environment has an impact on growth
- Develop a sense of European citizenship
- Raise awareness to international cooperation
- Learn about and respect the different cultures and languages in Europe
- Promote healthy eating habits and an active lifestyle in European students
- Be able to appreciate new tastes

This project aims to accomplish the following national priorities: encouraging sustainability and transferability of projects and of innovative products and practices, people with fewer opportunities participating in projects, involvement in schools located in rural areas, improving teaching and learning foreign languages.



Τίτλος Σχεδίου	Broadening horizons by discovering unique cultures and seasons in European countries
Συντονιστής	Scoala Gimnaziala Nicolae Balcescu Pitesti
Ελληνικό σχολείο	<b>PALEKASTRO PRIMARY SCHOOL</b>
Εταίροι	ERZURUMLU IBRAHIM HAKKI ORTAOKULU Zespol Szkol w Bialce Sakiu rajono Sintautu pagrindine mokykla SOU "Otec Paisii"
Χρηματοδότηση ελληνικού σχολείου	19.585,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015142_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Most of our students' families have little incomes, their main concern being to ensure the bare necessities of life. Our children do not have the proper material conditions for travelling abroad, to other European countries, and they are not encouraged to develop their knowledge on a cultural side, either. This is the reason why the interest for the school activities, especially science activities, is rather low and early leaving school rate is increased.

### Objectives:

- O1: develop linguistic competences for 250 pupils of six participant schools for 2 years
- O2: Develop the interest for scientific and cultural activities for 250 pupils of six participant schools for 2 years
- O3: Promote the national identity, values and traditions, tolerance, cultural and social differences
- O4: Develop cooperating skills
- O5: Develop ICT competences
- O6: Develop the collaboration with foreign schools
- O7: Develop competences in different educational systems

**Participants:** 250 students, aged 11- 15 (100 with economical and learning difficulties) and 50 teachers

### Activities:

- Cooperation and collaboration on line via chat, forum, Skype, on Freedcamp platform, during project' s transnational meetings (working language- English)
- Organization of videoconferences on-line using socialization platforms as Skype in order to organize the transnational meetings
- Learning activities in school, Language Club and Science Club, with weather, season, customs theme

Starting with seasons and weather topics (Natural Sciences) and traditions (culture), the activities propose tasks from different curricular areas- Mathematics and natural sciences, Man and society, Language and communication. Tasks are to use modern techniques- portfolio, journal of activity, map minding, brainstorming, learning by doing and outdoor activities.

Students and teachers will search for and use websites, email, Skype, Freedcamp platform, online dictionaries, Word, Excel, PowerPoint, Paint or Photoshop, they will post materials on different websites (ScienceTube, Project's site)

- Organization of videoconferences on-line using socialization platforms as Skype in order to organize the transnational meetings
- Organization of seminars and workshops during 5 transnational meetings, where teachers and students learn about other educational systems, culture of European countries, improve language skills

- Social and cultural activities during transnational meetings
- Organization of producing material results - weather, season, customs theme
- Organize presentations of national educational systems
- Elaboration of one guide with examples of good practices observed during the 2 years of implementation of the project

#### **Methodology:**

- Establish the objectives and desired impact
- Establish the activities and their schedule
- Organization of partners- responsibilities
- Organize publicity and promote the project (conferences, local meetings with teachers, mass-media)
- Management of time and budget (time sheets, budgeting each activity, reports, responsibilities of partners)
- Monitor and evaluate the quality of the activities (reports, portfolios, activity journals, direct and indirect feedback of involved persons)
- Organize transnational meetings (seminars, workshops, exhibition of students' results)
- Dissemination activities (mass-media, methodological meetings, distribute project's materials to other teachers)
- Sustainability: Language Club, Science Club, website

**Results:** 2 conferences, project's magazine, project's website, 2 project's calendars, 2 DVD, 1 booklet, 1 wiki-page, portfolios, brief dictionaries, drama, photos, videos, drawings, maps, essays

#### **Impact on pupils:**

- stronger awareness and appreciation of sciences in lifelong learning
- developed linguistic competences in English
- aware of cultural and linguistic diversity, raised intercultural understanding and avoiding prejudices and stereotyping
- better interest and motivation to study school subjects such as cross-curricular topics
- improved ICT abilities
- developed "soft skills" in terms of social communication, problem solving, critical thinking, team working, group dynamics, work ethic, responsibility
- improved creativity skills, sense of acceptance and self-confidence (especially for students with special educational needs)
- improved social positive attitudes
- increase the capability of being employable

#### **Impact on teachers:**

- improved teaching knowledges and quality of their teaching practice
- improved ICT competences and increase the occasions of using them in scholar activities
- openness to European culture and European organizations
- improved linguistic abilities in English
- Impact on the institutions:
- improved educational process
- improved rate of early leaving students and of absenteeism
- improved rate of students' attendance to high school level
- raised profile of the school, better image in local and regional educational community

Τίτλος Σχεδίου	"Participative culture" – the way to be an european active citizen
Συντονιστής	LICEUL TEHNOLOGIC VOIEVODUL MIRCEA
Ελληνικό σχολείο	<b>Evening High School of Aigaleo</b>
Εταίροι	ATG EIC INS Lluís de Peguera Agrupamento de Escolas de Santa Maria Maior Karamursel 100.Yıl Mesleki ve Teknik Anadolu Lisesi Vilniaus Salininku gimnazija Istituto UgoMursia
Χρηματοδότηση ελληνικού σχολείου	23.470,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-RO01-KA219-015145_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Through this project, we propose that students become aware both of the need and of the civic duty to be involved. In this respect, we follow the development of participatory culture of the students, who will get the consciousness of belonging to the European community. The information and the knowledge many young people have about the rights and duties as European citizens are incomplete. It is, therefore, necessary to create a dynamic of learning to live together. It is fundamental to raise awareness about the need for active citizenship, especially in this crisis environment, where other values seem to be of greater importance. Personal survival interests should be compatible with civic behaviour. Reviving the feeling that young people belong to the society they live is an urgent task, which asks for a modernized approach to the concept of active citizenship.

*This project is structured for 2 years. Through this project participants from 7 countries (high schools) will have a better understanding of European identity and they will be able to emphasize the given points which are:*

1. To develop the confidence of our students, their potential for civic engagement and well-being, in order to discourage early school leaving by including a new and innovative subject in the existing curriculum
2. To develop a sense of European identity, to promote European citizenship based on common values, obtained by participative culture in order to reflect on the common responsibility for the future of Europe
3. To encourage students and the community to become more open to reality and to the European events
4. To determine students and teachers to make better use of ICT and build an on line learning community to be extended to other educational topics
5. To enhance the tolerance and find the way of intercultural understanding in order to eliminate discrimination among the nations and to look for more similarities than differences between us
6. To improve transition between the different systems of education

Romania will be the coordinator. All partners will participate in the creation and the design of the project products.

The coordinator will establish the activities and the sub-activities in order to create the Gantt table. The management team will have a plan for monitoring and evaluation, communication procedures established between partners, and within each team in each country. Also, the persons responsible for the dissemination will determine the details of its implementation.

During the project, various activities will be held. Besides attending classes online, there will be meetings of the management team, blended mobility of school learners and short-term exchanges of groups of pupils during which there will be established and organized activities. There will be study visits for students and

study meetings for teachers. During short-term joint staff training events, teachers will share best practices and will be part of the workshops where they will be initiated into the use of different learning platforms.

The project will have a diary, a product that will be developed in two ways: one in an electronic format, which will include all form from the integrated lessons in curriculum, teaching materials or pictures taken on these occasions, as well as forms from the extracurricular activities conducted within the project (eg. visits, flash-mob); another travelling log, to move from one country to another, containing impressions from partners (students and teachers) about the workshops in which they will be involved during project meetings.

One of the final products will be the glossary of terms specific for the project. Here, there will be defined terms/ structures that have recently appeared in the reality of today's language, for example: effective citizens, participatory culture, and illiteracy.

The project products fall into OER category, so they can be very easily accessed. Online courses may become optional courses in the future and, most important, they can be adapted for secondary school children. The International Symposium, which is the most important way of dissemination, will become a tradition in the organizing country.



Τίτλος Σχεδίου	Youth Bridges To Reach Efficient European Citizenship Awareness
Συντονιστής	Liceul tehnologic "Ioan Slavici"
Ελληνικό σχολείο	4 <sup>th</sup> GEL Hrakleiou
Εταίροι	Hjalmar Strömerskolan Liceo Vittorio Emanuele III GUMUSYAKA ANADOLU LİSESİ South Cheshire College Landrat-Gruber-Schule Dieburg
Χρηματοδότηση ελληνικού σχολείου	23.493,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015153_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The partnership is made of schools from Romania, UK, Turkey, Germany, Sweden, Italy, Greece.

The main objective of the project is to activate secondary/high-school students' awareness towards the problems in their society, in order to adopt an active attitude to generate positive changes locally and globally. By comparing and exchanging information, students can evaluate how European citizens' life differs according to different social conditions and life styles and can produce helpful products to enhance youthful European cooperation and integration. The project aims at leading the students to being aware of a common responsibility for a European future, at the same time they should not deny their own national identity and culture. The concrete aim of our undertaking is forming international friendship through learning and opening minds to culture varieties of the partner countries. As a result, the students will learn about the partners' countries / regions, see the most fundamental features of culture, touch its problems, taste its tradition.

### The main fields of research and cooperation are:

- Identification of the main common social approaches, similarities, differences from customs to lifestyle in Europe. All activities, including meetings in partner countries, are planned so that they should help the students recognize the similarities of the cultures as well as respect their differences
- Increasing the awareness about European citizenship: "Are we aware of what we mean as a person for our country and for Europe?"
- Focusing on the interests of the new generation towards European integration and problems deriving from it, through cross-sectorial/interdisciplinary approaches and consequently "BUILDING EUROPE'S FUTURE"
- Studying transformations in cultural/social field (human rights, political situations, role of citizens, affect of young population on social life about determining the life style, inter-relationship, modernizing trends etc)
- Exchanging knowledge, views, experience and attitudes among students and teaching staff from different European countries by simulating a mini-European society – in order to understand and involve in changing social aspects through team work
- Developing students' skills and knowledge (learning by doing) and encouraging creativity and innovation. The students will work on their personal development, on one side, by participating in informal/non-formal (on-the-job) training: IT ("Computer Lab"), language ("Language Lab"), basic social entrepreneurial ("Building Creative Social Business"), communication ("Efficient Communication Strategies", "Intercultural Communication within European Partnerships"), presentation techniques ("Surprising and Efficient Techniques of Presentation and Self-Presentation"), organizational skills, leadership, useful European legislation training for travelling, studying or cooperating with European organizations; on the other side they will cooperate to create a youthful/useful European networking and a rich database with useful information and opportunities for European citizens

- Developing innovative training materials (English language book, curricula to improve teaching/learning of English and other subjects mentioned above), developing handbook (informal/non-formal training strategies), guide (intercultural communication in Europe), book to raise European citizenship awareness
- Emphasizing the advantages/opportunities of students really integrating in the whole “European world” (developing contacts and friendship, learning cultural specifics, finding training/schools/internships/helping institutions etc.).

In the established “School Project Centres” in each partner school/country, the students (coordinated by the teaching staff) will create common products such as: website, magazine, “the project through images”, a video, portfolios, presentations, albums, guides, projects and a simulation: the virtual European Mini-World (online collaboration of students and transnational meeting of the Board of the “European Mini-World”). The students’ products will make all works and statistics visible and suitable for easy evaluation by all partners and others; and will generate sustainability, so that the networking and information would be available to help European students long after the end of the project.

Each partner will organize an event (conference/seminar/workshop) and will promote the results of the project among local people, authorities (especially with roles in the educational area) and local/national media.

The project sustainability strategy will include ways in which the partner organizations could include the results of the project in their regular activities. The network created will include representatives of local/national authorities, decision-makers, European institutions, local/national press to ensure representation of all perspectives and real mainstreaming beyond the project lifespan.

Τίτλος Σχεδίου	Chemistry Experiments A European Approach
Συντονιστής	COLEGIUL NATIONAL "SIMION BARNUTIU"
Ελληνικό σχολείο	EKPEDEFTIRIA VASSILIADI
Εταίροι	Höhere Technische Bundes- Lehr- und Versuchsanstalt Dornbirn Stichting Onderwijsgroep Galileï Vereniging voor Christelijk Voortgezet onderwijs Rotterdam en omgeving, Christelijke Scholengemeenschap Comenius College Lycée Saint Louis de Bordeaux ozel samsun egitim sentezi ins.tic.san.A.S
Χρηματοδότηση ελληνικού σχολείου	17.915,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015157_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The role of Chemistry experiments in the classroom during the Chemistry classes is of paramount importance. Due to the fact that national examinations do not access or assess practical skills related to the work in the Chemistry laboratory, the role of the Chemistry experiments is decreasing in favour of problem solving or other theoretical skills of the secondary students.

In order to promote the role of the experiments and of the experimental works in the Natural Sciences classes and to increase the amount of this kind of activities in the teaching process, seven upper secondary schools joined forces together to create three pedagogical tools, in form of an Open Educational Resource, which promote this general aim.

Taking in account that many Chemistry experiments are presented by the on-line resources, via recorded videos, in a showy way not always complying with the pedagogical rules, there is a pedagogical approach on how a Chemistry video has to be recorded and what minimal information has to contain in order to fulfil the minimum requirements that makes a recorded Chemistry experiment a pedagogical tool.

One objective of the project is to create, by the involved schools, a collection of Chemistry videos, recorded with all necessary information which makes the recording a pedagogical tool usable in the classroom. This collection is made available on-line on a dedicated YouTube account created within the partnership.

A second aim of the project is to edit a Handbook of Chemistry Experiments which cover the theoretical aspects related to the recorded Chemistry experiments. The book will be written in English and will be translated in four other languages: Romanian, Greek, French and Turkish. The content of the book goes beyond the chemical process itself presenting aspects related to the preparation of an experiment, the materials and equipment necessary to perform it, the hazards related to the use of different chemicals along with the waste management of the products, the proper reference citation, etc offering a tool for the Chemistry teachers working with the book or for the students who are asked to perform a certain experimental procedure in the laboratory.

In order to cover the situation when on-line tools are not available, a software managing the created database, making it available off-line is the third end product envisaged for the project.

The seven partners are covering a wide European area from six countries: RO (coordinating school), AT, GR, NL (two different schools), FR, TR ensuring diversity, a proper experience sharing among the participants, a wide area for disseminating the end products allowing in the mean time interculturality and an inclusive approach while interacting during the project meetings.

The last project meeting will be organized at the coordinating school where an international conference is envisaged, a dissemination event which allow the team to start spreading the end products among the target

groups: teachers of Chemistry in secondary schools and, as indirect beneficiaries, the secondary students. Making available the joint result of the partnership in different ways a large coverage of situations is ensured on-line and off-line.

Offering the end products of the project as Open Educational Resource (both on the YouTube account and as hard-copy and on the European Commission's dissemination platform) a greater extend of the experimental work in Chemistry, in the involved secondary schools is envisaged. Chemistry teachers, subject of the dissemination activities, will have at their disposal three different pedagogical auxiliaries capable to sustain it during experimental work.

Students, the indirect beneficiaries of the project's results, will have at their disposal tolls to better prepare and understand the chemical processes undergoing in the classroom at the Natural Sciences classes.



Τίτλος Σχεδίου	SELFY - Save Earth Life for Youth
Συντονιστής	COLEGIUL NATIONAL CALISTRAT HOGAS
Ελληνικό σχολείο	1 <sup>st</sup> GENIKO LYKEIO PALLINIS "Pierre de Coubertin"
Εταίροι	Aksemseddin Bilim ve Sanat Merkezi LYCEE SARDA GARRIGA Smiltenes gimnazija Städtisches Werner von Siemens Gymnasium Namik Karamanci Fen Lisesi Agrupamento de Escolas Augusto Cabrita Liceo Statale Carlo Troya
Χρηματοδότηση ελληνικού σχολείου	27.910,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015164_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project is designed as informal learning on the topic of the SAVE EARTH LIFE FOR YOUTH.

The coming few decades – the active professional lives of today's pupils and students – will mark some of the greatest transformations that humanity has ever seen. The 21st century is an age of converging social, economic and ecological crises. Not only is the climate being altered in catastrophic ways, environmental degradation is in an alarming rate and it results in various environmental issues such as global warming, ozone layer depletion, greenhouse effects and others threats of human life, the health of many essential ecosystem services is also at stake.

*The objectives of the project are derived from the current challenges of 21st century education in Europe:*

- to enhance the quality of students' education from rural and urban area, including students with special needs, for sensitivity awareness to the environment and for related sustainable development issues,
- to encourage students' environmental curiosity and creativity, to provide students' to work together for a better and healthy environment,
- to improve students' linguistic, communicative competences in different European Union languages and ICT methodologies and virtual collaboration,
- to assist teachers to integrate environmental management principles and practices into schools programs and maximize student learning,
- to encourage a whole-of-school approach to sustainable management of school operations and to build new model environment to facilitate student' learning,
- to increase European dimension in school through improvement of teachers communication and integration of a greater number of schools into this exchange of good practices,
- to develop tools for analyzing the different dimensions of sustainability.

We are 9 partners from different parts of Europe, N-Latvia, S-Italy, Greece, E-Romania, Turkey, W-Portugal, Middle-Germany and outside of Europe-France-Reunion Island so that our project may have a larger relevance. We agreed to participate in this strategic partnership teams with experience in such projects and teams that do not have the experience to be able to share what we know.

Innovative Educational Moodle platforms will demonstrate European added value, especially with the regional education of eco-innovation support and offer virtual collaboration spaces, databases about wild lands identified in our area, species protected by national laws, possible environmental threats and map of polluted areas, using new media web 2.0, communities of practice and other online services for students/teachers to demonstrate their commitment to save our natural world. The platform is unique in design and has a very useful topic for our students and future generations.

Each eco science topic is carefully selected, in the purpose to cover the acquisition of a large amount of knowledge. As methodical approaches, those topics are treated using a wide range of pedagogical approaches: research activities, online courses, interactive maps, conferences, workshops, learning through art (posters, logos, eco campaign, building an eco house) educational games, outdoor education. As a feed-back of learning we will use volunteering activities.

Educating for Sustainability promoted by SELFY platform and community is “learning that links science and practical knowledge, inquiry, and action to help our students, future leaders for their community, to build a healthy future on our planet.”

The target group for our project is consisting by: students from the age of 12-18 (more than 50 people/ each country) from 8 countries of Europe, teachers, careers officers, administrative staff of our schools, all people interested in competences centres of professional training, cooperatives and environmental services organizations.

Activities for students for each of the eco-regions include science, social science, mathematics, language and arts, being fun, educational and easily adapted to a variety of settings and ability levels.

Students from coordinating school of the intellectual product will collect the materials made by the others, will make the design and the proposed electronic product and then post it on the platform and print it for the rest of the partners.

#### **Final products proposals:**

- e-book: THREATS OF MAINTAINING LIFE ON EARTH
- e-book: STOP GLOBAL WARMING! You can do it too!
- e-book: DIVERSITY AND WILD AREA
- e-book: ORGANIC BY CHOICE
- COLECTION of healthy organic recipes
- e-book: CHANGE THE WAY YOU THINK
- EARTH CHARTER AND EUROPEAN LOW IN THE FIELD OF ENVIRONMENT PROTECTION
- Glossary of illustrated Scientific and Eco Terms
- INTERACTIVE MAPS with descriptions, presentations using new media web 2.0 tools



Τίτλος Σχεδίου	Words Unite Us
Συντονιστής	SCOALA GIMNAZIALA ION MARES VULCANA-BAI
Ελληνικό σχολείο	<b>School of European Education</b>
Εταίροι	Viesites Secondary school Vilniaus "Genio" pradinė mokykla CDG"Slance" CEIP ADELA SANTANA Zespół Szkolno- Przedszkolny nr 3
Χρηματοδότηση ελληνικού σχολείου	28.950,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-R001-KA219-015167_6

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We come from very different cultures, we have different ways of living and learning, even different beliefs but we are united by the same desire: to broaden our horizons and develop the skills so necessary for ensuring our chances of succeeding in general not only in our countries but in Europe, our bigger home.

We come together in order to grow by learning from each-other and with each other, sharing best practices and creating best practices, learning or developing language learning skills while playing, dancing, singing, while learning about different subjects together. The new language learned will only be a bridge bringing us together and helping us become friends but it will also be a purpose, one not so visible because it will be presented more as a required skill in the project.

All the project is meant to be a way of encouraging and supporting the acquiring of the absolutely necessary language skill but will also help more students benefit from the extraordinary benefits of a cultural exchange. Languages are an inspiration and it's very interesting to learn about countries other than your own. Language is not only part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken.

Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes. It is, first and foremost, crucial to emphasize that learning a language is not simply tantamount to studying syntactic structures or memorizing new vocabularies and expressions. Language learning is comprised of grammatical competence, language proficiency, as well as culture competence, and so its intention is, or should be, to communicate effectively and minimize cross-cultural misunderstandings. From all above, it is evident that, much as culture learning has gained insights into effective communication, we should undergirding and inspire students' interests in culture learn. We have already done correspondence projects which is an eTwinning project with European friends for two years. Now it's time to carry out a strategic partnership in order to know our European friends closer and to enable our students communicate in basic level with them using all languages as well as improving their English.

This project is essential not only for students but also for the teachers. Teachers will have experience of having lessons with pupils who do not know their instructor's mother language and eventually, this will improve and diversify our teaching methods which we are used to do traditionally. Teachers will also practice ICT techniques to perform more effective language teaching during lesson.

Τίτλος Σχεδίου	Cultural and Natural Heritage: save our landscape/monuments.
Συντονιστής	Möckelngymnasiet
Ελληνικό σχολείο	<b>6<sup>th</sup> GYMNASIO LARISAS</b>
Εταίροι	GO! atheneum 1 Oostende Centrum Burdur Cumhuriyet Anadolu Lisesi
Χρηματοδότηση ελληνικού σχολείου	15.615,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-SE01-KA219-012258_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In this project we want to inspire the students to take responsibility and play a more active role in the knowledge and conservation of their respective cultural and natural heritage. In working with a real assignment, involving school subjects like mathematics, natural sciences and literacy among others, our main goal is to increase their level of achievements.

Students will learn how to learn and become motivated to their studies.

We want to increase the elementary school students' level of achievement in the subjects mentioned above and to perform well in the PISA survey.

Another pursued objective is to improve the attainment of students at risk of early school leaving (ESL). By doing this project mathematics and natural sciences are taught in a broader context, with real-life relevance. This project will take the classroom outside the school. The students will do field studies together with students from the partner schools and elementary school. They will look at the results and value it together. When working with external contacts, the school, with its students and teachers, will be considered as a resource in the future of our cultural and natural heritage/environment, cooperating with local and provincial organizations.

The transnational meetings will in all involve around 150 active participants (staff, students, guests and hosts). However, the dissemination will involve many more students, teachers and external contacts throughout the length of the project.

The results of the project will be presented to the local school board and school politicians, but also on a regional, national and European level. In using the eTwinning and school webpage the project and its results will be presented continuously. We will also use the tool Youthpass in activities and for inspiration.

Our goal is that the material from the project will be used when the project is completed, and that our cooperation with the external contacts will be on a permanent basis in the future.

Τίτλος Σχεδίου	Let's save the life on our planet
Συντονιστής	Zakladna skola Viliama Zaborskeho Levicka 737 Vrabce
Ελληνικό σχολείο	<b>14<sup>th</sup> JUNIOR HIGH SCHOOL OF PATRAS</b>
Εταίροι	Fatih Ortaokulu Istituto Comprensivo di Santa Teresa di Riva-Santa Teresa di Riva (ME)a Institut Ramon Berenguer IV
Χρηματοδότηση ελληνικού σχολείου	19.950,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-SK01-KA219-008877_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Project “Save the life on our planet” is designed for students aged 11-15 years, who at this time form their opinions and attitudes towards peers, the adults, to education, the environment in which they live, thinking about future plans. In this way active work on our project can help them greatly.

Already under the name, it is clear that the project is focused on the recognition and protection of the life, our planet and the natural laws, the human relationship to nature and all living and non-living. Students are engaged in the project fundamental global problems and learn how their own effort can contribute to saving the life on the Earth. Our goal is to affect the local community and show students and also people how important it is to separate waste, collect paper, batteries, save water and energy, help to the poor, to respect older people with their experiences, to communicate properly in families, to have good relationship to animals, nature, people, etc.

We wish students know the natural treasure, protected areas, but also the cultural heritage of their own countries and then they will be proud of their country and its history and traditions. The project also gives students the opportunity to learn the natural wealth of other European countries, to exchange views and experiences with peers from the EU.

One important aim of the project is to motivate students to better outcomes in education, we focus mainly on the science subjects such as Math, Chemistry, Biology, Physics. During international meetings and exchanges teachers and students will involve in the educational process at hosting schools and directly will observe and learn the use of various innovative teaching methods, practical examples using information technology. As the lessons will be held in English and maybe some words in native languages, and discussion of the impact will be maintained in English, we expect participants' improvement also in English communication. We believe this attractive activity will have a positive impact on pupils of participating schools as well as schools in other regions, because we want to disseminate the results as wide as possible.

Project activities will be implemented at local and international level, they will be documented in the “Brochure of innovative teaching methods of Scientific subjects in European countries” translated in native languages, and on DVD or e-book and published on the project and school websites available to all students, teachers, parents and the public. At school and in public places we will implement the Project Days and organize various local activities closely related to the topic of environmental and global issues with the purpose to publicize the project results and achieve a positive impact on the local community. We expect to increase national awareness of students, their self-esteem, improve the attitude to education, to foreign languages, too.

Pupils learn to work in an international team and respect the cultures and lifestyles in other European countries. They will understand what the European identity means and will know the importance of the intercultural education for them and their future.

Projekt “Zachráňme život na našej planéte” je zameraný na spoznanie našej planéty, prírodné zákonitosti, na vzťah ľudí k prírode a k životu. Študenti sa venujú základným globálnym problémom a učia sa, ako svojim

pričinením môžu prispieť k záchrane života na Zemi. Naším cieľom je, aby žiaci spoznali prírodné bohatstvo, chránené územia, kultúrne dedičstvo vlastných krajín, ale aj iných európskych krajín.

Jedným z cieľov projektu je motivovať žiakov k lepším výsledkom vo vzdelávaní, zameriavame sa hlavne na prírodovedné predmety. Učitelia a študenti sa počas medzinárodných stretnutí zapoja do vzdelávacieho procesu hostiteľských škôl a priamo na hodinách budú sledovať využitie nových vyučovacích postupov, praktických ukážok s využitím informačných technológií. Keďže hodiny budú realizované v angličtine a rodnom jazyku, očakávame zlepšenie účastníkov aj v anglickej komunikácii. Veríme, že táto zaujímavá aktivita bude mať pozitívny vplyv na žiakov zapojených škôl, ale aj ďalších škôl v regiónoch.

Aktivity projektu budú realizované na lokálnej i medzinárodnej úrovni, budú zdokumentované v brožúre, DVD alebo v elektronickej knihe a zverejnené na stránke projektu a škôl, prístupné žiakom, učiteľom, rodičom i verejnosti. V škole a na verejných miestach budeme realizovať projektové dni a organizovať miestne aktivity, aby sme čo najviac spropagovali výsledky projektu a dosiahli pozitívny dopad na širokú verejnosť. Očakávame, že vzrastie národné povedomie študentov, ich sebavedomie, zlepší sa postoj k vzdelaniu, k jazykom. Žiaci sa naučia pracovať v medzinárodnom tíme a rešpektovať kultúru a životný štýl v iných európskych krajinách. Pochopia, čo znamená európska identita a aké dôležité je medzikultúrne vzdelávanie pre nich a ich budúcnosť.

Τίτλος Σχεδίου	young ENterpreneurs In eUropean Schools
Συντονιστής	Gymnazium Myjava
Ελληνικό σχολείο	<b>General Lyceum of Eleftherios Venizelos</b>
Εταίροι	IISS ENRICO MEDI Gladsaxe Gymnasium Lovisa Gymnasium
Χρηματοδότηση ελληνικού σχολείου	20.180,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-SK01-KA219-008986_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Projekt "GENIUS - Mladí podnikatelé v evropských krajínach" vznikol ako spoločná myšlienka všetkých zapojených škôl. Pre všetky školy je tento projekt výsostne inovatívny, nakoľko sa jedná o všeobecnovzdelávacie školy, ktoré vo svojich programoch nemajú túto tematiku zahrnutú. Súčasne sa dotýka problematiky, ktorá je momentálne bytostne aktuálna vo všetkých krajinách EU, nakoľko nezamestnanosť mladých ľudí dosahuje v niektorých krajinách hrozivé čísla, blížiac sa k 50 percentám. Tento ambiciózný projekt si kladie za cieľ prispieť k riešeniu tohto aktuálneho problému.

Hoci projekt ešte nebol schválený, je naštartovaný veľmi dobre. Zázemie celého projektu stojí na výborných medziľudských vzťahoch medzi zúčastnenými školami, ktoré sú stopercentnou zárukou budúcej úspešnej spolupráce. Takmer všetci sa osobne poznáme z predchádzajúcich aktivít - či už projektových, alebo študijných návštev. Celý projekt je výborne rozbehnutý a bol rámcovo naplánovaný na plánovacom mítingu, ktorý sa uskutočnil vo februári t.r. na našej škole.

Do projektu je zapojených 5 stredných škôl: Gymnázium na Myjave (SK), Gymnázium Loviisa (FI), Gladsaxe Gymnázium (DK), Lyceum of Eleftherios (GR) a IISS Enrico Medi (IT). Sú to teda príbuzné subjekty, čo do veľkosti, počtu študentov aj vzdelávacích programov. Okrem toho geograficky pokrývajú takmer celú Európu - zastúpenie majú severské štáty, stred Európy a aj jej južná časť, takže sa na danú problematiku naozaj môžeme pozrieť z globálneho hľadiska.

Hlavné ciele a výstupy tohto projektu môžeme rozdeliť na 2 časti: 1. časť je výstup pre všetky školy - tým bude didaktický a študijný materiál, ktorý školy zahrnú do svojich vzdelávacích programov. Tento materiál bude tvoriť tematický celok, zaoberajúci sa problematikou podnikania, aktivizácie mládeže, prehľadu trhu práce a úspešného umiestnenia sa mladých ľudí na ňom. Bude sa ako celok vyučovať na všeobecnovzdelávacích humanitných predmetoch a ako prierezová téma na ostatných predmetoch. 2. časť je výstup z každej uskutočnenej študentskej mobility a týmto výstupom budú komplexne a detailne vypracované podnikateľské zámery (s prípadným výsledným produktom či službou), ktoré budú odprezentované nielen počas mobility, ale aj po nich, na materských školách a v lokálnych komunitách. Následne budú ako podporný materiál zaradené do vyššie spomenutého výučbového materiálu v rámci vzdelávacieho programu jednotlivých škôl.

Počas trvania projektu je naplánovaných 5 mobility - každá škola bude postupne hosťovať všetkých ostatných partnerov. Počet účastníkov mobility je po dohode partnerov stanovený na 6 študentov a 2 pedagógov z každej školy. Študenti budú počas týždňa mobility ubytovaní v hosťovskej rodine a následne budú sami hosťovať zahraničných partnerov. Takto by sa malo z každej školy počas trvania projektu zúčastniť mobility 24 študentov a 8 pedagógov.

Keďže chceme v čo najväčšej miere prepojiť výučbu s praxou a používať inovatívne metódy výučby (learning by doing), oslovili sme a plánujeme osloviť odborníkov z praxe, ktorí budú participovať na projekte odbornými prednáškami, lektorovaním, názornými ukážkami či budú garantmi jednotlivých aktivít. Okrem toho plánujeme exkurzie a workshopy, najmä počas mobility. Práca na projekte však nebude prebiehať len počas nich,

ale prakticky stále, počas celých 3 rokov. Na školách budú prebiehať prípravy v súlade s danou témou a v spolupráci s odborníkmi z praxe, ktoré vyvrcholia práve na týždni mobility spoločnou prácou v medzinárodných teamoch, ktorej výstupom bude komplexný a detailne vypracovaný podnikateľský plán spolu s prípadným produktom či službou, rozpracovaný zo všetkých hľadísk (idea, prieskum trhu, rozpočet, marketing, reklama, ap.) a rozanalyzovaný z hľadiska všetkých pozitív a možných rizík. Takto sa môžu študenti navzájom inšpirovať. Tie najlepšie zámery plánujeme následne aj odprezentovať na každoročnom veľtrhu študentských spoločností, ktorý sa koná vždy na jar v Bratislave a kde sme prvýkrát tento rok mali aj svoj vlastný stánok v rámci celoeurópskeho programu Junior Achievement, ktorý bol aj ocenený.

Okrem toho samozrejme projekt prináša aj pridanú hodnotu v podobe mnohých benefitov pre školy a študentov. Dlhodobým a trvalo udržateľným prínosom pre školy je následné čerpanie z výsledkov projektu v každodennej budúcej výučbe danej problematiky, čím sa zabezpečí pozitívny dopad pre všetkých terajších aj budúcich študentov škôl.

Boli sme dobrí v predošliých projektoch a vieme ich robiť. Svedčia o tom slová zo záverečnej správy posledného projektu Comenius: "Celkovo hodnotíme Vašu správu ako veľmi dobrú. Oceňujeme kreatívne spracovanie témy projektu. Zo správy vidno, že projekt mal priaznivý dopad na všetkých účastníkov. Rovnako oceňujeme dobrú disemináciu, spoluprácu s miestnou komunitou a výstupy, ktoré sú aj naďalej prakticky využiteľné vo vyučovaní."

Aj to je záruka toho, že tento projekt bude minimálne na rovnakej kvalitatívnej úrovni a jeho prípadné schválenie je správny krok.



Τίτλος Σχεδίου	Maths Art Technology For An Harmonius Society
Συντονιστής	Kocasinan Ahmet Eren Anadolu Lisesi
Ελληνικό σχολείο	<b>GENIKO LYKEIO KISAMOU</b>
Εταίροι	Goetheschule Wetzlar Atakum Anadolu Lisesi Lycée Anna de Noailles I.E.S. Azahar Istituto Tecnico Industriale Statale Alessandro Volta Agrupamento de Escolas de Vila Pouca de Aguiar Sul
Χρηματοδότηση ελληνικού σχολείου	37.925,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-TR01-KA219-021525_7

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

MATHS project, or “Maths Art Technology For An Harmonious Society” is a KA2 Erasmus+ strategic partnership for school education (only school, aiming to enhance the students’ maths attainments and strengthen the teaching profession, learning ability of students, through opening the education and development GeoGebra hypermedia resources for teaching maths, interactive, multilingual and inclusive.

In the way toward Information Age and the Global Knowledge Society, school education faces with a transition period to a new pedagogy, technology adapted. Explosive development and spread of new technologies and digital devices is a fact, and today students are prone to use technology in the most moments of their lives, including for learning. How the school education and systems do adapt to this situation?

In our organizations, we encountered a decreasing of students’ motivation to learn mathematics, explained in contrary ways by students and teachers. Students complain that maths is too hard and abstract, while teachers sustain that students are rather distracted by the information explosion, smartphones use and social networking, and unfocused on learning activity. However, truth is always at the middle, and the apparently conflict could be solved through increase of use of technology in maths teaching, introducing innovation and make the maths lessons insightful and attractive using open educational resources and maths software in teaching and learning. Though, an analysis of the existent ICT-based maths educational resources revealed a scarcity of them, in terms of to not be widely accessible, comprehensive, multilingual, or inclusive. However, latest studies revealed that although the most schools are equipped with ICT and devices, these are used more for preparation, and less for teaching process. Among reasons for which teachers avoid the use of technology in the teaching process are failure or distrust of ICT training and insufficient proper open educational resources. In the strategies Europe 2020 Horizon and ET 2020, European Commission recommends opening the education, development of OER and use of ICT in teaching, as well as revising the teaching profession.

### Therefore, naturally resulted the followings project objectives:

- to improve the students attainments in maths, including from early education, and reduce the early school leaving;
- to support and develop hypermedia open educational resources for mathematics, interactive, multilingual and inclusive;
- to revise and strengthen the maths teaching profession, promoting and facilitating the use of technology in teaching mathematics.

The partners are from Turkey, Greece, Spain, Portugal, Germany, Italy, France being general secondary schools.

*In order to achieve the project objectives, partners will carry out various activities, never isolated, but reinforcing each other, experience exchange and training activities assuring the project products quality, and products' work enhancing the participants training, as learning by doing:*

- Project management, dissemination, transfer and sustainability assurance
- Short-term Learning/Teaching/Training Activities, experience exchanges

To properly carry out the activities, partnership provide a coordination tree structure lead by a general coordinator, seconded by an executive coordinating the school partners, permanent communication and cooperation between partners constitute the basis of the partnership.

At the end of partnership we will deliver three intellectual products: Hypermathix – a math problem-solving GeoGebraBook for ninth grade, Mathgames: Play and Evolve! – a math games collection for education, as well as other important results, in terms of changing mentality and professional training, namely the enhance of use and development of OER.

We expect a significant impact local and international as well, since the project products are thought to be comprehensive, multilingual and inclusive. They will be available in 8 languages as open free resources on GeoGebraTube, and promoted on eTwinning platform and international conferences. Moreover, we think that MATHS is only the first stone on a foundation, a basis on we will build further, in further partnerships, the OER of 2020, and the long-term most benefit is engaging our organizations into an irreversible development process.



Τίτλος Σχεδίου	THE FIGHT AGAINST DRUG ADDICTION: DEVELOPING SOCIAL CONSCIOUSNESS IN SCHOOLS AGAINST DRUG ADDICTION
Συντονιστής	Namik Kemal Ortaokulu
Ελληνικό σχολείο	1 <sup>st</sup> EPAL KAVALAS
Εταίροι	Zespol Szkol Spoecznych Colegiul Tehnic de Transporturi si Constructii ISTITUTO D'ISTRUZIONE SUPERIORE "PAOLO BAFFI"
Χρηματοδότηση ελληνικού σχολείου	32.100,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-TR01-KA219-021869_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We have students whose ages are between 12-14 in our school and the same ages in partners' schools, too. It corresponds to early adolescence age, Students face with new, challenging, social and psychological situations in this period. During this period, Children are curious about trying new things such as cigarettes, alcohol or drug. They desire to try new things or want to take greater risks to show themselves.

The problem of anti-drug and addiction among young people is one of the most important points of our school work concept for the years 2012 - 2020. We undertake a range of activities related to the problem. We conducted a debate with young people on drugs, there was a meeting with a former drug addict who told about the consequences of drugs in his life.

Drug addiction not only causes physical diseases but also creates behavioural, emotional and psychological problems in addicts. Drugs make the people physically dependent. It has been researched that youth involved in chemical substance abuse are unable to take right decisions and have difficulty in dealing with obstacles of life.

Drug addiction is a very serious problem worldwide. Risk for addiction is influenced by a combination of factors that include individual biology, social environment, and age or stage of development. There can be many reasons for children to use substances. They may have family problems, wrong friends and they can think it will ease their anxiety in social situations.

There is a need of awareness among each individual to understand the harm caused by drug addiction. Because of these reasons we want to inform our students about the harmful effects of drug addiction and to want to develop consciousness among students. We want to take precautions before it's too late. If we inform the students and their parents, we can prevent the problems. Prevention programs involving families, schools, communities and the media are effective in reducing drug abuse.

Although many events and cultural factors affect drug abuse trends, when youth perceive drug abuse as harmful, they reduce their drug taking.

Thus, education and outreach are key in helping youth and the general public understanding of the risks of drug addiction.

### OUR AIM is:

- teaching students how to resist peer influences
- to be able to say "NO"
- improving life skills
- creating emotional awareness

- gaining social problem solving skills
- developing consciousness about the dangers of substance use
- lifelong learning and improve education system

“Prevention is the best cure” is a popular saying among healthcare professionals. The main goals of our cooperation are to increase the knowledge of the importance of a healthy lifestyle of living without using drug in each partner’s country and to find out and introduce the good habits of each culture.

We hope that - due to our cooperation - our pupils and their families will take responsibility for their own choices concerning their life. We believe, that the cooperation among different European countries will open our students’ minds to other cultures and nations. We are going to learn more about each others’ habits and traditions. We expect that after the two years of cooperation, our students will be aware of many similarities among people from different parts of Europe, and that they will respect all the differences. We would like them to feel a part of the European community - to broaden their horizon and to get to know and accept people from other cultures.

Another important advantage of taking part in this Partnership is the use of English as a language of the project. Students will learn and practice English in real-life contacts, which will increase the motivation to learning languages.

Τίτλος Σχεδίου	From ancient to modern: Challenging obstacles at a stroke with sport
Συντονιστής	MEHMET HIKMET KASERCI ORTAOKULU
Ελληνικό σχολείο	9 <sup>th</sup> Primary School of Rethymno
Εταίροι	Zespol Szkol Spoecznych Colegiul Tehnic de Transporturi si Constructii ISTITUTO D'ISTRUZIONE SUPERIORE "PAOLO BAFFI"
Χρηματοδότηση ελληνικού σχολείου	26.200,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-TR01-KA219-022092_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

**SUMMARY:** Today there are some problems which are common for all nations in Europe. One of this problem is early school leavings. When we look at the European commission report, Turkey has the highest rate on early school leaving. From this point we examined our school's situation and we made a need analysis. What was the first priority of our school? The answer was open. There are high school absenteeism rates in the classes. They are especially disabled or disadvantaged students. Because of their absenteeism their achievement has decreased. Their motivation and concentration problems are raised enormously. Day by day they were sitting in front of the computer and playing games with it much more. Sitting was bringing some health problems such as obesity and isolation from the social life. We had to put a stop at that point. We tried to develop an innovative method to take their attention to school and make them more sociable.

*In the context of this method, the objectives of the project are that:*

1. Decreasing school absenteeism from 15% to 5%.
2. Taking attention of students to school by making school a place more joyful.
3. To gain self-confidence to disabled and disadvantaged students (Increasing rate of self-confidence 20%).
4. Increasing concentration on a point, motivation and positive attitudes toward school.
5. Teaching eight different and unknown sports; mangala, matrak, hemsball (Turkish sports), discus, javelin, long-jump with weight, running and wrestling (ancient Greek style of them) to students and taking them from in front of the computer.
6. By the help of sport increasing social relationships, integrating disabled and disadvantaged students to society and decreasing obesity problems.
7. To introduce a different nation by showing its similarities and differences and by giving chance of visiting a foreign country.
8. Teaching old Turkish, Ottoman and Ancient Greek sports to at least 878 pupils and 42 teachers, introduce and disseminate them at least 3020 person and different nations all around the world.
9. Gaining to set goal and problem solving skills in order to have life long lasting multidiscipline skills by teaching strategy developing.
10. Mathematic achievement will increase by 10%.
11. Teaching fair play.

Number of participants and profiles of them; the participants are two schools from Turkey and Greece. These schools are coming from low social economic level. The students on target group are 10-12 years old. Turkish school has 10.2% and Greece 9% divorced family children, 3% disabled students and 10% students with high

rate of absenteeism in both schools (at least 25 days per term). These students are totally 144. They are the target group of study, but they are not the only participants of project. 838 students from both schools will learn and train on concentration, motivation, setting targets by the way of eight sports. 14 teachers from partner schools will join the project as a teacher, trainer, referee, writer, curriculum developer, expert of assessment and evaluation or accompanying person with the certificate of special education. 38 teachers will join to learn and disseminate that methodology. 40 students from different schools will join the trainings at partner schools.

To reach our objectives, eight sports will be used in the project. Because children like sports and games. Psychomotor activities provide them to gain high concentration and gain their interest also make their body healthier. For these reasons, the sports which focus on the developing concentration, balance and setting target are chosen the project; mangala, a strategy game; matrak is a concentration game; hemsball; discus; javelin; long-jump with weights are balance, concentration and setting target games.

In practice, firstly teachers at partner schools will be trained, then students who are in target group will be trained, two school will meet in Turkey and Greece to teach their own sports. At the beginning of second year there will be a big tournament in Greece and at the end of the project there will be an Olympiad games in Turkey. During the project bimonthly journal, video posters, brochures, slogans in the context of fair play will be published and distributed. A book will be published and a conference will be held as intellectual output. For evaluation, before and after the project, motivation, concentration, attitude scales, sport knowledge test, Mathematical problem solving skills test will be applied and compared the results. As a result, 878 students will develop their concentration, motivation and attitude toward school. They will be much more pleasant at the school. Probability of early leaving school will be decreased. They will learn setting target and eight traditional, forgotten sports. They will have multicultural and multi disciplined skills and Europass. The skills will help them during their whole lifetime. Nearly 3020 people will be introduced Turkish, Ottoman, Greek sports culture by training, conference, media and ICT.



Τίτλος Σχεδίου	We volunteer for Europe
Συντονιστής	HAVZA ANADOLU IMAM HATIP LİSESİ
Ελληνικό σχολείο	<b>1er EPAL THESSALONIKIS</b>
Εταίροι	Istituto di istruzione Superiore “Curie Sraffa” Agrupamento de Escolas de Miranda do Corvo Scoală Gimnazială “Anton Pann” Craiova Centro San Viator Niepubliczne Gimnazjum sw. sw. Cyryla i Metodego w Białymstoku
Χρηματοδότηση ελληνικού σχολείου	21.480,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-TR01-KA219-022250_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“We volunteer” is a project based on developing active citizenship by involving the community and encouraging students to be a change in the European community, making awareness of the benefits of cooperation and skills in working with others and common challenges and the positive impact all volunteering actions and encouraging schools and young people to volunteer in their communities. This project intends to develop volunteering competences among European students as well as creating a common sense of European Citizenship based on understanding and being tolerant towards the difference between cultures, people and religions.

Besides, “We Volunteer!” will serve to raise awareness about the value and importance of volunteering and promote students’ volunteering activities throughout 2015-2017 among the partner schools.

Our partnership consists of Turkey, Portugal, Romania, Italy, Greece, Poland and Spain. All the partner schools were chosen among our previous Comenius project.

The participating organizations aims at reinforcing cooperation between communities and schools. We aim at making the community aware of the problem and to actively take part in the solution. In the different stage of the Project we will have the participation of stakeholders, especially voluntary organizations and local authorities of each school. They will play an important role in international meeting, research, thematic visits, trainings and organizing community events to raise awareness on volunteering.

The education policy of the project will address to increase entrepreneurship and leadership skills ; to develop transversal skills such as multilingualism, digital skills and innovative students-centred pedagogical approaches; to contribute the attainment of young people particularly, those at the risk of early school leaving and with low basic skills by increasing school motivation, understanding the importance of personal responsibility, focusing on meaningful learning.

*All activities were designed to achieve the objectives of the project having in mind the need to develop:*

- entrepreneurship and leadership skills (making research, video recording, organizing voluntary days, voluntary projects for e-volunteer bank, local campaign)
- ICT skills (facebook, YouTube, twinspace, e-volunteer bank, Stop motion film, Podcast, Audio story book for visually impaired children, TV shot about Project),
- Photoshop workshop (preparing bookmarks / postcards),
- Posters on volunteering “endangered animals citizenship” (Preparing Animal shelter for birds and other animals),
- Celebrating “World Earth Day” by cleaning the forest, Planting trees “Erasmus+ trees”,
- Mini Olympic 2015 “Run for Olympic values”,

- Charity cultural day (charity sales, Voluntary days)
- linguistic (all tasks will be performed in English)
- and European cultural dimension and European Identity (transnational meeting, cultural performance of the schools, culture, traditions).

Monitoring and evaluation are indispensable tools of project managements to assess the quality of the activities selected and of the results expected. In order to ensure the quality of the project, partners are expected to know about how to manage a project.

In this project, all of the coordinators are experienced on project managements and want to work together again thanks to managing well, collaborating efficiently and group harmony. Project coordinator (Turkey) coordinated a lot of eTwinning project, two school partnership projects, 2 youth project and joined EU project managements trainings both in Netherland (organized by Quarter mediation) and Turkey (by Turkish NA).

Portuguese and Romanian partners have degrees in Managements of Educational Training and Administration and coordinated a wide range of projects such as youth, Grundtving, Comenius, Erasmus+. Other partners have also a long experience in participating lifelong learning European projects. Motivation and qualification of the partners will guarantee the quality of the project.

Activities, distribution of the tasks, dates of the meetings were defined clearly and all together during the extra workshop in Poland so that the results will be achieved on time and to the budget.

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

Because our project is based on open cooperation between all partners, we will work on dissemination work package under Poland and Italy coordination. The Italian and Polish partner will be responsible with making a dissemination portfolio and monitoring the realized dissemination activities.

Visibility and sustainability of the project will be assured by all the dissemination activities such as project newspapers, facebook page, we volunteer bank, project presentations in local, regional, national, or European events even if three years of the project end up.

Τίτλος Σχεδίου	Learning through games to keep children at school
Συντονιστής	PAMUKYAZI TAMSA SERAMIK FABRIKASI A.S ILKOKULU
Ελληνικό σχολείο	<b>23<sup>rd</sup> Heraklion Primary School</b>
Εταίροι	Spoleczna Szkola Podstawowa STO Direzione didattica statale S. Giovanni Bosco Osnovno uchilishte "Vasil Levski" Scoală Gimnazială Nr. 21
Χρηματοδότηση ελληνικού σχολείου	28.375,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-TR01-KA219-022583_5

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Tackling the problem of early school leaving is the one of the priority targets of Europe. In the Europe Strategy 2020, it has been planned to reduce the dropout rate to %10 from the current 15%. We aim to contribute the solution to this problem with this project "learning through games". Using games while teaching lessons will be an effective method to increase pupils' achievement and to keep pupils aged 6-10 at school.

The reasons of absenteeism and early school leaving are the low socio-economic level of families, parents' attitudes towards school, pupils' feeling inadequate in lessons, pupils' not feeling belonging to school, the inadequate interest of teachers in pupils, not existing role models around disadvantaged pupils especially in Romanies. Thanks to the project we will reduce these disparities in learning outcomes affecting pupils.

We aim to reach pupils by teaching through games which creates amusing learning atmospheres.

In recent years it has come out that to provide permanent learning, rather than just to tell the subject, the feelings of a child should be involved. Because it was found that learning consists of 20% mental, 80% emotional. Prof. Dr. Nevzat Tarhan, the professor of the psychology, recommends that learning environment should be not only disciplined but also fun and added the game is very important for children of primary school age.

Freud defined children's mental health as "love and play". Game is children's most important and serious work. They learn everything in games; they repeat what they learn in games. While children are studying, we must find ways to benefit from games.

Taking into consideration this information, games are chosen as an effective way to reach pupils. Thanks to games, we will help pupils express themselves, increase their self-confidence, make them feel themselves valuable, provide them learning environment where the inequality of opportunity in education is reduced, provide comfortable learning environments, encourage pupils use their creativity, develop their problem solving skills and digital skills and provide permanent learning.

This project is based on the exchange of good practices. Each partner will share good practices about teaching through games which makes learning enjoyable.

The number of partners is 6. We have a partnership consisting of Bulgaria, Romania, Poland, Italy, Greece and Turkey.

Participants will handle these methods and techniques: Games for developing creativity (Turkey); aiming to increase pupils creativity, games in Learning by doing (Romania); focuses on "doing" in addition to the "hearing" and "seeing" that occur in traditional learning, learning outside school (Greece); learning out of the classroom by playing, helping pupils recognize their environment and the world, games in ICT for learning (Poland); improving pupils' digital skills; games in cooperative learning (Italy) aiming pupils' work in groups and feeling belonging to the school, developing social skills.

While applying these defined teaching methods and techniques, activities containing games will be performed to make the learning process fun. Basic need of pupils in the 6-10 age group, the game, will be met. So the learning atmosphere will be more fun and it will increase pupils' desire to come to school.

In the first year there will be 3 transnational meetings and 3 learning/teaching/training activities; in the second year 3 transnational meetings and 3 learning/teaching/training activities will be organized. As pupils are little, they won't be taken to the partner countries. Only teachers will be in these learning/teaching/training activities.

We expect our pupils to be happier, more active while learning through games. This project will reduce the negative attitudes towards school and provide them an entertaining learning environment. Teachers and pupils will get to know the teaching and learning process in partner schools. They will understand their situation better by seeing the differences and similarities. They will realize the diversity in languages and cultures. They will also have a desire to improve English as a common language.

This project will provide the opportunity for teachers to see the teaching methods and techniques on the spot, facilitating the sharing of best practices. Teachers will have enriched the teaching methods and techniques they use in their schools and help them to develop their career and to meet needs of pupils faster and in a different way.

The project will increase the interest of the stakeholders towards the school. The participant schools will be an example for the other schools in the neighbourhood.

Shared methods and techniques in learning/teaching/training activities will be collected on the website and in a manual and the project results will be available for everyone.

As a result, this project will contribute a solution to absenteeism and early school leaving problem.

Τίτλος Σχεδίου	Respect4 - Education Without Barriers
Συντονιστής	Lancaster and Morecambe College
Ελληνικό σχολείο	<b>38<sup>th</sup> Gymnasio Athinon</b>
Εταίροι	Lycée professionnel Claude-Anthime Corbon Athénée Royal Chimay LICEUL TEORETIC SFANTA MARIA Istituto d'Istruzione Superiore «G. Peano - C. Rosa» di Nereto (TE) Lambertseter videregående skole Városmajori Gimnázium és Kós Károly Általános Iskola
Χρηματοδότηση ελληνικού σχολείου	35.827,00€
Διάρκεια Σχεδίου	36 months
E+Link number	2015-1-UK01-KA219-013497_3

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project is inspired by a motivation to provide a positive image of the European Union in response to negative attitudes emerging in the media and from some areas of the political spectrum. The guiding principle is to challenge the misconception that citizenship within Europe threatens our sense of national identities hence confronting negative perceptions of Europe often advocated in the media and to offer an alternative to an isolationist paradigm of nationhood.

The project seeks to promote the benefits of closer integration with our European neighbours and peers and to highlight the life-long economic, cultural, educational and social benefits that young people can expect to receive as a result of being a part of Europe as well as to encourage entrepreneurship amongst our students by developing innovative approaches to communication technologies. The project uses the notion of Respect as a vehicle to compare, contrast, highlight and educate participants to challenging concepts in education across borders.

### Our main Respect4 objectives are:

1. To provide students & teachers from schools located in 8 countries with an enriching cross curricular project which develops their European awareness and promotes a sense of respect, self, European identity and to challenge and overcome negative perceptions regarding European citizenship.
2. To broaden learners' and teachers' horizons relating to cultural knowledge, language skills and intercultural dialogue.
3. To motivate the use of ICT-based content, contributing to ICT skills acquisition and innovatory teaching methods to benefit staff and learners.
4. To promote teamwork amongst staff and learners in the different partner countries and between different sections of our own communities and organizations, thus developing participants' organizational / leadership & conflict management skills and applying these skills to the workplace and daily life.
5. To compare different educational systems in order to transfer best practice and inform students of different possibilities of acquiring further education and undertaking mobility abroad.

In order to fulfil the objectives of the project, the partners agreed upon a number of outcomes supporting an ethos of European citizenship and Respect which could develop lifelong learning skills. These include but are not limited to; the ability to interpret and apply information effectively, to promote communication skills and to develop mastery of artistic, cultural and practical competencies.

Our outcomes need to broaden the students' horizons. To achieve this, our project planning demands that students have the opportunity to experience life in unfamiliar environments, so our partnership will offer

participants the opportunity to spend time in each others' schools and countries. Participation in Respect4 mobilities will also extend to students with special needs.

Free movement throughout Europe was agreed as being vital to academic and economic opportunities for students. Confronting negative attitudes to European identity and promotion of the sense of what it means to be European while simultaneously celebrating regional or national pride demands understanding and respect for the traditions of our partners. Respect makes up the core of the project idea and will be explored throughout the project and is the basis for the title of the project and underpin many of the activities.

We needed to encourage the ability to think independently, so our students will be empowered to make informed choices in their lives, and develop their sense of well-being and confidence in lifelong learning. These opportunities can be a direct result of the transnational opportunities which are presented as a consequence of closer European integration.





Τίτλος Σχεδίου	"European Backpack" – a comprehensive young person's active guide to work and citizenship in 21st Century Europe
Συντονιστής	The Marches School
Ελληνικό σχολείο	7 <sup>th</sup> GEL HERAKLION CRETE
Εταίροι	Åkrahällskolan BC Broekhin Roermond
Χρηματοδότηση ελληνικού σχολείου	32.565,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-UK01-KA219-013542_4

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Facing severe economic, financial and social crisis, the new European Commission has defined a strategy for growth. The number 1 priority is to ensure Europe is growing again and employment rates are increasing.

This top priority and the social, economic and educational situations in the 4 participating countries, inspired us to work together and tackle the problem of early school leavers by keeping them motivated for their future and increase the opportunities for our students as well as other students in Europe to access the European job market.

Localized in 4 different geographical and cultural contexts, the 4 schools have realized over the last years the fundamental benefit of European cooperation of the students, teachers and the schools themselves. The experience of working together on a specific project not only in virtual space but also meeting each other and to be in different environments and cultures in Europe has proven an essential step in creating European awareness and fostering a sense of European identity and citizenship amongst students and teachers which could not have been achieved otherwise.

### The fundamental objectives of this project are:

1. to decrease the number of early school leavers and increase the employment rate in Europe by implementing the concept of personalized learning, both by students and teachers, in an international setting.
2. to learn and research in an innovative way, mostly outside the classroom and on locations that are relevant for the different topics during the Student Visits ('Active Learning'). These locations are typical and relevant for the place/country each participating school is located.
3. to produce the "European Backpack" and "Briefcase," for both students and teachers. How the results from the research carried out by students and teachers are created for the 'European Backpack' and 'Briefcase,' is entirely for the students and teachers to choose on the understanding that it is publicly accessible for example: a film, info graphic or a blog.

Over two years 100 students and their teachers from different countries will be actively involved in the project, and cooperate with their partners, virtually and during student visits, conducting comparative research and practice related to 4 topics. Furthermore, many students inside and outside the schools will be part of the project and benefit from its results.

The topics have been chosen as they are linked to the EU commission's priorities, they allow a multi-disciplinary approach and are linked to the school's curriculum. Each topic is strongly connected with one of the of the participating schools, its surroundings and its environment. The student visits in each country, will be concentrated around that topic.

### The 4 topics are:

1. Discrimination and integration (Sweden)
2. Language barriers (UK)

### 3. Exploring New Horizons: study/ work/ training in Europe (The Netherlands)

### 4. Coping with social and economic disadvantages (Greece)

We will achieve the goals of decreasing the number of early school leavers by keeping the students motivated for their future and increasing employment rates in Europe by an innovative new approach: Active Learning.

The European Commission's investment says on its website about the top priority: 'This investment should be targeted towards education, research and innovation'. That is the centre of our approach ensuring students and teachers own their own learning process by creating personal and specific research questions which focus directly on the theme. They will work in international teams of 4 people. This is a big step in the concept of personalized learning. (Education) We aim to challenge tradition learning styles of learning i.e. inside the classroom. Instead teachers and students will venture out to address their personal research question in different locations focusing on specific features relating to the chosen topic of each country during the student visits. (Research) This way of learning will enable students to contribute to and make a positive impact on the surrounding society and their own ideas for their future prospects. (Innovation) The project will facilitate "Action Learning" aiming to increase practical skills by developing independent learners and implementing the concept of personalized learning with an international group of students aged 15-18 yrs and their teachers.

Throughout the duration of the project students and teachers will have created products such as blogs, films and digital posters which contain the results of their research. All of which will be contained within a "European Backpack" for students and a 'European Briefcase' for teachers. This is a digitalized portfolio which young people and teachers from all over Europe can access from anywhere and share. It can be downloaded via a website and/or app., which we will produce ourselves during the project.



Τίτλος Σχεδίου	Our Colourful World
Συντονιστής	Crossgates Primary School
Ελληνικό σχολείο	<b>NIPIAGOGGIO DREPANOU</b>
Εταίροι	Istituto Comprensivo di Campli Latokartanon peruskoulu College_des_seize_fontaines
Χρηματοδότηση ελληνικού σχολείου	10.995,00€
Διάρκεια Σχεδίου	24 months
E+Link number	2015-1-UK01-KA219-013647_2

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "Our Colourful World" will involve five European countries (UK - England, Italy, Greece, Finland and France) working in partnership. Our main aim is to address "Inclusion and Equity" in our schools, through an exciting and challenging programme of activities and training. As a partnership, we are all committed (through a number of effective strategies) to meeting the specific needs of every child in our organizations, regardless of social background, ethnicity, learning disabilities etc. and therefore including and motivating every student to perform to the very best of their ability and to enjoy the activities. During transnational project meetings, we will share strategies for inclusion, used in our individual schools, through demonstrations and explanations. This work will be collated, throughout the duration of the project, to form a collaborative policy document that can be integrated into each of our schools' "SEND" policy document.

The project aims to educate all participants in terms of developing intercultural knowledge and understanding through planned activities on themes including: architecture, music, dance, drama, stories, myths/legends, and art/design/technology. All outputs (in each of these areas of study) will be shared, presented to partners during project management & implementation meetings, collated, discussed, evaluated and finally produced as one collaborative product, for example, in the form of a DVD, CD, eBook/Magazine or Tutorial, Virtual Tour or Documentary. Pupils will take ownership of the project activities, through which we specifically aim to raise the profile of digital competences and foreign language learning in each of our schools. Most of our outputs will be digital so we have put in place training sessions to develop competences and confidence in this area for both staff and pupils. All our results will be uploaded to eTwinning which will be the virtual space that provides the tools for collaboration, presentation and evaluation.

We value the importance of language learning as an essential skill in facilitating the development of intercultural understanding. Again, pupils will take ownership of this aspect of the project by creating tutorials in their own languages (i.e. their content and presentation), according to identified needs and to their relevance to the project content. Tutorials will be uploaded on eTwinning, thus providing a teaching and learning platform for their partners in other countries.

Some of our outputs, such as the art/technology based on the theme of architecture and our myths& legends ebook, will be annotated in our five different languages to enable pupils to see easily and compare languages (in terms of similarities and differences), that are set out alongside each other. It will be motivational, for pupils, in terms of looking at language origins/development and will inspire them not only to learn words but to research the historical context.

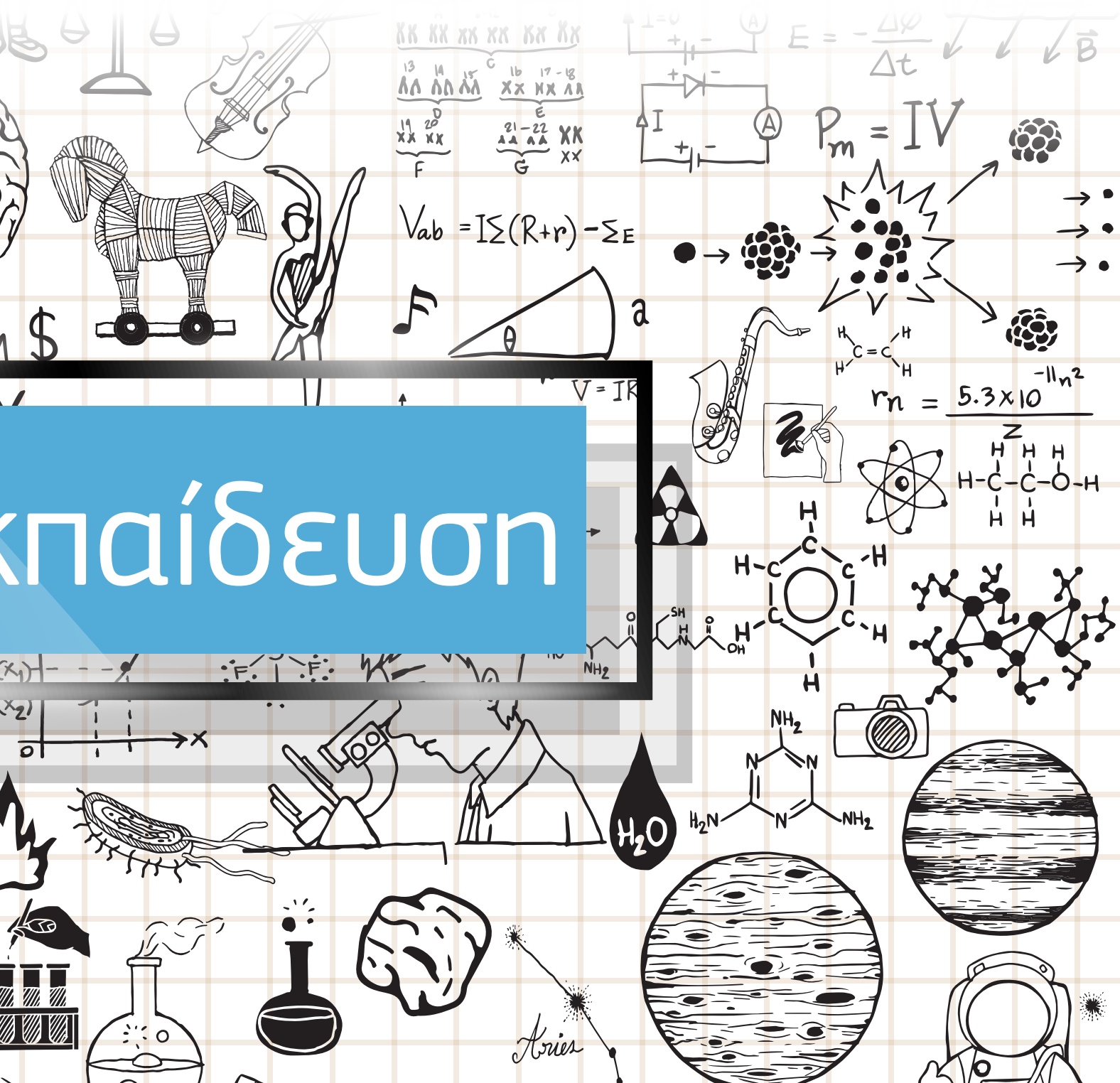
Our two planned multiplier events will reach a huge audience of people outside our organizations. In UK, (art gallery exhibition of artwork and digital outputs including a virtual tour and ebook presentations), the open day/evening will not only impact positively on our school staff, governors and visiting partners, but also the local press, local dignitaries (Mayor/Mayorress/MP) and guests from our local education authority and local schools. In addition, the gallery exhibition will be open to the general public for three months after the opening event, during which we hope to reach/impact many more visitors.

The second multiplier event will be very exciting as it will be a public showing of our documentary, a significant output for our partnership in that it will be the culmination of a number of challenging teaching, learning and training activities.

Overall, this will be a very exciting partnership that will involve a wide variety of innovative, creative and challenging project activities. It will impact positively on many people including those directly associated with our organizations and those who are not.



# Erasmus+







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