



European  
Commission

# EUROPEAN Innovative Teaching

AWARD 2024

A compendium of the 2024  
European Innovative Teaching Award laureates

Wellbeing at school

Erasmus+

# A compendium of the 2024 European Innovative Teaching Award laureates

## Wellbeing at school

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## Foreword



**Pia Ahrenkilde Hansen**

Director-General for  
Education, Youth,  
Sport and Culture

European Commission

Wellbeing affects learning outcomes and children's ability to lead meaningful lives. In recent years however, and especially after the COVID-19 pandemic, wellbeing and mental health of children and adolescents have been declining. Evidence from the World Health Organization reveals that today's younger generation experience poorer mental health than previous ones. In addition, as the PISA results from 2023 show, declining wellbeing is coupled with deteriorating school performance.

When bullying and cyberbullying disrupt pupils' opportunities for learning and the school environment hinders young people's ability to benefit fully from their education, it impacts not only their personal wellbeing and life satisfaction, but also their future employability, health and social situation.

Teachers need a supportive working environment which acknowledges their contribution to society and enables them to perform their duties and thrive. However, there is also a noticeable decline in teacher wellbeing, as teachers across Europe experience high levels of stress and burnout due to new challenges faced without adequate resources, professional development and support to acquire new skills. These factors diminish the attractiveness of the teaching profession and lead to teacher shortages, which have serious consequences well beyond the classroom.

The European Commission, recognising these challenges, has doubled its efforts and has been supporting the Member States in implementing the 2022 [Council Recommendation on Pathways to School Success](#). The framework, based on a whole-school approach, involves the school ecosystem to improve educational outcomes for all learners, regardless of their personal situations and backgrounds, while acknowledging the integral relationship of wellbeing and success at school. The [guidelines on wellbeing for supporting school leaders, teachers and educators](#) also offer concrete, hands-on guidance for school leaders' and teachers' to inform their daily practice in support of wellbeing and mental health.

In addition, the Erasmus+ programme has supported many projects across Europe on the topic of wellbeing. Among them, [96 projects from 32 European countries were recognised as making an exceptional contribution to the wellbeing in schools and honored with the European Innovative Teaching Award in 2024](#).

I wholeheartedly congratulate and thank teachers, school leaders, and all stakeholders who invested time and energy in making the projects successful, thus contributing to wellbeing at schools across Europe.

Gröbming, Austria

## Be aware of the signs of time – create a new way of education for our future



**Project coordinator:**  
Volksschule Gröbming

**Project partners:**  
BHAK/BHAS Liezen, Austria  
Poulstrup Friskole & Børnehus, Denmark  
Vilniaus inžinerijos ir technologijų licejus, Lithuania  
OSJS De Uitvinding, The Netherlands

[2020-1-AT01-KA229-077971](#)

### Topic(s) addressed

This project brought together digitalisation and health literacy, together with environmental and European awareness. Equal opportunities played a major role in its implementation.

### Target group(s)

Because the project would affect the development of the entire school, it was an important part of the strategy to have the whole teaching team and all of the pupils participate in it.

### Methodologies

The pupils got to learn about the culture and language of the partner schools, make contacts, and communicate with children from other parts of Europe. Therefore, they were encouraged to look at current events in Europe and compare school life, curricula, and the teacher-pupil relationships.

### Innovation environment

The project was the start of a long-lasting, international partnership between schools. Thus, a transnational qualitative school development project was ignited. Joint teaching units with international partner schools via video conferencing are now part of the school programme and take place regularly.

### Teachers' role

The project has led to an innovative teacher-student exchange. The teacher changes their role from teacher to learning coach to learning guide. Knowledge of the English language is just as important as a positive attitude for the free organisation of lessons, self-directed learning, and a knowledge of digital education.

### Impact and output

The impact of the project led to the creation of a new school development plan. This affects the teaching team, pupils, parents and the school provider. The entire school culture, the teaching methods and behaviour of the school community have changed as a result. European awareness, health literacy, economic literacy, digitalisation, mindfulness and sustainability are taught as tools to face the challenges of the time. The children are empowered to understand the interaction between these areas, and how they are balanced against each other.



Vienna, Austria

## Mit den Krim e-Buddies für mehr Fairness im Netz



**Project coordinator:**  
MS/VBS in der Krim

**Project partners:**  
Elisabeth Langgässer Gymnasium, Germany  
Istituto Comprensivo Roiano Greta, Italy

[2021-1-AT01-KA121-SCH-000006776](#)

### Topic(s) addressed

This project highlighted the importance of the wellbeing of children and teenagers in the digital age, focusing on the tension between the need for young people to engage with new technologies and the risks, such as cyber bullying, as well as what schools can do.

### Target group(s)

The project activities involved students and teachers, including from partner schools in Italy and Spain, as well as a Viennese media artist who taught media production skills to participants.

### Methodologies

The project's methodology combined job shadowing and mobility for students with workshops held by external experts and the involvement of different external stakeholders, such as the safer internet and dis:connect-me initiatives.

The activities were both live and blended/digital in format.

Students undertook multidisciplinary activities, including role-playing and teamwork, analogue and digital, as well as art and media.

### Innovation environment

It was very important to utilise the Austrian Board of Education's Digital School initiative for the project, as educators must be aware of the potential risks of new technology to students' wellbeing, the staff and a positive school climate.

### Teachers' role

A group of teachers (including the head of the school) had the chance to acquire new information and communication technology and media teaching competences and to learn more about new teaching methods with digital devices during a job shadowing activity at a German tablet-expert school, and during workshops and trainings held by external experts. In addition, a steering group was established with expert teachers for each level and led to useful teaching material being shared on a digital platform.

### Impact and output

Peer-learning activities and training for teachers and students offered direct and low-threshold access to spread and share the new competences acquired during the project.

The project was showcased at the Bezirks-Jugendgesundheitskonferenz (District Youth Health Conference) in January 2023 and to the school community at a school-end show.

Wolfsberg, Austria

## Migration on European stages

**Project coordinator:**

Bundeshandelsakademie Wolfsberg

**Project partners:**

Lycée Mémona Hintermann Afféjee, France (La Réunion)

Ås ungdomsskole, Norway

Agrupamento de Escolas Dr Serafim Leite, Portugal

IES Ramón Menéndez Pidal, Spain

[2020-1-AT01-KA229-077960](#)

**Topic(s) addressed**

This project focused on theatre, drama and acting as a way of promoting inclusion, participation, interaction and cooperation, in particular for schools with a mix of native and migrant students.

**Target group(s)**

All students, including from many different backgrounds, were welcome to get involved in the project.

**Methodologies**

For many of the schools, theatre was not part of their regular curricula. The project represented a unique opportunity to implement a new form of teaching, including of voice, language and body language.

As the working language was English, teaching and acting in English made this a multidisciplinary project.

**Innovation environment**

A great driver of the project was the participating schools' openness to social and emotional learning (SEL). Many of the schools involved have tight curricula, and the project allowed them to implement more SEL into classrooms. Through theatre, the students at each school, who encompassed a variety of nationalities, were able to get to know each other better and interact in a way that other classroom activities do not normally allow.

As budgets were constrained, many plays were acted out with a creative use of resources.

**Teachers' role**

All teachers were highly motivated to implement and complete the project. At the end, they agreed that the teaching and learning processes were extremely rewarding and that all teachers benefited from the new learning environments that were created.

**Impact and output**

The students' feedback during and after the project highlighted its great impact on them. This included gaining knowledge about new and different cultures. Students could be included who had never been out of their countries and the project took some of them as far as the island of Réunion in the Indian Ocean. Some students fed back that the project would surely alter their futures.

Héron, Belgium  
(French speaking community)

## Motivating and empowering generations through art and sport



**Project coordinator:**  
EFLS Saint François

**Project partners:**  
Colegio el Armelar Institución Teresiana, Spain  
Ozel Matematik fen Bilimleri Ortaokulu, Türkiye

[2021-1-BE01-KA210-SCH-000037778](#)

### Topic(s) addressed

The primary focus of this project was motivating and empowering stakeholders in the wake of the Covid-19 crisis. Developed areas focused on enhancing diversity and inclusion in school education promoting a comprehensive approach towards language learning as well as using art and sport to foster common values, civic engagement and active participation.

### Target group(s)

In order to increase the professional competence of teachers, nine teachers were involved in the project.

### Methodologies used

This Erasmus+ project brought people together to collaborate and learn effectively through sports and art. Each school ensured the establishment of an Erasmus+ panel to carry out active work. The project focused on achieving new learning experiences and improving intercultural communication by combining sports and arts to increase student motivation.

### Innovation environment

Each school organised art exhibitions dedicated to the actions people can take to fight against climate change, and it raised students' awareness about the subject.

### Teachers' role

Teachers carried out the role of integrating other schools' artistic and sporting activities in their own institutions. The project allowed teachers and students to design a pedagogy for learning that reflects the values of cultural and social inclusion through sport and art.

### Impact and output

At local and regional levels, the project was disseminated through the press and other media, with many people spreading awareness through communities via word of mouth. The project was also developed on the eTwinning platform, where experiences could be shared throughout the process. Workshops involving artistic, sports and cultural activities were held at each of the partner schools across five days.

The project, which finished in Belgium with its final exhibition, had a wide impact with the participation of regional citizens, parents, teachers and students.

Beauraing, Belgium  
(French speaking community)

## Agenda 2030: change the school to change the community



**Project coordinator:**  
Institut Notre-Dame du Sacré Coeur A.S.B.L.

**Project partners:**  
Collège "La Sologne", France  
Istituto Comprensivo Lucignano, Italy  
Topeliuksen koulu / Turun sivistystoimiala / Turun kaupunki, Finland

[2020-1-BE01-KA229-074904](#)

### Topic(s) addressed

The principal topics of the project were health and wellbeing, the environment and climate change, with the aim of promoting awareness that every single action will be important to improve the quality of our lives.

### Target group(s)

The project involved students aged 11-15 and their teachers at local and international level.

### Methodologies

The methodologies included workshops based on non-formal educational activities, traditional lessons, role plays, site visits, peer-educational activities, manual labs, theatre challenges, and sport/health activities.

### Innovation environment

Through working in an international context, sharing best practices and experiences in different fields, the schools had the opportunity to improve both their teaching methods and the environment in which they work. The project engaged the local community and additionally involved parents, as well as public authorities and NGOs interested in the topics examined. The activities led by the students generated interest in the local communities and made them conscious that our youth is demanding a drastic change.

### Teachers' role

The understanding and embedding of Agenda 2030 goals into school programmes and curricula is a clear objective of the political community, many youth institutions and social stakeholders as well. In this sense, the teachers involved in the project were increasing awareness of the Agenda 2030 goals and reinforcing their inclusion into the current curricula as a clear way of addressing them structurally.

### Impact and output

In terms of impact in relation to sustainability, it's worth noting that all the schools, inspired by the Agenda 2030 project, decided to add the Agenda 2030 topics to the school curricula, not only during science, geography and active citizenship lessons, but also by running and designing specific extra-curricular activities open to all the students.

Hasselt, Belgium  
(Flemish speaking community)

## Staff mobility PIVH



**Project coordinator:**  
Provinciale secundaire school Hasselt

**Project partners:**  
Stichting ABC'99, The Netherlands

[2019-1-BE02-KA101-060145](#)

### Topic(s) addressed

This project focused on promoting wellbeing through education on dementia. This was done through a Whole-School Approach in order to provide comprehensive education on and promotion of the topic.

### Target group(s)

Teachers, students and care providers were involved in the project, which aimed to include as many people as possible to fulfil its aims.

### Methodologies

The project was based on a start-up of a pilot project within the school on the ABC (antecedents, behaviour, consequences) methodology. This methodology focuses on how caregivers deal with the commonly misunderstood behaviour of people living with dementia. The project was the first step in a multi-year strategic plan to integrate the ABC methodology into training within the school and also to have it transferred to care provision in the field.

### Innovation environment

The project has led to adjustments in the ABC methodology training itself and in internships undertaken by students. This indicates that there is an openness to embracing change and innovation in this area. Moreover, the project has been nationally regarded. Inspired by this project, the Centre of Expertise of Misunderstood Behaviour Belgium has been established.

### Teachers' role

Teachers were enabled to avail of international training on integrating the ABC methodology into the training at the home institution. This allowed participants to learn best practices from their peers abroad and implement these into their own practices. Through their participation in this project, participants could grow both as teachers and as innovators.

### Impact and output

The cooperation that was kickstarted during the project will hopefully produce positive impacts for dementia patients. The project also facilitated continuous professional development for the participants. Students, meanwhile, have improved knowledge on how to work effectively and qualitatively on behaviour associated with dementia.



Lokeren, Belgium  
(Flemish speaking community)

## Talentino overseas



**Project coordinator:**  
Buitengewoon Secundair Onderwijs De Karwij

**Project partners:**  
Agustín E Hijos peluqueros, Spain

[2020-1-BE02-KA102-074468](#)

### Topic(s) addressed

This project examined the topic of health and wellbeing in relation to early school leaving and ways of preventing failure in education, with the aim of improving the lives of students through teaching vocations like hairdressing.

### Target group(s)

This project involved the participation of fifth grade student hairdressers.

### Methodologies

To encourage the flourishing of the student hairdressers, a focus was placed on creating a welcoming and nurturing environment at the hair salon where they were undertaking their training. Students could practise known techniques as well as learn new ones to add to their skillset, as a way of helping them discover a love for hairdressing in a learning environment. As well as basic hairdressing competences, students were encouraged to develop their social skills and attitudes.

### Innovation environment

Participating students went in groups to different hair salons chosen for the project. Training was facilitated in Dutch, English and Spanish. This activity was added to a school leaver course that had already been established in the school in order to open up opportunities in hairdressing.

### Teachers' role

For teachers, expertise in better understanding students' problems and their ability to deal with them appropriately increased. After the project's completion, teachers tried to pay attention to the socio-emotional needs and signals communicated by students, and offered them the necessary tools to address issues appropriately. For the participating teachers, they were offered an ideal learning opportunity to work with the project's target group and took away additional expertise.

### Impact and output

The project increased students' motivation to work in hairdressing and taught them how to adapt to a new learning environment. This was incredibly helpful for all students, including those with Autism Spectrum Disorder (ASD).



Plovdiv, Bulgaria

## Future skills and competencies for children



**Project coordinator:**  
Detska gradina "Buratino"

**Project partners:**  
Istituto Comprensivo Statale "Don Lorenzo Milani", Italy

[2020-1-BG01-KA229-079245](#)

### Topic(s) addressed

This project examined inclusive approaches to teaching when working with children from vulnerable groups, such as ethnic minorities, cultural and religious minorities, and refugees.

### Target group(s)

The project involved 17 teachers, 205 children aged 3-7 from Bulgaria, as well as students from Italy aged 3-11.

### Methodologies

The project activities integrated the educational areas of social sciences, language, the arts, music and drama. The children were active participants in many activities related to the acquisition of social experience and tolerance, such as dramatising and illustrating fairy tales from different countries.

### Innovation environment

The project is a natural part of the school's daily teaching work with children. This begins when they are three years old and continues throughout their four-year stay in kindergarten. Children engage in teamwork and cooperation with other children on mini projects to foster a sense of empathy, tolerance and harmony. This builds a positive climate in the classroom and develops their ability to interact with people of different backgrounds.

### Teachers' role

Teachers observed, discussed and exchanged ideas and best practices, and tested the effectiveness of new teaching methods.

### Impact and output

The children's knowledge about different races, nationalities, countries, flags, cultural objects and national costumes was enriched. Their social skills, for example communication, teamwork, problem-solving and decision-making were developed.

Teachers increased their competencies, professional knowledge and skills regarding innovative, inclusive approaches and methods, and improved and modernised the learning environment in which they work.

The newly acquired knowledge and innovative methods are already applied daily in the work with children, both by the participants in the project and by the teachers with whom the knowledge was shared.

Sofia, Bulgaria

## The new world needs new school



**Project coordinator:**  
4 OU "Prof. John Atanasov"

**Project partners:**  
Ustanova za obrazovanje odraslih Maksima, Croatia  
Genista Research Foundation, Malta  
Aplicaproposta LDA, Portugal

[2021-1-BG01-KA122-SCH-000030648](#)

### Topic(s) addressed

The focus of the project is to examine four topics connected with creating calm and safe learning environments, both online and in-person: quality of remote learning; implementing Information and Communications Technology (ICT) in Special Needs Education (SEN); recognising and managing stress; effective STEAM (Science, Technology, Engineering, Arts, Mathematics) education.

### Target group(s)

Three main groups act as our target: teachers, students, and the school.

### Methodologies

Before Covid-19, remote learning was a new and unexplored area. But now, teachers and students are using innovative ways to engage and learn online. The integration of ICT in SEN education enhances learning experiences and provides equal opportunities for all students to thrive. By prioritising mental health and wellbeing, both students and educators have the necessary support to navigate challenges effectively. The interdisciplinary approach encourages practical, hands-on learning experiences.

### Innovation environment

Recent innovations help to facilitate interactive and collaborative learning. For example, online platforms for remote learning facilitate real-time communication and engagement. The project inspired the creation of a supportive and inclusive atmosphere that promotes creativity, critical thinking, and problem-solving skills.

### Teachers' role

The teachers actively engage in professional development to enhance their knowledge and skills. Additionally, educators serve as facilitators of dynamic learning experiences by creating interactive and engaging lessons which are shared with colleagues.

### Impact and output

For teachers, the project's results are the most visible as they have enhanced their qualifications, applied new methods, and increased their motivation for work. Other educational specialists have also benefited greatly by drawing from colleagues' experiences. Students have improved their learning skills, communication abilities, and teamwork skills. For the school itself, the project has enabled partnerships with colleagues from different countries.

Velingrad, Bulgaria

**Jump on-board  
your fully unprejudiced life**



**Project coordinator:**  
Vasil Levski High School

**Project partners:**  
First Gymnasium of Melissia, Greece  
Szkoła Podstawowa nr 47 im. J.K. Branickiego w Białymstoku, Poland  
Centrul Scolar de Educatie Incluziva Turnu Rosu, Romania  
Spojena skola, Slovakia  
Selma Yigitalp Anadolu Lisesi, Türkiye

[2020-1-BG01-KA229-078979](#)

### Topic(s) addressed

The goal of this project was to support individuals in acquiring and developing basic skills and key competencies in inclusive education practices for well-being and mental health.

### Target group(s)

The target group includes students of different backgrounds, teachers and educators, policy makers, parents, and community stakeholders.

### Methodologies

Through six strategies: team learning, interactive, cooperative learning, drama, peer-to-peer learning, and project-based learning; students developed social and life skills, bridging the gap between theoretical knowledge and practice.

### Innovation environment

JOYFUL emphasises learning environments without prejudice that are accessible and inclusive to all. By fostering a positive school climate, an atmosphere where every student can thrive, was created. The project also addressed the needs of vulnerable students and fostered inclusivity.

### Teachers' role

The teachers integrated new methodologies that sought to foster collaboration and professional development. This helped teachers gain new skills in innovation, leadership, creative problem-solving, flexibility, and adaptability.

### Impact and output

The project's tangible impacts directly benefit the target groups by equipping them with basic skills, and active learning participation. The intangible impacts foster a culture of innovation and collaboration, creating a supportive and inclusive learning environment. The successful involvement of parents and community stakeholders in decision-making processes led to an improved parent-school collaboration and boosted students' motivation and wellbeing.

Byala, Bulgaria

## European experience for realistic professional expectations



### Project coordinator:

Professional high School - Byala

### Project partners:

Midas Italia spa Milano tertulliano, Italy  
Autofficina Elettrauto a Posto di Scanavacca Andrea, Italy  
Modera srl (Madica), Italy  
Cascina Santa Brera, Italy  
Auripa SAS di Bonomo Paolo, Italy  
Casa d'arte fiore, Italy

[2021-1-BG01-KA122-VET-000030787](#)

### Topic(s) addressed

The topics addressed by this project include equal access and transition to the labour market; preventing early school leaving and failure in education; and development of disadvantaged rural and urban areas.

### Target group(s)

The group included 22 students, aged 16-19 and from lower socioeconomic backgrounds.

### Methodologies

The project activity involved practical workplace programmes. Students were given practical tasks, through which they could apply and test their knowledge from school. Some tasks were completed independently and then assessed by a mentor. A transition was therefore made between formal, informal, and independent learning.

### Innovation environment

Participating students demonstrated their new knowledge and skills to their classmates, and performed group tasks together in workshops organised outside of school. The shared experiences will encourage a positive, motivating attitude in schools and lead to better results.

### Teachers' role

Participating teachers improved their pedagogical competencies and approaches by interacting and supporting the students in a new, well-functioning environment. The teachers assessed the strengths and weaknesses of the students' preparation and tested various pedagogical approaches for effective implementation of this project in an educational setting.

### Impact and output

All participating students come from disadvantaged backgrounds. Positive progress in professional knowledge and skills, soft skills, improved motivation to learn, and future realisation was assessed in all components. Our students now have an increased trust and interest in our school and in professional development.

Pazin, Croatia

## Strengthening institution and individuals for participating in the European Education Area



**Project coordinator:**  
Dječji vrtić “Olga Ban” Pazin

[2022-1-HR01-KA122-SCH-000070676](#)

### Topic(s) addressed

This project focused on mental health and emotional intelligence as key factors in the quality of employees' work, and investigated the importance of play, outdoor learning, and mindfulness as well as the development of abilities to work with children with learning difficulties.

### Target group(s)

The primary focus was 22 employees, with 60 other employees and 600 children as a secondary focus. The project also included parents.

### Methodologies

The primary teachers who participated in the activities later held interactive workshops for those who were interested with some of them repeated multiple times. This helped teachers to develop and adapt recognised teaching methods, and improve their professional competencies. The activities were included in the institution's annual plan and programme for 2022/2023 and 2023/2024, and the values of inclusiveness, diversity, environmental sustainability and responsibility were added to the curriculum.

### Innovation environment

By emphasising stress management, burnout prevention, and emotional intelligence, teachers learned mental health preservation, making their workplace a safe place. By participating in activities, teachers learned invaluable information on caring for

children with learning difficulties and developmental disabilities. This information helped teachers to shape the kindergarten into a space that values and emphasises the importance of inclusiveness and diversity.

### Teachers' role

Teachers had a key role in the project. Keeping their wellbeing in mind, one of the project's goals was to strengthen psychological resistance and improve knowledge of emotional intelligence. To further the project's impact, every teacher held workshops for all interested employees. This way, each kindergarten teacher was able to learn from their peers and had the opportunity to advance their competencies and use them in their work with children.

### Impact and output

The project had a great impact, on both children and teachers. Teachers had tools to manage stress and prevent professional burnout, and knowledge about emotional intelligence and management of emotions, which helped them on personal and professional levels. Consequently, children benefitted from teachers who better understood not only their students but themselves, too. Teachers of all backgrounds were included in the project. All participants were women, mostly mothers of young children, with some having difficulties in speaking and understanding English.



Stari Mikanovci, Croatia

## Greater success when learning in happiness



### Project coordinator:

Osnovna škola Stjepana Cvrkovića Stari Mikanovci

[2022-2-HR01-KA122-SCH-000092038](#)

### Topic(s) addressed

The topics addressed by this project included the wellbeing of students and teachers, mental health, collaboration between students and teachers, sense of equality and self-worth, compassion, emotional wellbeing, student-centred learning, and inclusion.

### Target group(s)

The target groups included students with special needs and students from disadvantaged backgrounds, teachers, and parents.

### Methodologies

Teachers, psychologists, and educational consultants collaborated on addressing the needs of students on multiple levels. Students gained knowledge and skills in organisation, coping with stress, studying, and they developed feelings of importance and belonging. Activities were held as workshops, in class, and provided opportunities for feedback. External stakeholders such as parents and other teachers received a brochure that combined gained knowledge and practical advice.

### Innovation environment

The school took advantage of the fact that the target group of students with disadvantaged backgrounds were present in every class, so by focusing on helping them integrate and address their needs, the whole school was impacted. After receiving education during the activities, knowledge and practical activities were shared with the collective through three thematic

workshops - student-centred classrooms, inclusion, and stress management. Equipment and information and communications technology (ICT) tools were used to create motivating games and activities.

### Teachers' role

During the programme, teachers learned more about wellbeing and implemented the new knowledge into their own lives, while sharing with colleagues. They applied the same techniques with their students and incorporated these practices into their schedules. Teachers became more empowered to recognise the individual needs of students and held workshops to address these needs. Teachers also attended each other's lectures, analysed feedback from students, and were able to reflect on the impact of the activities during meetings and through work on the brochure.

### Impact and output

Teachers have learned methods to identify and differentiate learning difficulties, adjust teaching methods to individual needs, and create a classroom environment in which every student contributes. Students learned methods for relaxation, time and stress management, and new learning habits, and showed increased awareness of responsibility, learning management, and homework. Positive feedback from students with additional needs showed the impact that the inclusive activities and methods used by teachers was having on them as they faced new challenges.



Osijek, Croatia

## Be well and green when digital – BeWEEN



### Project coordinator:

Centar za mir, nenasilje i ljudska prava – Osijek

### Project partners:

University of Vienna, Austria  
Centre of Technical Culture Rijeka, Croatia  
Future Needs Management Consulting Ltd., Cyprus  
National Technical University of Athens, Greece

[2021-1-HR01-KA220-SCH-000034473](#)

### Topic(s) addressed

The topics addressed a wide range of issues, including wellbeing, mental health, physical health, healthy choices, cooperation, resilience, anxiety, depression, addiction, screen time, digital distraction, environmental protections, climate change, and green choices.

### Target group(s)

Teachers, students, youth workers, trainers, public entities, policy makers, NGOs, and those within higher education were all included within our target group.

### Methodologies

BeWEEN training adopts a hybrid approach, blending both on-site and online activities via a learning management system. Participants benefit from flexible learning, engaging with peers and teachers in both settings. The flipped classroom model guides the training through pre-workshop online resources, workshop activities, and post-workshop resource creation. The programme targets the development of competencies up to level 7 of the DigComp framework.

### Innovation environment

The project's learning environment supports innovative teaching and learning by addressing the challenges posed by the digital age. It acknowledges the impact of excessive screen time on wellbeing. It recognises the socioemotional and psychological

risks faced by young people due to increased online activities. The programme enables lifelong learning and creates a network of teachers and students throughout Europe that improves awareness of young people's mental health and its connection with digital technology.

### Teachers' role

Teachers and educators provide innovative teaching and learning techniques by integrating responsible digital technology use into the curriculum. They raise awareness about the impact of excessive screen time on wellbeing and the environment and prioritise safety and wellbeing in the classroom. Incorporating innovative pedagogical approaches through hybrid learning empowers students to navigate the digital world responsibly. Their guidance and expertise contribute to creating dynamic and engaging learning experiences that prepare students for the challenges of the digital age.

### Impact and output

The BeWEEN project profoundly impacted participants, organisations, and stakeholders, enhancing teachers' digital competencies through workshops and resource creation. Students learned safe digital technology use through teachers and a mobile game. It raised awareness in schools and disseminated materials for lifelong learning. The project expanded networks, improved digital knowledge, and fostered self-awareness about digital habits.

Zadar, Croatia

## New knowledge for a healthy tomorrow



### Project coordinator:

Poljoprivredna, prehrambena i veterinarska škola Stanka Ožanića

### Project partners:

Aplicaproposta LDA, Portugal

[2019-1-HR01-KA102-060679](#)

### Topic(s) addressed

This project sought to improve wellbeing in the school by improving professional knowledge and encouraging healthy choices through collaborations between students and teachers.

### Target group(s)

This project's target group included nutritionist technician students, their teachers and the school and local community.

### Methodologies

The initial idea for the project was a mobility opportunity for students to work in Portugal. There they could acquire new knowledge and skills in an international environment. However, due to the Covid-19 pandemic, this was cancelled and the school conducted an online course instead. Students had the opportunity to attend online food and nutrition courses provided by the school's partner. The students were assisted by a vocational teacher in this activity.

### Innovation environment

The students were prepared for this activity in a formal and informal environment. The preparations were carried out by teachers and professional staff using different methods: open conversation, games, video projections, and group work, to make the students as comfortable as possible. The goal was for students to actively participate in the project.

Other teachers provided support and understanding, and were supervised by the school principal.

### Teachers' role

As part of the project, a learning opportunity in Portugal was organised for nine teachers to meet the needs for professional development. This included learning about innovations in the food industry, modern methods of food processing, and new scientific achievements in the field of nutrition and diet therapy. The teachers also enriched their teaching knowledge and experience in their approach to each student, learning through experiments, interactive teaching, and problem-solving.

### Impact and output

The project had a long-term effect on all participants, the school and the local community. The school acquired new equipment for classrooms where practical work is carried out. The students created nutritional plans for a proper diet for teenagers and created menus for all age groups. The teachers applied their new knowledge to their regular teaching process and shared their experience with colleagues and teachers' councils to strengthen the impact of the project results. Thus, the project pushed the boundaries of the Erasmus+ programme even further.

Polemidia, Cyprus

## Learning new and innovative therapeutic approaches in schools



### Project coordinator:

Eidiko Sxoleio Paidikou Anarrotiriou Erythrou Stavrou  
(Special Education School of Children Rehabilitation in Limassol)

[2022-1-CY01-KA121-SCH-000053128](#)

### Topic(s) addressed

This project sought to improve the student's quality of life, while building a systematic, holistic approach to achieve this goal.

### Target group(s)

The target group included the school's principal, three physiotherapists, two occupational therapists, and two speech therapists.

### Methodologies

The teaching and learning approaches implemented in this project were innovative, multidisciplinary and included formative assessments. The project's values were inclusion, participation, cooperation, and cooperation with external stakeholders to maximise effectiveness.

### Innovation environment

Special education teachers and therapists had the opportunity to attend seminars and courses on innovative teaching and learning approaches. In this way, they could implement an enhanced level of innovation in the school. Teachers also attended seminars and courses on positive thinking, positive communication, and positive school spaces. Therefore, they could promote the building of a positive school climate. By educating their peers, this could then be a Whole-School Approach.

### Teachers' role

The new methods, approaches, and techniques were studied in the Erasmus KA1+ programme and have been implemented in the daily schedules of teachers in the school.

### Impact and output

For students, there was a positive impact on social inclusion and quality of life due to the project's innovative teaching, learning, and therapeutic methods. Teachers had the opportunity to learn and implement innovative teaching methods. Finally, the school had an improved and more inclusive environment as a result of the project's work.

Limassol, Cyprus

## Volunteerism and active citizenship: from individuals to organizations



### Project coordinator:

Laniteio Lykeio (Laniteio Lyceum)

### Project partners:

SU "Hristo Smirrenski", Bulgaria  
Liceo Classico Linguistico Muratori San Carlo, Italy  
Tukuma Raina gimnazija, Latvia  
II Liceum Ogólnokształcące z Oddziałami  
Dwujęzycznymi im. Władysława Reymonta, Poland  
Colegiul Tehnic Traian Vuia, Romania

[2019-1-CY01-KA229-058237](#)

### Topic(s) addressed

The project addressed voter apathy, civic engagement, empathy, multicultural understanding, environmental awareness, inclusion, fostering active citizenship, and volunteerism to build informed and inclusive communities.

### Target group(s)

The project targeted 600 students, 100 teachers, 1000 parents, and 600 community members and volunteers.

### Methodologies

The project merged formal and non-formal learning to cultivate essential competencies in knowledge, skills, and attitudes. Students were actively involved in every activity, fostering inclusion and cooperation. Formative assessment ensured tailored support for individual needs. Collaborations with volunteers and community members provided diverse perspectives. Through hands-on experiences and interactions, students gained a deeper appreciation for civic engagement.

### Innovation environment

The project played a pivotal role in fostering an innovative environment within the school. Volunteers enriched the school's environment by embodying the spirit of volunteerism, fuelling innovation and community engagement. The school emerged as a hub of creativity, shaping a brighter future.

The Erasmus team has integrated inclusion, environmental awareness, democratic values, and active citizenship as primary objectives in its new accreditation project, further enhancing the school's commitment to fostering innovation.

### Teachers' role

Teachers and educators played a vital role in driving innovation within the project as creators and leaders. They refined teaching methods and integrated dynamic approaches to foster engaging learning environments. Additionally, they disseminated project outcomes, sharing good practices across the community. Students thrived in an evolving educational landscape and, influenced by the project, organised another activity in Budapest and initiated the Erasmus accreditation project.

### Impact and output

Every student was inspired by positive behaviours. The lessons catalysed initiatives that prioritised inclusion and environmental stewardship. An activity in Budapest involving nine students was organised to promote the volunteerism aspect of the project. A first prize for volunteerism was awarded to the school by Cyprus's commissioner. This underscored the project's strength as an asset in our school culture.

Larnaca, Cyprus

## ERGO - Equal Rights, Great Opportunities



### Project coordinator:

Techniki Scholi Larnakas (Larnaka School of Technical and Vocational Education and Training)

### Project partners:

2nd Lykeo of Kalamata, Greece  
Colegiul Energetic, Romania  
Ogrenciden Armagan Anadolu Lisesi, Türkiye

[2019-1-CY01-KA229-058292](#)

### Topic(s) addressed

This project addressed a range of serious topics including the equality report, gender roles, domestic violence and, people with disabilities.

### Target group(s)

The target group included teachers, pupils, local authorities, and parents.

### Methodologies

Learners were encouraged to take an active role in the learning process, through inclusion, participation and cooperation. Key competencies such as knowledge, skills, attitudes and formative assessment were developed. The project is implemented in a communicative and collaborative way with the help of all partners. Students could discuss equal rights despite their differences and express and share the same opinions on the subject. Students learned not only how to share the same opinion but also how to apply their ideas to the given projects and tasks.

### Innovation environment

Building a positive school climate and a whole-school approach impacted the learning environment positively and supported innovative teaching and learning approaches. The learning environment went beyond the classroom so the learners could see the issue from a broad perspective as a range of sectors are involved in the process. These environments included cultural and historical places and museums.

The use of technology promoted more innovative and flexible teaching methods. Collaboration and communication also created a positive learning environment.

### Teachers' role

Teacher's cooperation and peer learning influenced the innovative teaching and learning processes. They received the benefit of educating students in a unique environment and could enhance the competencies of their students such as critical thinking, cooperation, teamwork, and flexibility. The teachers who participated in this project played a crucial role in promoting innovative teaching practices. First, they acted as a guide for students. They gave valuable feedback and acted as leaders so students could deepen their understanding of equality.

### Impact and output

Both students and teachers have developed their approaches towards education, boosted their skills, and raised awareness of social issues. For the students, engaging in activities and focusing on equality and equal opportunities will enable them to deepen their knowledge of these concepts and improve their soft skills. For teachers, this project will enhance their professional competencies with the exchange and use of innovative teaching methods. As students learn, they will feel empowered to then educate their peers.



Praha, Czech Republic

## Teacher's development to support kids with different languages



### Project coordinator:

Mateřská škola, Praha 4, Mírového hnutí

### Project partners:

Rukkilille Lasteaed, Estonia

Agrupamento de Escolas de Montenegro, Pré-Escolar da Ilha do Ancão, Portugal

[2022-1-CZ01-KA122-SCH-000076348](#)

### Topic(s) addressed

This project focused on increasing the quality of education provided to children with a different native language through the use of digital tools and games.

### Target group(s)

The focus of this project was children with different native languages and their teachers.

### Methodologies

The methods were innovative, combining a variety of musical, rhythmic, linguistic and dramatic elements that facilitated the learning of a new language in children's minds. The project intensively used online communication channels and Google platforms for document preparation. Teachers worked with small groups of children, using robotic tools and various games to develop algorithmic and analytical thinking in preschool children.

### Innovation environment

Teachers' motivation and engagement were encouraged to build their interest. During regular meetings, the possibility of adapting approaches from other schools and subsequently creating a form of teaching content suitable for the school's children was discussed. There were various smaller challenges in obtaining financial resources for modern tools, games, and teacher training in current trends such as digitalisation - and teaching aimed to activate language development in children with different native languages.

### Teachers' role

The implementation of innovations in education is part of the long-term plan for the school's development. In the short term, it is based on the current structure of focusing on individual children and their needs each school year. This information is recorded at the beginning of the school year and monitored regularly. Management visits and subsequent consultations are held regularly to maintain the required level of teacher competencies during the school year. More experienced teachers help less experienced teachers with the implementation of innovation.

### Impact and output

Good practices from partners served as inspiration, such as intensive teacher training, updating short-term school development plans, school involvement in projects to raise funds, and planning activities with children and parents to create a positive school climate. From a broader perspective, these activities brought new opportunities for teachers to work with children and it supports their motivation and enthusiasm for work.



Holešov, Czech Republic

## Wellbeing in schooling community



### Project coordinator:

Gymnázium Ladislava Jaroše Holešov

### Project partners:

Koulutuskuntayhtymä Tavastia, Finland  
Gemeinschaftsschule Anhalt e.V., Germany  
Teacher Academy Ireland Limited, Ireland  
Liceo Torricelli, Italy

[2020-1-CZ01-KA229-078191](#)

### Topic(s) addressed

The project focused on wellbeing at school, European awareness, digital technology, personal skills and self-development, soft skills, and innovative teaching methods.

### Target group(s)

The target group for this project included students, teachers, school staff, and parents.

### Methodologies

This project aimed to help participants understand European Union countries, their education systems, and interconnected values and subjects. Formal classroom learning was used alongside informal learning. This was done through extracurricular activities, workshops, presentations, and school open-day events which promoted lifelong learning. Activities were inclusive and accessible, encouraging active participation and cooperation. Learners were involved in all stages of the project, allowing them to take ownership of their learning and explore their interests.

### Innovation environment

Team meetings facilitated the sharing of best practices, while diverse participants contributed fresh ideas. Emphasising a whole-school approach, findings were shared through presentations and workshops, creating a shared vision for innovation. Building a positive school climate was key and participants observed initiatives like student councils

and cooperative learning, promoting respect and collaboration, while residential stays enhanced intercultural communication and an appreciation for diversity.

### Teachers' role

Project activities encouraged teachers to innovate their methods, particularly those related to modern digital technologies. International activities provided new perspectives, supporting personal and professional growth, boosting wellbeing, and self-confidence, and introducing new methods. Project activities strengthened collaboration among teachers, students, and parents, creating stronger community connections. Regular meetings with parents facilitated information exchange and opinion sharing.

### Impact and output

The project provided a fresh perspective on students' education and professional growth. Participants had the opportunity to understand the school climate and compare the working conditions of teachers, forms of school counselling, cooperation and communication among teachers, school management structure, division of competencies, forms of cooperation and communication with parents. Regular meetings of a parents' club were organised, and a student council was established. Discussions on the future of the school by management focused on students' perspectives.

Ostrava, Czechia

## Be a true buddy, not a false bully



### Project coordinator:

Základní škola logopedická s.r.o.

### Project partners:

Istituto di Istruzione Superiore Einstein De Lorenzo Potenza, Italy

Pales pamatskola, Latvia

Spojena skola internatna Zdana, Slovakia

Aydin Adnan Menderes Anadolu Lisesi, Türkiye

[2021-1-CZ01-KA122-SCH-000015860](#)

### Topic(s) addressed

The project aimed to promote an inclusive learning environment and develop students' problem-solving skills. It focused on different types of bullying. Using the Forum Theatre method, the students engaged in role-playing exercises and worked together cooperatively.

### Target group(s)

Students with special educational needs.

### Methodologies

The Forum Theatre method uses theatre to achieve social goals and is not well known in the Czech education system. Through theatre, students with special educational needs can understand the often difficult topics associated with bullying. The students prepared scripts for their plays which focused on different types of bullying (physical, social, verbal and cyber), which they later performed in the local community. The students also presented their own short films to their international partners.

### Innovation environment

The use of the Forum Theatre method enabled the trial of a less common approach to social issues. Students from different year groups prepared plays which they rehearsed in the school's theatre club. The themes of the plays were linked to different types of bullying (cyber, physical, social, and psychological). The preparation of plays and short films became part of the teaching of Czech

language, computer science, art and various other subjects.

### Teachers' role

A team of teachers with diverse competencies and skills was assembled for the project. Teachers of art, drama, computer science, Czech language and foreign languages were involved. Involving a larger group of teachers allowed for the work to be divided among more people, which eased the pressure on everyone. The involvement of teachers from different backgrounds allowed them to share their knowledge, which promoted the professional growth of all the teachers involved.

### Impact and output

The students and teachers learned to use the new Forum Theatre method in a practical setting, which will help them address difficult social issues in the future. This method was suitable for working with students with special educational needs. Due to the international scope of the project, the students gained experience in international cooperation.

Nykøbing Mors, Denmark

## Pixels and performing arts



**Project coordinator:**  
Limfjordsteatret

**Project partners:**  
Soc. Coop. L'Aquilone di Viviana, Italy

[2021-2-DK01-KA210-SCH-000048771](#)

### Topic(s) addressed

The project examined wellbeing, collaboration, self-worth, empathy, compassion, social and emotional learning, rest and play, as well as working with parents.

### Target group(s)

The project's target group encompassed children in the creche, educators, parents and families, and educational- and cultural institutions.

### Methodologies

The chosen methodology is innovative in order to be adaptable and versatile throughout the project.. This widens its applicability to different initiatives, including digital, creative, social inclusion, and environmental sustainability initiatives.

### Innovation environment

The aim of the project was to revolutionise teaching and learning in early childhood education and care. This was done through the fusion of theatre arts and cutting-edge technologies. The project sought to foster educational innovation by creatively exploring interdisciplinary collaboration and integrating theoretical frameworks with practical methodologies to enhance the educational experience.

### Teachers' role

Educators benefited from professional development opportunities and access to innovative teaching methodologies. Educators had the opportunity to collaborate with theatre experts and international partners. Through this, they gained insights into integrating performing arts and digital tools into early childhood education.

### Impact and output

The theatre installation and workshop creation completed during the project were presented to 250 children at the cultural summit at Mors in May. Relationships were fostered between the educators and the local theatre. The project had a reach beyond the school and into the local community and details of the activity can be found on the webpage of Limfjordsteatret.

Copenhagen V, Denmark

## Methodologies for BUILDing teaching BRICKS for primary schools



**Project coordinator:**  
&LEARNING

**Project partners:**  
Consorzio Scuola Comunità Impresa, Italy

[2021-1-DK01-KA210-SCH-000030071](#)

### Topic(s) addressed

This project focused on pedagogy and didactics. It additionally addressed research, innovation, teachers' wellbeing, teachers' competencies, teachers' cooperation, and peer learning.

### Target group(s)

The focus group for this project was teachers in primary education.

### Methodologies

The project was based on evaluations by teachers and the idea of developing a model for teachers to support each other in preparing for teaching. With this tool, they could share good practices and learn new teaching methods.

### Innovation environment

Inspiration was taken from the plastic construction bricks made by the Danish toy company LEGO. For this project, the focus was on developing, gathering, and accessing several didactic bricks that can be chosen, used, and combined by teachers in various ways.

### Teachers' role

By involving teachers in developing, testing, and communicating while using the bricks, a professional, creative, and vibrant teacher community will evolve over time. This is done through the implementation of innovative teaching methods that encourage professional development for educators.

### Impact and output

The use of the bricks will hopefully have an impact on the participating organisations. It is hoped that this will occur at both a country-wide level as well as a European level.

Aars, Denmark

## Transnational work with high school students who do not thrive and realize their professional potential



**Project coordinator:**  
Vesthimmerlands Gymnasium og HF

**Project partners:**  
Hjørring Gymnasium - STX & HF, Denmark  
Duborg-Skolen, Germany  
A.P. Møller Skolen, Germany

[2021-2-DK01-KA210-SCH-000048050](#)

### Topic(s) addressed

The topics addressed by this project included wellbeing, mental health, collaboration, resilience, self-worth, empathy, compassion, social and emotional learning, sense of belonging, and the school climate.

### Target group(s)

The target group included students and teachers in upper secondary education.

### Methodologies

The project goal is to create an overview of and a precise understanding of the retention and development measures in relation to disadvantaged students from upper secondary school.

### Innovation environment

The project's conclusions are relevant and somewhat surprising. It was found that socio-economic conditions only play a minor role in the definition of 'high school outsider'.

### Teachers' role

Teachers must initiate teaching actions that improve the opportunities for professional development of students who are traditionally unfamiliar with upper secondary education.

### Impact and output

Due to the innovative research performed, the project is considered to have a potentially large impact. This impact can be expected both on the participating teachers and at the schools, as well as on future students.



Herning, Denmark

## SOSU Herning internships abroad 2020



**Project coordinator:**  
Social- og Sundhedsskolen Midt- og Vestjylland

**Project partners:** KaSO Tongeren - Borgloon vuo5 vzw, Belgium • Jokilaaksojen koulutuskuntayhtymä, Finland • Suomen Nuoris-Opiston kannatusyhdistys ry, Finland • Koulutuskuntayhtymä Tavastia, Finland • OGEC Lycée Haute Follis, Laval, France • Lycée Marie CURIE, Clermont-Ferrand, France • Verkmennaskólinn á Akureyri, Iceland • Karmøy Kommune, Norway • WBS Training Schulen gGmbH, Germany • Stichting Regionaal Opleidingen Centrum Rivier, The Netherlands • Vimmerby Gymnasium, Sweden • Idryma Perithalipseos Chronios Paschonton, Greece • Hultsfreds gymnasium, Sweden

[2020-1-DK01-KA102-074977](#)

### Topic(s) addressed

This project addressed wellbeing, mental health, physical health, resilience, self-worth, empathy, compassion, learners' voices, social and emotional learning, and a sense of belonging.

### Target group(s)

The project targeted social and health care assistants as well as social and health care helpers from disadvantaged backgrounds.

### Methodologies

The school has been using models for educational leadership and development processes. To involve more students with different backgrounds, they have created a sub-programme. This sub-programme has fewer requirements for the students to take part in their exchange and more structured content. This ensures the project is inclusive of all students within the target group.

### Innovation environment

The school has a positive environment. There has been a consistent theme within the school where students emerge from the project with greater self-confidence and increased independence. The school's wish is for its students to have the opportunity to meet international students. This opportunity benefits the students as they can work alongside them in both school and training settings.

### Teachers' role

The teacher has a vital role in this project in terms of inclusivity. The role of the teacher is to involve more students from disadvantaged backgrounds in an attempt to inspire a more diverse group of students to take on international challenges.

### Impact and output

For the school, the project has successfully established Erasmus+ internships in the minds of both teachers and students as something attainable and desirable as part of their education, while also expanding the school's international network and knowledge sharing. For the student, they gained new perspectives on their professional training and an increased confidence in their own abilities.



Tartu, Estonia

## Project enjoyable MVPA



**Project coordinator:**  
University of Tartu

**Project partners:**  
JAMK University of Applied Sciences, Finland  
Vilnius University, Lithuania  
Vytautas Magnus University, Lithuania  
University of Ljubljana, Slovenia

[2019-1-EE01-KA201-051595](#)

### Topic(s) addressed

This project addressed different intervention strategies for the overall wellness of people through the development of specific skills and competencies necessary to establish good physical health in childhood.

### Target group(s)

The targeted groups were elementary and middle school physical education teachers.

### Methodologies

Project partners, in cooperation with PE teachers, searched and analysed potential game strategies for developing skills. Next, they evaluated the activity for its potential to provide moderate to vigorous physical activities (MVPA), while being also fun for children. Activities with the best potential were then selected and filmed. Subtitles, game scorecards with written rules, MVPA potential, and game variations were all provided on the video.

### Innovation environment

The final output was a set of 100 games in print accompanied by additional material as needed, including videos. The print product includes instructions to locate the videos and a search engine to browse the games. This is innovative as no other similar product exists with such detail, research, and multiple languages available. The approach provides PE teachers with skill-based games that have the potential to enhance health-. Games and exercises

were provided that were also enjoyable for children and increased their engagement and passion for physical activity.

### Teachers' role

PE teachers were the target group and final users. They were involved in developing the games, objective testing, and feedback for the initial set of games. In addition, several workshops and practical training were delivered to either PE teachers, sports coaches, or kindergarten teachers. The project material, content, and strategy were used for this. PE teachers were used during the qualitative evaluation of the games and in some countries assisted and performed the objective testing.

### Impact and output

The teachers were extremely interested in the technology used in the project and the possibility of its use in their own PE classes. PE Teacher organisations and PE teachers in different partner countries have given great feedback thus far. They valued both the skill-based games as well as the high intensity of the games. As there is a great need for new teaching material in the PE curriculum, the deliverables of the project were welcomed. 80% of participants stated they would recommend this project to a colleague.

Maardu, Estonia

## Possibilities of subject integration based on students' individuality



**Project coordinator:**  
Maardu Gümnaasium

[2020-1-EE01-KA101-077812](#)

### Topic(s) addressed

This project focused on the integration of school subjects, outdoor learning, development of school curriculum, creativity, environmentally sustainable education and improving the quality of teaching.

### Target group(s)

This project focused mainly on high school students as well as their teachers.

### Methodologies

The high school curriculum was updated in many ways. Student-centred teaching methodologies were introduced through greater use of ICT tools, and outdoor learning, for example. 12 elective courses for high school students were offered in subjects like design, dance, and psychology. The school participated in 10 eTwinning projects, a new Erasmus+ project, and Euroscola in Strasbourg. Environmental education was included through the installation of six waste sorting stations in the school, the Green School programme, and participating in two state-funded environmental projects.

### Innovation environment

Teachers gained knowledge about bullying prevention, curriculum development, maintaining mental health, teamwork, European school systems, and innovative teaching methodologies. They also learned new skills in motivating students, developing creativity, how to teach mentorship, and including

and integrating Ukrainian refugees. Teachers started more international projects and increased their cultural awareness, ICT, and foreign language skills. 21st century competencies are now being taught.

### Teachers' role

Teachers improved their methodological and general pedagogical competencies, gained knowledge and experience on how to integrate school subjects to develop a better school curriculum, and learned how to maximise the benefits of learning outside of school and use outdoor learning in lessons. They have also improved their foreign language skills and gained experience in participating in Erasmus+ Learning experiences and participating in peer education.

### Impact and output

The teaching languages in our school are Russian and Estonian. The project and follow-up activities helped to encourage an understanding of what it means to be an EU citizen. The direct impact of the project can be seen in the new school curriculum, as a result of the project. The entire staff of the school was involved and 18 participants went on a mobility project. Two more Erasmus+ projects have followed this project along with more international projects. Several other schools have been advised on how to participate in an Erasmus+ project.

Helsinki, Finland

## Towards sustainability: A mobility project for the development of the daycare center



**Project coordinator:**  
Steinerpäiväkoti Siriuksen kannatusyhdistys

**Project partners:**  
Waldorfkindergarten Überlingen, Germany  
Waldorfkindergarten Wahlwies, Germany

[2021-2-FI01-KA122-SCH-000041810](#)

### Topic(s) addressed

This project addressed the wellbeing of children through creating nurturing spaces for their age; the wellbeing of their families through greater engagement; the wellbeing of families, children and daycare workers through creativity and maintaining a sustainable and natural outdoor area and functioning garden; and the wellbeing of the community through joint learning experiences.

### Target group(s)

The project targeted the whole day care centre, including 30 children and their families.

### Methodologies

The main learning and teaching approach throughout the project was participant observation and cooperation. Teachers observed and participated in the functions of the day care centres and actively learned through conversations and questions. The project was conducted in cooperation with the parents and children, creating possibilities for practical and active learning, as well as learning through cooperation and inclusion.

### Innovation environment

The garden innovation allowed children to learn about living with and within nature through observing and participating in the process of maintaining the garden as well as growing and harvesting, the garden's produce and finding creative solutions using the available resources.

The garden creates possibilities for social, practical, emotional, and sensory experiences and supports holistic learning. The communal effort and engagement in maintaining the garden serve as a positive social learning environment that complements the physical learning environment.

### Teachers' role

All staff members participated, as they understood the influence of teachers and the motivational benefits produced. Possibilities for cooperation and peer learning were supported when teachers learned from the different practices in other daycare centres. Innovation was enriched by the exchange of thoughts and experiences. The activities also inspired the neighbouring daycare centre and the neighbouring community.

### Impact and output

Parents' understanding of the life and experiences of the children grew as they found participation meaningful. For children living in an urban environment, interactions with nature can be strange, but the garden aided in building a relationship with and respect towards nature. The garden has served as an inspiration to the local neighbourhood due to its beauty and its ability to inspire imaginative play. The project also enhanced staff wellbeing.

Oulu, Finland

## Together – to get there



### Project coordinator:

Kaakkurin koulu

### Project partners:

Osnova Skola Franje Krezme, Croatia  
A 'Primary School of Makedonitissa, Cyprus  
9th Primary School of Arta, Greece  
Istituto Comprensivo "Carlo Urbani", Italy  
CEIP Mestre Pere Garau, Spain

[2019-1-FI01-KA229-060771](#)

### Topic(s) addressed

The project's topic was the environment, including land, water, air, and earth. This topic encompassed environmental sensitivity, team learning, sustainability, and recycling ideas. The project extended to addressing education and didactics, climate change, civic engagement, and responsible citizenship.

### Target group(s)

The main target groups were 1500 students, 78 teachers, parents, and local communities.

### Methodologies

This project included a wide range of methods based on positive education and teamwork. The focus was on hands-on activities and learning by doing as well as innovative practices in a digital era. This was achieved through the use of Skype and eTwinning programmes. Through a focus on participation and cooperation, professional development occurred, and knowledge of the environment and civic engagement improved.

### Innovation environment

By organising and participating in this project both, students and teachers learned new motivational methods that enhanced the development of life skills, mental and physical health, awareness of the environment and ecology, critical thinking, researching and being a European citizen.

Six students participated and participating countries had cross-sectional partners.

### Teachers' role

The idea of empowering teamwork was shared. Participants were willing to learn and explore related ideas together. The importance of teachers' wellbeing was a part of the project from the beginning and increased throughout the project. As a result, teaching pairs communicated a lot, sharing methods and good practices. They worked together supporting each other and learning from each other.

### Impact and output

Students learned about the environment, environmental sensitivity, and how to protect nature. They got to know other European students and were able to benefit from European citizenship and togetherness. Students and teachers participated in wellbeing lessons with positive pedagogy. Teachers found the activities improved their wellbeing. They could compare their teaching styles and ideas with other teachers. Due to Covid-19, teachers had to find new solutions and learn flexibility. Project partners befriended colleagues from all over Europe, which could be the start of life-long relationships.



Espoo, Finland

Not yet – What I don't know yet,  
I can learn tomorrow if I consider  
learning to be possible.  
The importance of attitude in learning



**Project coordinator:**  
Espoon yhteislyseo

**Project partners:**  
Miina Härma Gümnaasium, Estonia  
Kopavogur College, Iceland  
Stavanger Katedralskole, Norway

[2021-1-FI01-KA122-SCH-000014793](#)

### Topic(s) addressed

This project addressed the topics of inclusion and diversity, environmental sustainability and responsibility, and digital education.

### Target group(s)

The target groups were students and teachers of four upper secondary schools in Finland, Estonia, Iceland and Norway.

### Methodologies

Increased compassion promotes safety and a sense of belonging for the school community, which results in an environment in which it is safe to fail and try again. This project gave students the opportunity to develop and discover their skills at interdisciplinary tasks which allowed them to see their competence and strengths in a new way. Four partner schools worked with different projects that all related to different aspects of wellbeing and combined at least two school subjects. The project enhanced the students' persistence, self-compassion and overall wellbeing.

### Innovation environment

The mobility to Norway focused on wellbeing from the perspective of psychology. It was also part of a project that combines psychology and Swedish. The mobility to Iceland focused on wellbeing from the perspective of the environment and school surroundings. This project combined psychology,

art, and English. The mobility to Estonia focused on wellbeing from the perspective of health technology through physics, health education and physical education. Students monitored their health and were encouraged to be critical towards health apps.

### Teachers' role

Following the completion of the project, certain interdisciplinary courses, such as health-technology, were positively impacted from the students' perspective. Teachers learned language skills and new methodologies for teaching, especially how encouraging self-compassion can lead to the students not being afraid to make mistakes and try again. The insights gained from the project were discussed at the teacher's meetings and were presented during the school's annual International Celebration Day.

### Impact and output

The project provided experience in collaborating on, planning and executing a study project, which included an educational trip abroad. Through teamwork teachers and students learned different skills. The results of the survey conducted showed that some students experienced significant growth in their self-compassion, while others showed little to no progress during the project. This divergence may be attributable, to the abstract nature of our survey questions. The teachers involved gained an insight into the multidimensional approaches to their subject matter, which continues to be of use.



Forssa, Finland

## Head higher, we are the Wellbeing Ambassadors



**Project coordinator:**  
Lounais-Hämeen koulutuskuntayhtymä

**Project partners:**  
I.E.S Virgen de la Paz, Spain

[2022-2-FI01-KA210-VET-000100470](#)

### Topic(s) addressed

This project dealt with wellbeing at school, students' wellbeing skills, positive psychology in vocational education, as well as inclusion, diversity, environmental sustainability and responsibility, and digital education

### Target group(s)

The targeted group included students in vocational education at all levels and interested teachers.

### Methodologies

The project used different teaching methods combining different fields. Key competencies were developed, especially attitudes towards self-care and wellbeing. The project included students from various backgrounds and study fields. The learners evaluated the activities after each exercise during the testing period. They then selected the best exercise and compiled an e-book and poster campaign. The project cooperated with companies in Finland and in Spain by doing a survey and inviting company representatives to participate in some activities.

### Innovation environment

The project promoted a positive climate in schools by making wellbeing more visible. Many staff members could participate, and external lecturers offered new perspectives to teachers. The project developed the exercises together with representatives from different fields of work, for example,

hospitality, social work and social, and health care. The perspectives were broad and enriched the understanding of wellbeing at work.

### Teachers' role

Teachers planned the education together by using Padlet. More than 10 teachers were involved, and they all had the chance to participate in the planning and teaching stages. The ideology of positive psychology was used by all participants. Teachers also learned how to improve their own wellbeing and could share thoughts with colleagues from Europe. Teachers gained experience teaching in English and working in a multinational group.

### Impact and output

Students learned how to take care of their wellbeing and mental health and help their peers to do so. The visual campaign designed by the students popularised wellbeing. The project involved students from disadvantaged backgrounds, improving their self-confidence, cultural understanding, support, and tools for self-care. Teachers and schools in other European countries also had a positive impact as the results were widely disseminated through various channels. The concept of a wellbeing ambassador also helped to reach students who were not a part of the project.

Soultz -Ht Rhin, France

## Happy children, cooperative pupils, efficient brains



**Project coordinator:**  
Ecole maternelle Saint-Jean

**Project partners:**  
Scoil na gCailini, Ireland  
Istituto Comprensivo 1°CD-Capraro Procida, Italy  
Szkoła Podstawowa Nr15, Poland  
C.E.PR Cruz del Campo, Spain  
Södra Ångby skola, Sweden

[2020-1-FR01-KA229-079755](#)

### Topic(s) addressed

This project addressed wellbeing, the promotion of linguistic and cultural diversity, the success of pupils who are removed from school culture and the French language, and the development of a sense of European citizenship.

### Target group(s)

The project's target group included 20 teachers, the headteacher, and 350 students aged from six to ten years old.

### Methodologies

Innovative approaches were used to meet the needs of the students. For language and intercultural skills, a tool called the Language Flower was used. The Creole language and culture were taught in a Creole-speaking environment with contrastive analysis of Creole and French and a promotion of Creole language and culture. E-twinning projects and language learning through play and movement were also used. To promote wellbeing and a positive school climate the school introduced secular meditation, yoga, and philosophical workshops. Other methods including emotion and conflict management were also used.

### Innovation environment

Wellbeing is one of the two pillars of this project. A peaceful environment was fostered through wellness techniques and sports, which promote physical and emotional wellbeing and teach respect

and cooperation. It was hoped that the multilingual and multicultural skills of teachers and pupils along with wellbeing could be mutually reinforcing. The whole school was involved in the project, experimenting with new approaches, organising events, and promoting the activities.

### Teachers' role

The presence of a teacher trainer in the project team facilitated the search for solutions to the school's problems. This was achieved through various means, including self-development, support from local trainers, and training mobilities in Europe. The new approaches were adapted to the school's environment, and new tools were created to implement these solutions. The teacher's creativity and capacity for innovation is truly at the heart of this project. This three-year project has strengthened the teacher's competence, opened up new horizons and given them a great sense of satisfaction.

### Impact and output

This project has been a fantastic opportunity to develop teachers' linguistic, educational, organisational, and cooperation skills. The project team organised a number of events to promote the new learning approaches: Language Week, European Day of Languages, Erasmus Days, English sports mornings, and an online challenge. The project was communicated with parents and other schools along with the opportunities offered by Erasmus+.

Le Tampon  
(La Réunion), France

## Language, culture and living-together



**Project coordinator:**  
Ecole élémentaire Jules Ferry

[2020-1-FR01-KA101-079082](#)

### Topic(s) addressed

This project addressed wellbeing, the promotion of linguistic and cultural diversity, the success of pupils who are removed from school culture and the French language, and the development of a sense of European citizenship.

### Target group(s)

The project's target group included 20 teachers, the headteacher, and 350 students aged from six to ten years old.

### Methodologies

Innovative approaches were used to meet the needs of the students. For language and intercultural skills, a tool called the Language Flower was used. The Creole language and culture were taught in a Creole-speaking environment with contrastive analysis of Creole and French and a promotion of Creole language and culture. E-twinning projects and language learning through play and movement were also used. To promote wellbeing and a positive school climate the school introduced secular meditation, yoga, and philosophical workshops. Other methods including emotion and conflict management were also used.

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and cooperation. It was hoped that the multilingual and multicultural skills of teachers and pupils along with wellbeing could be mutually reinforcing. The whole school was involved in the project, experimenting with new approaches, organising events, and promoting the activities.

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Le Havre, France

## Cross-curricular cooperation to provide inclusion, fulfillment and success



**Project coordinator:**  
Collège Eugène Varlin

**Project partners:**  
Ecole élémentaire Varlin II, France  
Ecole élémentaire Robespierre, France  
Lycée Schuman-Perret, France

[2020-1-FR01-KA101-079209](#)

### Topic(s) addressed

The project focused on the needs, aspirations, and skills, through integrating students in their school's daily life, as well as inclusion, teamwork, and co-educating with families

### Target group(s)

The target group included 30 primary and secondary school teachers, supervisors, trainers, and coordinators

### Methodologies

This project involved people from different disciplines and schools. Each participant took part in the development of this project, including applying, finding a subject, assessing, writing the final report, and implementing the recommendations. Teachers thought deeply about changing and improving their habits and reported back to move the project further. The role of families and students in their learning process and their involvement in education and training was highlighted.

### Innovation environment

The schools have improved their relationships with students and families by relying on school projects and strengthened support mechanisms. As they take all students into consideration, they can use the correct learning strategies for pupils to feel empowered and acquire the necessary fundamental knowledge. Moreover, dropouts, students who went through traumatising migration journeys,

and children from disadvantaged backgrounds now receive better support thanks to a network of partners who can work with us and help us make the correct decisions and understand different issues.

### Teachers' role

Primary and secondary teachers discussed their best practices through cross observations, teamwork, and shared analysis. They could grow professionally as they committed to the project. Teachers developed their teaching techniques and their support of all students as a result. Teachers trained each other, implementing flexible classrooms, giving more independence to students, and listening and taking into account the voice of each student. Teachers are now used to working together as a network.

### Impact and output

The school benefitted from empowering the individual student through dynamic collective support. The school staff now contemplates its mission through the lens of how and why, instead of how much. This has led to further engagement with the learning process, greater eagerness to study and acquire skills, and a better school climate. These results have encouraged more staff to change their teaching methods.

Besançon, France

## Raising students' awareness of violence against women



**Project coordinator:**  
Lycée polyvalent Jules Haag-LPO

**Project partners:**  
I.E.S MATA JOVE, Spain

[2020-1-FR01-KA229-080390](#)

### Topic(s) addressed

This project addressed the issue of gender-based violence and analysed the awareness of pupils and the wider population of Spain and France.

### Target group(s)

The project's target was first-year students in vocational education and training.

### Methodologies

This project implemented innovative teaching and learning approaches as the teachers stepped back in favour of external methods that guided the students. The creation of summaries, reports, and posters proved that the theme was understood by students. Teachers from various disciplines were involved, allowing students to go beyond traditional frameworks to better grasp the overall complexity of the subject. This enabled students to learn from experts, acquiring practical knowledge to address, denounce, and prevent this type of violence.

### Innovation environment

To successfully carry out this project and achieve the intended objectives, several external partners were involved, including the Public Prosecutor's Office in the Municipality of Besançon, Solidarité Femmes, ClIFF, Gijón Igualdad, and Centro de Atención a la Mujer. Their expertise enabled the fostering of a positive school environment by training students in active citizenship.

They learned to see school as a place for knowledge transfer and a community where respect for gender equality is promoted.

### Teachers' role

Participating teachers played a crucial role in influencing innovative teaching and learning processes by facilitating expert collaboration and coordinating with various local and European organisations. By integrating specialised knowledge and real-world perspectives into the curriculum, they enhanced the educational experience and provided students with a comprehensive understanding of gender-based violence. By providing students with dynamic and engaging spaces that encourage active learning, creativity, and initiative, students become active participants in their learning.

### Impact and output

Firstly, an exhibition titled Women for Women included portraits of Spanish and French women pioneers of the feminist movement was created by Spanish and French students. The exhibition was shown in several institutions in the region, as well as exhibition and meeting spaces, and raised awareness among the school and community. The creation of a physical and virtual magazine widely disseminated through institutional channels promoted all the research and experiences conducted as part of the project.



Dortmund, Germany

## Resilience: “I can do it!”



**Project coordinator:**  
Paul-Dohrmann-Schule Dortmund

**Project partners:**  
EU-Seminare Firma Mag. Tanja Kaufmann, Austria  
Zentrum für Förderpädagogik Eupen, Belgium  
Teachers Academy, Ireland  
Ursvikskolan, Sweden

[2022-1-DE03-KA121-SCH-000058247](#)

### Topic(s) addressed

The project focused on the implementation of resilience as a subject through the design and completion of a curriculum. It also sought to implement art into the school, strengthen teachers' resilience, and implement various projects to encourage resilience.

### Target group(s)

The target group included 196 students with special needs along with 36 teachers and educators.

### Methodologies

Resilience is a whole-school approach. Various methods of teaching and learning were combined to encourage resilience skills. Development of these skills was seen as a preparation for students' future. Instead of only focusing on compulsory subjects, resilience was emphasised. A large network was built with experts in this field. To give some of the responsibility to the students and to spread the knowledge in all classes, the students parliament, two pupils from each class, participated in an exchange to learn more about resilience and democracy at school.

### Innovation environment

The school emphasised appreciation. It offered students a safe space. School could become a second home, where students could ask for any kind of help. To strengthen the school community, many projects were completed that mix older and younger

students. To achieve this, social workers were closely worked with. Collaboration with external parties was also important, such as the youth police, Borussia Dortmund Football Club, and many other partners.

### Teachers' role

Whenever someone came back from an exchange, they gave a lecture or presentation to the school and shared their experience. The presentation highlighted which practices could be useful for the school. Results were digitised and made accessible to everyone. This provided space for mutual learning, but also for questions and productive feedback, which led to improved wellbeing among the teachers. To build up these competencies, the school psychology counselling centre supported all teachers. Teachers can only teach resilience if they focus on their own wellbeing.

### Impact and output

Students feel comfortable and safe at school while learning resilience as an important skill for the future. After just a few years, success can be seen. Through close cooperation with the training Centre for Teachers, the University of Dortmund, and other schools in the area, teachers could share their knowledge. Experiences were also shared during different job shadowing with teachers from Turkey, Belgium, Italy, and Finland. Erasmus+ provides numerous opportunities to support learners in the best possible way.

Bergrheinfield, Germany

## Every move counts



### Project coordinator:

Mittelschule Holderhecke Bergrheinfield

### Project partners:

Osnova škola Ivana Rabjanina Rab, Croatia

Lauritsalan koulu, Lappeenranta, Finland

Istituto Comprensivo Statale "Luigi Capuana", Italy

I.E.S Marqués de Casariego, Spain

Pendle Community High School & College, United Kingdom

[2020-1-DE03-KA229-077397](#)

### Topic(s) addressed

The project addressed pupils' health and well-being by showing them multiple ways to be active and the connection between lifestyle and health and wellbeing. It also sought to change pupils' attitudes towards sports and include disadvantaged students.

### Target group(s)

The target group included 120 pupils aged 13 to 16.

### Methodologies

The project required a multidisciplinary approach and emphasised key competencies such as multilingual, personal, and social skills, along with digital and entrepreneurship competencies. There was a mix of formal learning and non-formal and informal learning as we worked on changing attitudes. One of the partners was an SEN school, and all partners had pupils with special needs who were included in all activities and trips. We worked with local sports clubs and health professionals at all partner schools.

### Innovation environment

Innovative methods such as gamification, active learning, peer teaching, and authentic learning were used to ensure real-world relevance. Doing sporting activities together created a positive learning atmosphere and facilitated access to teachers, especially for pupils with learning and emotional difficulties. Pupils were taught the importance of sustainability and took this into account when choosing sports, preparing meals, and travelling.

Pupils of all backgrounds were involved in the project.

### Teachers' role

During this project, teachers from different subjects, types of schools, and educational backgrounds worked together. Learning environments were created that enabled pupils to become entrepreneurial and participate in the organisation of activities and peer teaching. By visiting different schools, teachers also broadened their horizons, by learning about good practices. They learned about sport and health and gained inspiration for their wellbeing. The knowledge acquired during the learning activities was passed on at home and thus supported innovation at all participating schools.

### Impact and output

Taking part in this project has changed pupils' attitudes towards sport and school in general and made them realise how important an active, healthy life is for their wellbeing. New routines have been introduced into the school day, such as sports days. The innovative teaching methods introduced as part of the project have improved the quality of teaching at all partner schools. Parents appreciated participating in the project. Co-operation with local sports clubs and health professionals has continued and enriches our lessons and activities.

Leipzig, Germany

## PEEC: Peace Education in Early Childhood to Prevent Bullying



### Project coordinator:

Johanniter-Unfall-Hilfe e.V.,  
Johanniter-Akademie Mitteldeutschland

### Project partners:

Mala Filozofija, Croatia  
Panevezio Rajono Svetimo Centras, Lithuania  
World Association of Early Childhood Educators (AMEI-WAECE), Spain  
Innovation Training Center S.L., Spain

[2019-1-DE02-KA202-006124](#)

### Topic(s) addressed

This project addressed a wide range of issues, including education, values, self-confidence, wellbeing, school, self-esteem, peace, learning, emotions, social development, mindfulness and teachers.

### Target group(s)

Educators and pedagogical coordinators involved in working with preschool children.

### Methodologies

This project used a transnational curriculum which was complemented by a review of the current programmes and practices related to peace education.

The project considered a professional training course for ECEC teachers and educators which focused on the opportunities for peace education in early childhood.

The project looked at a toolkit for ECEC practitioners including didactic materials, methods and activities which can be used in peace education to prevent violence in pre-school settings.

### Innovation environment

As Maria Montessori argues: "Having a peace curriculum in our classrooms is a sure way to prepare our children to be peace keepers."

This project encompassed a wide range of research activities; it looked at the situation of bullying and wellbeing in schools, developed classroom activities to do with children and created a training course for teachers. This research was completed in collaboration with teachers and experts in the field.

### Teachers' role

As Maria Montessori stated: "Establishing lasting peace is the work of education; all politics can do is keep us out of war."

Teachers are agents of change, and this project intends to highlight their contribution to society. Teachers not only impart knowledge, but also lay the foundations for children's wellbeing. This role necessitates that they act as genuine role models. For this reason, self-care tips for teachers were included in the materials.

### Impact and output

This study found that curricula are more focused on the cognitive aspects of education than on the social-emotional development of the child. The work packages address this identified gap and encompass curriculum development, classroom materials and teacher training.

Through empowering early childhood educators to become changemakers for peace, this project aims to establish a foundation for peace in the formative years of early childhood that will extend into adulthood.

Thessaloniki, Greece

## “Scientific tools” in kindergarten for inclusive education



**Project coordinator:**  
5th Kindergarten of Thermi

[2020-1-EL01-KA101-077870](#)

### Topic(s) addressed

The project wished to address science, technology, engineering, art, and math (STEAM) education, along with inclusion and diversity.

### Target group(s)

The target group included kindergarten students and their families and teachers.

### Methodologies

The project's methods included experimental exercises, workshops, and ICT training that focused on inclusive education as well as the creation of educational digital games, digital stories, and simulations. The activity also provided training in game-based e-learning methods, the use of OBS tools, digital pedagogy for creative and experimental learning, and the use of educational scenarios for the production of digital material. Digital tools and their various uses were engaged effectively.

### Innovation environment

The partner organisations offered five structured courses. They were provided with a high level of cooperation before, during, and after each seminar. Students had the opportunity to gain valuable experiences, new knowledge, and skills related to the aims of the project.

### Teachers' role

The learning objectives of the project were thorough teacher training, to enhance teachers' digital skills and professional qualifications. They can now produce digital material themselves and contribute to the development of digital competencies in students, including designing Robotics and STEAM programs. They have produced relevant educational material and used it in inclusive education activities. Teachers managed to create a collaborative and creative learning environment where students could learn, experiment, create, and share their creations with the school community.

### Impact and output

Participating teachers enhanced their professional qualifications and strengthened their teaching practice, thus increasing their opportunities for professional development. They cultivated digital media skills for school networking, teaching, designing Robotics and STEAM projects, and producing educational material related to the project.

Piraeus, Greece

## From thoughts to codes



**Project coordinator:**  
11th Primary School of Piraeus

**Project partners:** Istituto Comprensivo "Lombardo Radice-Pappalardo", Italy • Drzhavno sredno uchilishte Regionalen centar za struchno obrazovanie i obuka "Mosha Pijade", North Macedonia • SSOU MOSHA PIJADE, North Macedonia • Escola Secundária de Rocha Peixoto, Portugal • Colegiul National "Mircea Eliade", Romania • Cubuklu Osmaniye Ortaokulu, Türkiye

[2020-1-EL01-KA229-079022](#)

### Topic(s) addressed

The project focused on teacher training in the new realm of digital education.

### Target group(s)

The target group focused on primary school students.

### Methodologies

Innovative workshops and activities related to coding and robotics were implemented in the school. For example, the activity, M-bot programming and dance, introduced M-bots technology to students. In the workshop, Robot Painter, the students built robots with simple materials. With the activity, Tracker-Puzzle, students had the opportunity to design an outdoor game with a simple robotic device.

### Innovation environment

Despite the difficulties presented due to the Covid-19 pandemic, the project's aim was achieved by training teachers and cooperating and exchanging views and good practices with colleagues from other primary and secondary schools from six EU countries. On a holistic level, students could enhance their self-image and self-confidence, use new technologies and robotics, and experience innovative teaching practices. The quality of teaching was wholly improved.

### Teachers' role

The teachers who participated in the programme strengthened their self-image and participated in professional and personal development. They gained knowledge of Coding Education activities' professional programme, enriching their extracurricular and cultural experience. They also became aware of the socio-professional importance of lifelong learning and developed a spirit of cooperation with citizens from both Europe and across the globe.

### Impact and output

The experiences allowed the school to meet EU standards through innovative teaching methods and the implementation and dissemination of good practices. The school climate has improved, along with a gradual change occurring in the culture of the school unit. The quality of teaching staff has improved and the school has opened its doors both locally and internationally. Transnational cooperation and lifelong friendships were born between the participants.



Kos, Greece

## Let's know each other: Strategy for the equity inclusion of Roma students



**Project coordinator:**  
Gymnasio Zipariou

**Project partners:** Vocational High School of Transport and Transport Management, Bulgaria • I.CO.N Greece, Greece • Szolnoki SZC Klapka György Technikum és Szakképző Iskola, Hungary • Testvérvárosok Baráti Egyesülete, Hungary • Istituto Professionale Alberghiero Turistico 'Giovanni Trecroci', Italy • V.E.M. srls, Italy • Centro Concertado Bilingüe "Leonardo da Vinci", Spain • Agrupamento de Escolas de São João da Talha, Portugal

[2020-1-EL01-KA201-078810](#)

### Topic(s) addressed

The project focused on social inclusion, tackling early school leaving and disadvantaged backgrounds, and finally supporting individuals in acquiring and developing basic skills and key competencies.

### Target group(s)

The target group included Roma students and their families as well as non-Roma students and their families in areas with Roma populations.

### Methodologies

For the implementation of the plan and the production of the final products, various methods were used including researching online sources, and study visits. The activity was broadened through working meetings with external private and public bodies, field observations in camps with facilitators, and interviews with a mediator. The project used innovative methods such as distance learning, and workshops for teachers, parents and, students. Feedback and peer-to-peer learning were encouraged throughout the project.

### Innovation environment

A cross-sectoral cooperation was implemented that targeted the children and their families Roma families for inclusive education. The school was promoted as multicultural and inclusive for all, including Roma people. Suggestions and ideas were welcomed from the Roma children and their parents. Collaboration was sustained between different fields

such as formal and non-formal teachers, education, Roma families, Roma associations, social structures, and private non-governmental organisations.

### Teachers' role

Roma pupils are students in all partner schools. Teachers tried through learning, teaching, and training activities to present practices and approaches implemented at their schools to share best practices internationally. At the same time, non-governmental educational organisations were involved in the project, presenting non-formal inclusive education strategies and reaching out to the students' families. The project followed a transnational and cross-sectoral study of Roma education for both adults and children.

### Impact and output

Through learning, teaching, and training activities, study visits, and local and international collaborations, many benefits were achieved. Formal and non-formal teachers gained knowledge on transnational and cross-sectoral training. The project produced a guide for Roma Inclusion in education. This guide details the history of the Roma people and provides practical ideas with educational activities, strategies, and good practices. The guide is available in English and the six partner languages. An exhibition of photographs of Roma's life and a website were also produced.

Orestiada, Greece

## Accredited project for mobility of learners and staff in vocational education and training



**Project coordinator:**  
1st EPA.L ORESTIADAS

[2021-1-EL01-KA121-VET-000007221](#)

### Topic(s) addressed

The project targeted the wellbeing in the school by opening new horizons and pathways towards inclusion, drop-out reduction, and school success.

### Target group(s)

The project focused on four teachers in economics, physics, electricity and civil engineering teachers, as well as 15 plant production trainees.

### Methodologies

The learning objectives were primarily related to the Binary Vocational Education System in Greece as well as the connection between the apprenticeship institution and the labour markets in other countries. For this reason, the project sought to include students from agricultural families. The participating students who study agriculture were also involved.

### Innovation environment

Teachers used innovative methods throughout this project including the planning and implementation of actions, active participation, evaluation and feedback, the dissemination of actions, and an exchange of good practices and evaluations with other teachers. Teachers substantially improved their teaching skills and professional qualifications and expanded their and the school's networking. Thus, they were a source of inspiration for others.

### Teachers' role

The participants broadened their scientific background, by coming into contact with new educational methodologies, interdisciplinary approaches, learning strategies, good practices and learning ways to utilise them. Thus, they acquired new abilities and improved skills that are consistent with the design and demands of their school's development plan. Through the trainings they shared expectations, exchanged ideas and good teaching practices, and improved their language and social skills as well as their self-image regarding their professional qualifications and effectiveness in teaching.

### Impact and output

The achievement of the learning objectives led to the development of teachers through the acquisition of more experiences and the introduction and adoption of new approaches and good practices. Improving the quality of education has led to the students benefitting by enhancing inclusion and social cohesion while reducing dropouts.

Budapest, Hungary

## Mental health protection in the kindergarten



### Project coordinator:

Csip-Csup Csodák Magánóvoda

### Project partners:

Grădinița Ficanka, Romania

Materská škola s vyučovacím jazykom maďarským - Óvoda, Zizkova 4, Kosice, Slovakia

[2020-1-HU01-KA229-078773](#)

### Topic(s) addressed

This project addressed the topics of mental health, self-worth, and working with students' parents

### Target group(s)

The project focused on two areas: teachers in early education and the children's families.

### Methodologies

One of the most crucial elements of mental health promotion is that teachers are involved in the children's family life and are aware of possible problems and their causes, as they can only help the child's situation if they can properly identify the problem. Teachers usually lack the necessary knowledge to do this, so it was important to share this knowledge with the help of a kindergarten teacher and family therapist. Through lectures and case studies, teachers were able to learn about both the short- and long-term effects of a dysfunctional family environment.

### Innovation environment

During the communication exercises, teachers role-played conflicts to strengthen participants' empathy. The partnership also broadened the project to external target groups by organising a face-to-face conference for around 80 people in the middle of the project, including heads of institutions, mental health professionals, preschool teachers, parents, and direct support staff.

### Teachers' role

It was important to make teachers aware of their competencies and limits. Therefore, a key element of mental health promotion is good self-awareness, which was addressed in the project. Teachers were also given guidance on which experts to consult in different cases. A good example of this was the team of professionals available in the partner institution, including a speech and language therapist, a family therapist, a psychologist, and a drama teacher, to whom pre-school teachers can turn to if they have a problem.

### Impact and output

Teachers became more open and ambitious as they felt responsible for their own mental health and understood that this can have a positive impact on their teaching process, communication, competencies, and credibility. The communication exercises, drama games, and self-awareness work have led to a change of approach in the institution's work and how teachers communicate and cooperate with parents. In the future, a professional meeting will be organised every year. This year's event is planned for the autumn and will involve a new organisation.

Eger, Hungary

## Let's learn through experience



### Project coordinator:

Egri Lenkey János Általános Iskola

### Project partners:

InterEducation IEI Ltd, Ireland

Alpha College of English, Ireland

Europass SRL, Italy

[2019-1-HU01-KA101-060296](#)

### Topic(s) addressed

This project focused on improving the school climate, and emphasising rest and play.

### Target group(s)

The target group included students aged 14 to 19 and their teachers.

### Methodologies

The use of drama techniques and games learned in teacher training courses has become an everyday practice in the classroom and during extra-curricular activities. The huge advantage of drama games is that they can be used in any lesson, developing concentration and imagination, and reducing tensions in children. Among the many games used, the most popular are number memory, jump in, jump out, name memory, freezing, and group walk.

### Innovation environment

In singing lessons, apps have been used to develop rhythm and musical skills. In Hungarian lessons, another app aids in teaching grammatical rules, poems and texts, as it makes learning in different musical and performance styles more enjoyable, faster and more effective. Physical education lessons were combined with English lessons to make movement fun, while children with an exciting form of language learning. As a continuation of this, English instructions were displayed on the walls of the gym in the next academic year.

### Teachers' role

Participating teachers committed to incorporating the knowledge and skills they acquired into their lessons and the school's environment, and share their experiences with colleagues. They disseminated new ideas in staff meetings and workshops. At an Erasmus Days event organised by another local school, they gave a professional presentation to interested teachers in the city.

### Impact and output

The concepts developed in this project were supported by the management and are indirectly reflected in the written objectives of the school. This approach is constantly promoted in the school. A good example of this is the courtyard in the school grounds. The courtyard has been painted in a way that contributes to children's playful leisure time and also enriches their lessons in Hungarian, English, physical education, and maths. The school receives a lot of feedback from parents, verbally and by email, about how much their children enjoy school.



Nyíregyháza, Hungary

## No bully no cry



### Project coordinator:

Nyíregyházi SZC Vásárhelyi Pál Technikum

### Project partners:

Istituto Tecnico Commerciale e per Geometri Mario Rapisardi, Italy  
Agrupamento de Escolas Nuno de Santa Maria, Portugal  
Luis, José Manuel y Antonio Molina Galdeano C.B. , Spain  
Tasoluk Anadolu Lisesi, Türkiye

[2020-1-HU01-KA229-078661](#)

### Topic(s) addressed

This project sought to address issues related to bullying, cyberbullying, violence at school, and empathy.

### Target group(s)

The project's target group included students aged 14 to 19 and their teachers.

### Methodologies

In Turkey, an expert from the police investigation department lectured on the types of bullying and the legal consequences of bullying, while students shared their stories, experiences, and opinions of bullying. In Italy, two workshops were organised to advise anyone who had experienced marginalisation and social exclusion and teach students and teachers how to deal with aggressive attitudes. Participants also met two policemen, who talked about cyberbullying and bullying in Italy and presented some very shocking cases, focusing on the right and wrong reactions to cyberbullying.

### Innovation environment

Students created presentations on types of bullying and used creative methods like writing songs, producing videos, and creating posters and graffiti to promote the issue. Students are encouraged to report bullying incidents. As they now know more about the topic, they are able to decide what behaviour is right or wrong.

### Teachers' role

Teachers also benefitted from learning and acquiring knowledge about bullying. They were not only the organisers of the project and its implementation but also participants. Students and teachers participated in the project according to the model of learning together and learning by doing.

### Impact and output

Participants developed their collaborative, problem-solving, critical thinking and communication skills. This provided them with a better cultural and language understanding. An educational programme was developed with a school social worker and was integrated into the curriculum. The programme has a specified content, which includes the possible background of bullying, talking to children about bullies and victims, and clarifying basic terminology so pupils can come up with ideas on what can be done to combat this issue.



Portarlington, Co. Laois, Ireland

## Serving the diverse needs of our students through upskilling in mindfulness and wellbeing



**Project coordinator:**  
Scoil Phadraig

**Project partners:**  
Cultivating Futures, Portugal

[2020-1-IE01-KA101-065817](#)

### Topic(s) addressed

The project focused on mindfulness to help reduce stress. This was done through outdoor learning, breathing techniques, and gratitude exercises.

### Target group(s)

The target group was boys aged four to 12 years old.

### Methodologies

The staff were trained in a range of mindful and wellbeing practices. Pupils were initially taught formally in the classroom where they engaged with practices over a short time frame initially and built on that each week. All pupils were included in classroom activities. The pupils who were experiencing difficulties were given extra time and support in small groups or on a one-to-one basis. Informal outdoor gardening sessions and woodland visits were also used. Parents also became actively involved through Wellness Wednesday and activities such as walks, baking, and meditation.

### Innovation environment

A whole school spiral plan was developed which catered for the needs of all pupils. Quiet spaces were added to rooms and breakout spaces were utilised in the library and school hall. The school garden and outdoor classroom spaces were utilised, providing engaging outdoor lessons to grow fruits and vegetables and enjoy the peace of the pond area. A sensory area and agility course were added to allow for further wellbeing activities.

### Teachers' role

To understand fully the benefits of mindfulness and wellbeing, teachers' wellbeing was taken into consideration. Staff who took part in the Erasmus project mentored and supported other staff. They shared their learning and knowledge with others and guided them through the process. A wellbeing committee was set up within the school with both teachers and SNAs. This began with teacher meditation lessons and then other activities such as breakfasts before school and a hiking group. Teachers became more confident in their ability to engage with their pupils.

### Impact and output

There has been a noticeable improvement in the general behaviour and mood of pupils. They are much better at regulating their emotions and communicating effectively. There has been a marked reduction in pupils misbehaving. Pupils who have suffered from high levels of anxiety are learning ways to cope themselves from meditation, gratitude, and calming exercises. Parents have also noticed the improvements at home. Further training in outdoor learning, yoga and art therapy has been undertaken to further develop the areas of mindfulness and wellbeing in our school community.

Galway, Ireland

## Wellness in our Lady's College Galway (Aireach agus Suaimhness)



### Project coordinator:

Colaiste Murie Mathair (Amalgamation of Our Lady's College and St Mary's College 2021)

### Project partners:

PMS Erasmus Plus Spain

[2019-2-IE01-KA101-065617](#)

### Topic(s) addressed

This project focused on prioritising the physical, mental, and emotional wellbeing of teachers and students, and implementing strategies to support mental health and promote a positive school climate.

### Target group(s)

The target group included students, teachers, educational staff, parents, guardians, community members, and local organisations.

### Methodologies

Methods such as project-based, student-centred, collaborative and enquiry-based learning were employed. The innovative methods used had several impacts, including creating a cohesive sense of team and improved staff resilience, building confidence and self-esteem, and promoting teacher and student wellbeing as a priority for the school. Knowledge was shared and relationships were fostered with other European schools. Involvement with external agencies was encouraged, particularly during the Covid-19 pandemic.

### Innovation environment

Students could reflect on their learning experiences, both individually and as a group. Writing their thoughts in a journal, and taking part in discussion circles and feedback sessions helped students process what they had learned and how they had grown. Spaces for relaxation and reflection were provided where students could take breaks

and practise mindfulness. Wellness initiatives were integrated into the school, such as yoga sessions, mental health workshops, healthy eating programmes, and the appointment of a wellbeing coordinator.

### Teachers' role

Teachers designed and implemented wellness-focused curricula that incorporated innovative teaching methods. Innovative classroom activities that integrated wellness topics such as mindfulness exercises, nutrition education, and physical activity were implemented. Teachers prioritised their own wellbeing which modelled healthy behaviour for our students. The school supported this through wellness programmes, professional development, and a positive work environment, thus they experienced reduced burnout and increased job satisfaction.

### Impact and output

Students experienced enhanced learning experiences, skill development, and increased motivation levels. Teachers gained new skills and knowledge, enhancing their teaching practices and collaboration opportunities with their peers across Europe. Parents had more involvement and awareness of modern and effective teaching methods and had more confidence in their children's education. Other schools can use this project as a benchmark for their initiatives. A positive school climate was created.

Dundalk, County Louth, Ireland

## Erasmus Ó Fiaich Institute of Further Education 2022



**Project coordinator:**  
Ó Fiaich Institute of Further Education

**Project partners:**  
European Era, Spain

[2022-1-IE01-KA122-VET-000073477](#)

### Topic(s) addressed

The main topics addressed in this project were diversity, ethnicity, marginalised groups, additional needs, wellbeing and a positive learner environment.

### Target group(s)

The target group was 30 students who took part in a work placement over a two-week period in Malaga, Spain.

### Methodologies

Students with additional needs and those from disadvantaged backgrounds were identified early for individual support. Participants were involved in formulating individual learner agreements used to monitor and assess their skills, acquired knowledge, and personal development in terms of social skills and awareness. The learner agreements were evaluated at the end of the project and the participants were integrated back into college life by relaying their experiences to their peers and teachers.

### Innovation environment

The inclusion strategy was key to this project. The goal was to improve learners' self-worth and confidence through this opportunity. All staff were included in the selection process of the participants. Staff had to be educated on the merits of the Erasmus Project and given guidance on how to nominate learners from their classes for selection. Criteria for nomination were confidence building,

ethnicity, opportunity, back to education, and never having travelled independently. This list wished to ensure the fostering of personal growth along with professional development.

### Teachers' role

Senior staff encouraged and facilitated continuous professional development of staff. Many staff members have been awarded their Universal Design for Learning badges while others have been on an Erasmus-funded project focusing on the use of assistive technologies to meet the needs of students and the integration of digital technology. Teachers are continually creating partnerships with individual third-level institutions to develop a smoother pathway for students progressing to third-level education within a range of programmes such as nursing, marketing, and business.

### Impact and output

Participants have succeeded in living independently, working, and interacting with others in a positive way, and improving their transversal skills which will stand to them into the future. All this has improved their confidence immensely and has given many the tools and coping skills they will need to be more resilient. 60% of participants came from disadvantaged backgrounds. The project's success has been evident from the student evaluation and the teacher's feedback. At the Graduation Night, two participants shared their experiences with an audience of over 2,000.

Tocco Caudio, Italy

## Recovery starts from kindergarten



**Project coordinator:**  
I.C. PADRE ISAIA COLUMBRO

**Project partners:**  
Lar D. Pedro V, Portugal  
Biblioteca Publica Locala Pietrari, Romania  
Vezirköprü Atatürk Ortaokulu, Türkiye

[2021-2-IT02-KA210-SCH-000051268](#)

### Topic(s) addressed

This project focused on improving students' digital, reading, and outdoor learning skills, improving physical and mental health, building bridges between libraries and schools, and greater involvement with parents.

### Target group(s)

The three target groups are kindergarten students aged 4 to 6 years old, their teachers and parents.

### Methodologies

Teaching and learning approaches have improved teachers' skills to make children enjoy reading. Digital skills are promoted through audiobooks and digital storytelling and offer teachers the opportunity to learn how to create and design digital content as educational resources and tools for engaging learning. Recording audiobooks has made students active participants. Outdoor education, through engaging and inclusive activities, has promoted children's natural inclination to learn in situations different from traditional classroom lessons in an informal way.

### Innovation environment

The focus on learning environments was fundamental in drafting the project. The school space was carefully designed to support innovative teaching and learning approaches and to foster creativity, collaboration, engagement, and the practical application of knowledge. Reading corners

were set up for both indoor and outdoor activities. Outdoor workshop activities were organised to promote problem-solving skills. The involvement of families in workshop activities made them feel part of their children's educational journey.

### Teachers' role

Participating teachers had the opportunity to explore different perspectives on common problems and needs, and they established new contacts during exchanges, which led to the expansion of their network. They acquired skills and competencies in digital tools and the integration of new skills. The teachers observed different cultures, which broadened their perspectives regarding teaching, skills, and creating an educational environment aimed at everyone's wellbeing.

### Impact and output

Teachers are more motivated, and students developed transversal skills. The Reading with Parents project was introduced as an innovative project for the school and community and adopted by other schools. Volunteer teachers, parents and children met at school weekly to read together, often outdoors and in informal environments. A school library was built which will be open soon. RomaTre University also investigated the innovative activities for their social spillover effects.



Florence, Italy

## ACROSS Well-being: Well-being at school, sustainable well-being



### Project coordinator:

Ufficio Scolastico Regionale per la Toscana

### Project partners:

I.C. Grosseto 3, Italy

I.C. Lastra a Signa, Italy

I.C. Levi Montalcini Campi Bisenzio, Italy

I.C. Sestini Agliana, Italy

[2020-1-IT02-KA101-078358](#)

### Topic(s) addressed

The main topic of this project was the pursuit of wellbeing within the school community, with a focus on relationships between people, teaching and learning methods, and organisational procedures

### Target group(s)

The target group consisted of 125 teachers, three headteachers, and two non-teaching staff.

### Methodologies

The methods used are innovative and inclusive, in rejecting face-to-face lessons in favour of cooperation among pupils, negotiation and exchange of ideas, debate, and discussion. Lessons prove that learning activities can be carried out in any kind of environment, formal, informal, nonformal, or outdoors so that each student is active in their own learning. There was also collaboration with external stakeholders, including families, municipalities, agencies, and associations. Assessment is integral, providing constant feedback throughout.

### Innovation environment

Participating schools could create open and flexible indoor and outdoor learning environments based on learning by doing. The learning approach is based on the use of sustainable resources that promote innovation and use multimedia technology as a learning tool.

The project has succeeded in promoting wellbeing in the school, and creating a positive school climate, and has been implemented in innovative and inclusive environments.

### Teachers' role

The project's focus on wellbeing improved teachers' knowledge and mastery in the use of innovative teaching methodologies through professional comparison and the exchange of good practices between colleagues within their home country and from exchanges with colleagues from the partner schools. The increased awareness of professionalism and competencies has positively affected the school climate, improving cooperation among teachers and promoting peer learning as a widespread teaching practice.

### Impact and output

The impact of the project has spread among partner schools and stakeholders by improving sustainable wellbeing at the school. Innovative learning environments have been implemented as stimulating and pleasant spaces focused on wellbeing. The professionalism of teachers is valued and used as a driving force for student growth in learning and relationships. Inclusive teaching is used when each student is an agent of their own learning path and finds answers to their own educational needs.



Roma, Italy

## T.E.A.M.I. – Training Emotional Intelligent and Acceptant Mindsets for Inclusion



**Project coordinator:**  
I.I.S. E. Amaldi di Roma

**Project partners:**  
Directorate of Primary Education of Western Thessaloniki, Greece  
• Universo CLIL, Italy • Kauno Kolegija, Lithuania • Charlottenlund Ungdomsskole, Norway • Escola Profissional do Alto Minho Interior, Portugal • Liceul Tehnologic de Industrie Alimentară, Romania  
• Cahit Zarifoğlu Anadolu İmam Hatip Lisesi, Türkiye

[2021-1-IT02-KA220-SCH-000032841](#)

### Topic(s) addressed

This project focused on implementing socio-emotional learning, managing emotions to improve wellbeing, promoting equality and non-discrimination, fostering inclusion, reversing school dropout rates, and providing training for all staff.

### Target group(s)

The target groups included 500 school staff including teachers and 6 000 students, 2 000 from disadvantaged backgrounds.

### Methodologies

This project has innovative approaches to address educators' and pupils' wellbeing through inclusive and collaborative actions. The methodology fosters a global school culture based on shared values. The educators highlighted their successful development of active listening, self-awareness, and other benefits in the impact report. Education and policy stakeholders have been involved in promoting the wellbeing of teachers, students, families, and the community.

### Innovation environment

The project's methods have an innovative whole-school approach aimed at ensuring a lasting impact on attitudes and mindsets and stimulating a change of perspective among educators and students. The project has demonstrated the capacity to equip educators and, in some countries, nurses and social workers, with effective

strategies for managing emotions and challenges. Continuous support and personalised guidance have ensured active engagement and growth, fostering a healthier environment, a positive and inclusive climate, and enhancing the overall well-being of all involved target groups.

### Teachers' role

Teachers play a pivotal role in shaping innovative teaching and learning processes, thus this project makes them the real pioneers and ambassadors of an emotional revolution that stimulates inclusive and supportive learning environments. The continuous professional development is based on mindfulness, coaching, and socio-emotional competencies, enhancing teachers' personal and professional wellbeing, transforming educational practices, impacting students directly, and influencing broader educational policies and practices within the school communities.

### Impact and output

The project has had a profound impact, enhancing social and emotional skills, wellbeing, and reflective innovative practices and strategies among the target group. The project has created fully inclusive and supportive learning environments that benefitted vulnerable students and improved the school climate. The partners ensure the training is shared to their networks and local communities. The project reached regional and national networks and has positioned itself as a leader internationally.

Rovato, Italy

See meet



**Project coordinator:**

Istituto d'Istruzione Superiore Lorenzo Gigli

**Project partners:**

Escola Profissional do Alto Minho Interior, Portugal  
Piri Reis Çok Programlı Anadolu Lisesi, Türkiye  
Ahi Evran Mesleki ve Teknik Anadolu Lisesi, Türkiye

[2021-1-IT01-KA210-VET-000030068](#)

**Topic(s) addressed**

This project focused on promoting gender equality, improving digital skills, encouraging media literacy, and tackling disinformation, and cyberbullying. These topics were chosen so as to include Social and Emotional Learning (SEL) into teaching/learning practices, and to develop digital readiness, resilience, and capacity.

**Target group(s)**

The main target groups were teachers, students and parents. The project also targeted the communities where each school is located, as well as the Erasmus portal, the eTwinning community and each school's social network page viewers.

**Methodologies**

For this project, participants integrated various subjects to achieve a comprehensive understanding of their chosen topics. Debating was a consistently used methodology throughout the project. Continuous assessment ensured teachers' engagement and met learners' needs, overall enhancing the wellbeing of the educational community.

**Innovation environment**

A common initiative was led by the headmasters of different schools, who each signed a joint document on e-Safety that was uploaded to each school's educational plan (piano triennale dell'offerta formativa or PTOF). Additionally, a group of students formed the Erasmus Club meeting regularly to generate new ideas and create a European network of cooperation between classes.

**Teachers' role**

Teachers planned and shared everything equally, fostering a sense of wellbeing among all the participants. Additionally, participants supported each other by raising money for the project's Turkish partners.

**Impact and output**

The project had a significant impact, enabling teachers and students to share knowledge and spread good practices. Activities included campaigns against violence towards women, cyberbullying, digitalisation, media literacy, and e-Safety. The project emphasised European values and citizenship. Professional knowledge and skills were enhanced, leading to published articles and seminars.

Ozolnieki, Latvia

## Transfer of good practice for diversification of environmental arrangement and forms of education in pre-school



### Project coordinator:

Jelgavas novada Ozolnieku pirmsskolas izglītības iestāde  
"Zīlīte"

### Project partners:

Erasmus Learning Academy, Italy  
Warsaw Montessori School, Poland

[2022-1-LV01-KA122-SCH-000069644](#)

### Topic(s) addressed

The project addressed adapting learning environments for students from disadvantaged backgrounds by improving outdoor environments for active learning and introducing outdoor multidisciplinary and child-centred learning.

### Target group(s)

The project targeted 24 preschool teachers and 254 children, including 20 children with additional needs.

### Methodologies

Throughout the project's implementation, the preschool used child-centred outdoor learning as a daily teaching method. This method has a multidisciplinary approach and it also demands that the learner has an active role in the learning process. The preschool also uses informal learning methods through involving parents in the learning process.

### Innovation environment

The adaptation of the outdoor environment to the learning process was done through the sustainable use of available resources. Surrounding environments were adapted for learning, including a forest edge classroom and outdoor beds for gardening. This diversified lessons and encouraged children to be active in nature and improved their wellbeing. This strategy for adapting the environment is intended to be continued, in cooperation with parents and the municipality, to improve the wellbeing of everyone in the preschool.

### Teachers' role

During exchanges, teachers increased their professional competencies in outdoor education, inclusive education, and the Montessori approach. According to the project evaluation questionnaire, all participants improved their professional motivation and interest in their work. The wellbeing of teachers also improved. Teachers continue to learn from their colleagues. The preschool has a contract with the University of Latvia where future preschool teachers do internships in the school and learn knowledge and competencies from current teachers.

### Impact and output

The teaching materials and development plan provide a long-term contribution to the purposeful adaption of the outdoor environment. The environment is also individually adjusted for the preschool's 20 children with additional needs, according to their needs. Forty-five preschool teachers from different preschools attended a professional development programme. The activity created a spill-over effect, motivating others to improve the learning environment in their educational institutions.

Saldus, Latvia

**Eat well  
move more  
do better**



**Project coordinator:**  
Saldus pamatskola

**Project partners:**  
Dimotiko Sxoleio Amygdaleona, Greece  
Szkoła Podstawowa NR3, Poland  
Agrupamento de Escolas D. Afonso Henriques, Portugal  
Yanyalar Durali Bezci İlkokulu, Türkiye

[2019-1-LV01-KA229-060352](#)

### Topic(s) addressed

This project focused on health and wellbeing.

games in the hallways, ensuring a welcoming environment for all.

### Target group(s)

The target group included 285 pupils, 30 teachers, 350 parents, 15 local authorities, three national authorities, and the local community

### Teachers' role

Participating teachers developed, conducted, and organised project activities and motivated pupils and colleagues to use and test day-to-day innovative materials. Teachers adopted new methods and approaches to the learning process. They developed and conducted both virtual and practical lessons for partner schools. Along with colleagues, they continue to lead interdisciplinary lessons on healthy lifestyles and wellbeing, emphasising skills such as critical thinking, problem-solving, self-directed learning, collaboration, and digital literacy.

### Methodologies

The project was inspired by good practices from partner schools. The acquired knowledge was applied in practice, training sessions, everyday life at school, and with families. All participants were interested in the project, and building emotional satisfaction and confidence. Activities had informal, innovative formats, including lessons and workshops being both onsite and online and making videos on healthy living and wellbeing. Pupils and staff interacted with external stakeholders such as the local municipality, colleagues, and wider society.

### Impact and output

The school continued to conduct innovative activities such as creating a digital recipe booklet, playing digital outdoor games and creating an activity booklet, a teacher's guide on good practices, outdoor activities, and a parents' outdoor activity awareness guide. All pupils aged 7 to 12 were involved in activities, with 30 coming from disadvantaged backgrounds. Changes were made to the Sustainable Nutrition Programme, after evaluation of the importance of physical activity and wellbeing.

### Innovation environment

The school and learning environment is arranged to support educators and students in the innovative organisation of the learning process. The science building is equipped with the latest technology to teach programming and robotics. The school is the county's Centre for Natural Sciences, where teachers run classes for local children, and where seminars and training for other Latvian educators are organised. Pupils are encouraged to enjoy their leisure time, and play interactive and educational



Kuldīga, Latvia

## Happy teachers make great students



**Project coordinator:**  
V.Plūdoņa Kuldīgas vidusskola

[2022-1-LV01-KA122- SCH-000073374](#)

### Topic(s) addressed

This project focused on mental health support through bullying prevention, the promotion of physical activity, and healthy eating habits. It also encouraged inclusive education, and stress management techniques, and aimed to foster a safe and supportive environment.

### Target group(s)

The target group included 80 teachers at the school and other local educational institutions and 500 students and their parents.

### Methodologies

Multidisciplinary approaches integrated diverse expertise to address students' mental and physical health comprehensively. Developing key competencies ensured a holistic education, supported by formative assessments that provided continuous feedback. By linking formal, non-formal, and informal learning, the project created a dynamic and engaging educational experience. Emphasising inclusion, participation, and cooperation fostered a supportive community while empowering students.

### Innovation environment

The school acted as a hub for innovation by fostering creativity and critical thinking. Building a positive school climate encouraged openness and risk-taking, essential for innovation. Sustainable resource use ensured long-term viability and modelled responsible practices.

A whole school approach unified efforts across all levels, promoting consistent and cohesive educational experiences. Cross-sectoral cooperation with external stakeholders enriched the curriculum with diverse perspectives and expertise, creating a more holistic and impactful learning environment.

### Teachers' role

Teachers in the project influenced innovative teaching and learning processes by embracing their role as innovators. Prioritising teachers' wellbeing ensured they remained motivated and effective in their roles. Continuous professional development equipped teachers with the latest educational strategies and tools. Cooperation and peer learning among teachers fostered a collaborative culture, where sharing good practices and supporting each other led to more dynamic and effective teaching approaches, ultimately benefiting student wellbeing and learning outcomes.

### Impact and output

Student engagement, wellbeing, and academic performance significantly improved. The methods fostered a supportive and inclusive environment that addressed diverse learning needs. The spill-over effect extended to other students, teachers, schools, local communities, and parents, creating a broader culture of wellbeing and innovation. This widespread influence enhanced educational practices, strengthened community relationships, and promoted a holistic approach to education.



Ventspils, Latvia

## Plant based nutrition and sports. Is that a key for sustainable future and well-being?



**Project coordinator:**  
Ventspils Tehnikums

**Project partners:**  
Alfa-college, The Netherlands  
Institut d'Ensenyaments Esportius de Barcelona, Spain

[2021-2-LV01-KA210-SCH-000049347](#)

### Topic(s) addressed

This project addressed the environment and climate change, inclusion, promoting equality, and non-discrimination, as well as physical and mental health and wellbeing

### Target group(s)

The target group included 657 Students aged 15 to 20, 33 teachers, and the wider community.

### Methodologies

The project had three main methods for implementation, an exchange, the active involvement of students and teachers, and informal learning. For analytical purposes, the project had a survey that welcomed feedback. Active involvement was the most innovative way that participants were able to experience the essence of the project's theme. Students learned about plant-based nutrition and sports, and how it improves their wellbeing.

### Innovation environment

The project focused on changing mindsets and highlighting topics, such as plant-based nutrition and mental health, that are topical in society but often stigmatised. Through examining and discussing uncomfortable topics, the project aimed to alter student and teacher mindsets. It is hoped that this could have a long-term effect on participants' everyday choices and, thus, the environment.

### Teachers' role

During exchanges, teachers played a dual role. Firstly, they acted as supportive mentors, and secondly, they actively participated in the same way as their students in all project activities. Armed with fresh experiences, new knowledge, and improved competencies, they can pass this wisdom to the next generation of students. They also have the opportunity to engage in peer learning and share good practices with their colleagues.

### Impact and output

According to the survey that was carried out at the end of the project, more than half of the participating respondents stated that their nutrition habits have improved, they exercise more, and in general feel more self-confident than before. There were also certain tangible project outcomes such as conference videos and a digital handbook. These resources are accessible and will remain available to the public indefinitely and have been published on YouTube, the school's website, and the Erasmus+ results distribution platform.

Triesen, Liechtenstein

## Don't worry? Be happy!



**Project coordinator:**  
Formatio Bildungs – Anstalt

**Project partners:**  
Integrierte Gesamtschule Rockenhausen, Germany  
IES Poeta Julián Andúgar, Spain  
Tundalskolan, Sweden

[2018-1-LI01-KA229-000118](#)

### Topic(s) addressed

This project addressed the topic of wellbeing at school by exploring traditional approaches to a joyful life which could be found in different European cultures. Moreover, the project used theories from positive psychology to enhance school life.

### Target group(s)

The groups analysed through this project were, students travelling to other countries, students and families acting as hosts and teachers.

### Methodologies

This project involved learning about what constitutes the good life from different perspectives and disciplines (handicrafts, music, the science of happiness, outdoor learning, cultural activities and soul food). Students also learned more about other cultures, showing gratitude, being flexible, knowing their strengths, being open-minded, becoming more tolerant and expanding their social intelligence. Through this project, there was the opportunity to exchange knowledge with various school partners and engage with diverse outreach activities including a Parents' Day and workshops for teachers.

### Innovation environment

The focus on wellbeing in the project highlights the importance of a joyful school life for both the teachers and the students. Over the years, many of the theories of positive psychology have been implemented and it has been found that these

concepts can enable the school to be one in which everyone can flourish.

### Teachers' role

The teachers have continued to focus on building and employing their individual strengths. Through working as part of a team, the teachers have become better at valuing each other's contributions. Additionally, to realise their potential, the teachers developed the ability to step outside of their comfort zones. The teachers have also developed a culture of mutual appreciation, which helps them to better understand struggling students. Young teachers, in particular, have benefitted from this culture, as it allows them to enrich school life with their own skills.

### Impact and output

Many participants considered the student exchange week a highlight of their school career. They formed lasting friendships and developed higher levels of self-esteem. Ultimately, breaking out of their normal school routine, and embracing positive psychology and the different cultural approaches to a good life was worth it for the students. In particular, it was evident that these experiences could help the students build resilience. The knowledge gained through this project was shared in teaching conferences, parent meetings and lectures offered to interested parties.

Jurbarkas, Lithuania

## Outdoor activities for sustainability, innovation and success



**Project coordinator:**  
Jurbarko "Azuoliuko" school

**Project partners:**  
Detska gradina "Bratya Grim", Bulgaria  
Dimotiko Scholeio Konion, Cyprus  
Tallinna Arbu Lasteaed, Estonia  
Preschool Sigulda "Ievīņa", Latvia  
CEIP La Zafra, Spain

[2020-1-LT01-KA229-077913](#)

### Topic(s) addressed

This project focused on all-inclusive outdoor learning for children and aims to improve their mental health and overall wellbeing. Improvements to the interactive and sustainable teaching methods, and international cooperation in the field of educational innovation, were also sought.

### Target group(s)

The target group included students, their parents and teachers.

### Methodologies

The curriculum focused on developing key competencies and fostering children's initiative and creativity through interactive methods and group work. ICT was integrated into the curriculum, while creative teaching methods promoted environmental protection, inclusion, participation, and cooperation. The child-parent-educator relationship was strengthened and cooperation in the eTwinning program and its tools was also emphasised.

### Innovation environment

During the project, teaching shifted from the classroom to mainly outdoor environments. By creating inclusive outdoor learning spaces, children developed essential competencies in communication, cooperation, STEAM, and mutual support through games and nature-based activities. This approach improved the school climate, physical and mental health, and enhanced communication

and cooperation among teachers, children, and parents. Despite the COVID-19 pandemic, the project was successfully implemented using ICT and outdoor facilities.

### Teachers' role

Teachers gained valuable experience and strengthened their use of innovative methods in the teaching process. They enhanced their teaching skills by diversifying their knowledge and adapting to various educational and social differences. Specific improvements included: time management, problem-solving skills, organisational and teamwork skills, and English language skills. Participants became more open and curious, motivation and preparedness for new projects improved. Teachers became more self-confident in using outdoor spaces and innovation in their teachings, as well as more resourceful.

### Impact and output

This project had a direct and positive impact on all stakeholders: children, teachers, and parents. By moving teaching to outdoor spaces, it greatly enhanced the mental and physical wellbeing of all participants and the wider school community. The inclusive outdoor spaces significantly benefited children with special needs, fostering a supportive environment for all. A comprehensive guide of the best practices from participating countries was created, which can be utilised by stakeholders both inside and outside the project.

Kaunas, Lithuania

## Socio-emotional capacity building in primary education



**Project coordinator:**  
VšĮ "eMundus"

**Project partners:** Foundation for Development of the Cultural BPOCS - CUBU Foundation, Bulgaria • Astiki Mi Kerdoskopiki Etaireia Four Elements, Greece • Università degli Studi di Padova, Italy • VšĮ Mano šeimos akademija, Lithuania • Associação para a Recuperação de Cidadãos Inadaptados da Lousa (A.R.C.I.L.), Portugal

[2019-1-LT01-KA201-060710](#)

### Topic(s) addressed

This project addressed wellbeing at school.

### Target group(s)

The target groups included teachers, social educators and psychologists. It also consisted of 1 500 primary school pupils and 2 000 parents.

### Methodologies

The project's approach to teaching and learning was innovative as it fostered a community-based educational model. It expanded the traditional SEL framework by focusing on goal-setting and responsible decision-making, which is aligned with the UN 2030 Agenda. The project employed flexible, inclusive methodologies, including the Universal Design for Learning app, for SEL skills improvement both at home and in school. Resources such as the mobile app for SEL, comprehensive training programmes, and e-learning courses in multiple languages made the materials accessible.

### Innovation environment

The project's learning environment supported innovative teaching and learning by integrating socio-emotional learning into the curriculum, providing comprehensive training programmes and using flexible, inclusive materials. The project employed app and e-learning courses to make resources accessible in multiple languages. It promoted continuous community-based education by involving parents and teachers, which fostered a

supportive network for SEL. This holistic approach enhanced engagement, inclusivity, and adaptability in cross-sectoral contexts.

### Teachers' role

Teachers involved in the project influenced innovative teaching processes by integrating SEL into their curricula. The teachers engaged in comprehensive training which enhanced their SE skills, wellbeing, and professional capacities. By using the project's app and e-learning resources, teachers could continuously update their knowledge and practices. Their feedback contributed to refining the project's approach, ensuring it met diverse classroom needs. Overall, the project aimed to foster a more inclusive and emotionally supportive educational environment.

### Impact and output

This project's innovative and transversal educational practices have significantly impacted SE education in participating schools. By engaging teachers, parents, and pupils, the project improved SEL skills, academic motivation, and overall community wellbeing. The project reached over 300 teachers and 1,500 children. It helped to promote better relationships, reduced bullying, and enhanced emotional awareness. These results demonstrate sustainable benefits across diverse European contexts.



Šiauliai, Lithuania

## Smart choices for healthy lifestyle



### Project coordinator:

Siauliu "Santakos" ugdymo centras

### Project partners:

10classes All day 2th Primary School of Kalampaki, Greece  
Istituto Comprensivo Fossacesia, Italy  
Instituto de Educación Secundaria José de Mora, Spain  
Arnavutköy Osmangazi Ortaokulu, Türkiye

[2020-1-LT01-KA229-077857](#)

### Topic(s) addressed

The project covered the following topics: healthy body and mind harmony, nature-based learning, sports, tips for a happier lifestyle and healthy eating habits.

### Target group(s)

The main target groups were students aged 11 to 15, their teachers and parents.

### Methodologies

This project employed innovative practices to enhance teaching and learning. It was also concerned with enhancing students' motivation to lead a healthy lifestyle. To achieve this, booklets were created which consisted of easy, healthy recipes, in and outdoor games and activities, be wild outside videos, creative and amusing relay races, and quizzes about healthy lifestyles. It also included presentations on topics such as sports, health and sustainable development, the gift of nature, healthy habits and free-time activities. The e-Twinning project was also created.

### Innovation environment

The project's main priorities were to develop students' healthy lifestyles through creating various active in and outdoor activities, and effectively using digital tools. Parents, healthcare specialists, psychologists, farmers and entrepreneurs were involved in the project and presented on various topics relating to the project's themes.

Topics relating to health were integrated into various subjects which allowed students to understand the importance of a healthy lifestyle from different perspectives. The project also instilled a sense of belonging to the broader EU community.

### Teachers' role

The teachers gained new knowledge and skills which helped them to develop teaching methods and content related to a healthy lifestyle. The opportunity to observe the various teaching methods implemented by partner schools, allowed the teachers to gain experience which they can apply to their own teaching practices. The teachers became ambassadors and promoters of healthy lifestyle teaching in their school community and effectively integrated healthy living practices into their teaching output.

### Impact and output

Students learned new healthy practices and are now more aware of the benefits of having a healthy, balanced lifestyle. Students from disadvantaged backgrounds were involved in the project and through it, they felt valued and important. They saw how they could participate in the same activities with the rest of their classmates, which boosted their self-esteem and will empower them in the future. The teachers expanded their network, gained insights into European education systems and shared new teaching methods and different perspectives.



Vilnius, Lithuania

## Innovative web approach for advancing and sustaining VET learners' wellbeing and mental health



**Project coordinator:**  
Vilniaus kolegija

**Project partners:**  
European Center for Quality OOD, Bulgaria • Akmi Anonimi Ekpaideftiki Etairia, Greece • Psichikos Sveikatos Perspektyvos Viesoji Istaiga, Lithuania • Mednarodna Zveza Za Zdravje Mladih - International Youth Health Organization, Slovenia • Kutahya Dumlupinar Universitesi, Türkiye • Foyle International Ltd. , United Kingdom

[2020-1-LT01-KA202-078016](#)

### Topic(s) addressed

This project addresses health and wellbeing. It also explores innovative curricula, educational methods, and the development of training courses. Finally, it looks at overcoming basic and transversal skill mismatches.

### Target group(s)

The target groups consist of 500 learners, 350 teachers, educators, trainers, and professionals, and 50 psychologists.

### Methodologies

The project analysed wellbeing and mental health through examining psychological, social, cognitive, and physical health. Students' wellbeing and mental health, including personal, interpersonal, and critical thinking skills were explored. The methodology of reflective and problem-oriented preparation of scenarios anchored in the context of learners' everyday activities was used. This project used challenge-based learning with the WebQuest methodology.

### Innovation environment

By creating a virtual, challenge-based learning environment, the project aimed to promote and strengthen wellbeing in school. This project adopted a new learning approach which involved active, constructive learning processes that help learners acquire knowledge, skills, and attitudes, in a sustainable and creative manner, by building their

own understanding of the issues. This is critical for enhancing wellbeing. The WebQuest method requires multitasking, which contributes to building a range of wellbeing skills.

### Teachers' role

There was a transfer of skills which involved the elaboration of a full-cycle navigation tool to help VET teachers acquire new skills. The teachers applied new learning approaches in practice. They were also tasked with developing their own WebQuest-based-activities in various subject areas. Another skill they had to acquire was the use of innovative teaching approaches for challenge-based learning. They also had to promote wellbeing in the classroom through collaboration with other teachers and educational psychologists.

### Impact and output

For students, their wellbeing was enhanced by providing them with an understanding of the factors that influence their wellbeing. This was achieved through the development of a four-pillar framework of wellbeing, by encouraging learners to review and continually improve their psychological, cognitive, social, and physical wellbeing. For teachers, pedagogical approaches related to challenge-based learning and the promotion of wellbeing in the classroom have been enhanced through the development of a full-cycle navigation tool to support them in applying the project results.

Mondorf-les-Bains, Luxembourg

## Wellbeing at school



**Project coordinator:**  
Group Moraru sàrl

**Project partners:**  
Colegiul National "Spiru Haret", Romania

[2021-2-LU01-KA210-SCH-000049031](#)

### Topic(s) addressed

The project covered the following topics: healthy body and mind harmony, nature-based learning, sports, tips for a happier lifestyle and healthy eating habits.

### Target group(s)

The main target groups were students aged 11 to 15, their teachers and parents.

### Methodologies

This project employed innovative practices to enhance teaching and learning. It was also concerned with enhancing students' motivation to lead a healthy lifestyle. To achieve this, booklets were created which consisted of easy, healthy recipes, in and outdoor games and activities, be wild outside videos, creative and amusing relay races, and quizzes about healthy lifestyles. It also included presentations on topics such as sports, health and sustainable development, the gift of nature, healthy habits and free-time activities. The e-Twinning project was also created.

### Innovation environment

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### Teachers' role

The teachers gained new knowledge and skills which helped them to develop teaching methods and content related to a healthy lifestyle. The opportunity to observe the various teaching methods implemented by partner schools, allowed the teachers to gain experience which they can apply to their own teaching practices. The teachers became ambassadors and promoters of healthy lifestyle teaching in their school community and effectively integrated healthy living practices into their teaching output.

### Impact and output

Students learned new healthy practices and are now more aware of the benefits of having a healthy, balanced lifestyle. Students from disadvantaged backgrounds were involved in the project and through it, they felt valued and important. They saw how they could participate in the same activities with the rest of their classmates, which boosted their self-esteem and will empower them in the future. The teachers expanded their network, gained insights into European education systems and shared new teaching methods and different perspectives.

Qormi, Malta

## Ensuring capacity building for quality education for ALL the students within a college community



**Project coordinator:**  
St Ignatius College

### Project partners:

St Ignatius College Siggiewi Primary School • St Ignatius College Hal Luqa Primary • St Ignatius College Haż Żebbuġ Primary • St Ignatius College Hal Qormi San Bastjan Primary • St Ignatius College Hal Qormi San Ġorġ Primary • St Ignatius College Handaq Middle School • St Ignatius College Handaq Secondary School • Europass Teacher Academy, Italy • Motivated learning for everyone, Denmark • InDialogue, Germany

[2022-1-MT01-KA122-SCH-000072518](#)

### Topic(s) addressed

This project used the topics of science, technology, engineering, arts and mathematics (STEAM) to give participants opportunities to practise public speaking and presentation skills in front of an unfamiliar audience.

It also focused on fostering collaboration across the schools, conflict resolution, bullying prevention, and emotional Intelligence.

### Target group(s)

The target groups included school leaders, assistant heads, educators and psychosocial staff members.

### Methodologies

Linguistic competences were engaged as the students had to present their work before a panel. School exchanges offered the opportunity to mix with other students.

### Innovation environment

This project had two objectives. Firstly, it aimed to strengthen the emotional and professional capacity building of the psychosocial team, school leaders and teachers. Secondly, it sought to foster skills through STEAM education. Other benefits included improved student behaviour and a more positive and welcoming environment in schools.

### Teachers' role

There were 32 participants in this project.

The training experiences not only served to strengthen the cooperation between educators but also provided them with have a common goal centred around fostering the school's vision and mission, where the ultimate beneficiary is the learner.

### Impact and output

A booklet about conflict resolution aimed at younger students in the school was published and shared with all primary schools in Malta. The STEAM projects also increased parents' involvement as they supported their children in the developing of a project related to electricity.

Hamrun, Malta

## Conflict management – Repairing relations and benefiting from difference



**Project coordinator:**  
San Ġorġ Preca College, Hamrun Secondary

**Project partners:**  
In Dialogue, The Netherlands

[2019-1-MT01-KA101-051124](#)

### Topic(s) addressed

This project centred on the development of a social constructionist approach to conflict management. This meant teaching stakeholders the value of listening and appreciating the other side's views. It also focused on dissolving conflict and repairing relationships through dialogue.

### Target group(s)

The three target groups for this project were educators, parents, and students.

### Methodologies

The project provided opportunities to practise advanced listening, to get in touch with the dream hidden behind the frustration; and to “walk the shoes of the other”, to see issues from different perspectives. This project also provided a space to explore the patterns of the conflict as well as its exceptions, and to practise different dialogue techniques that create alternative ways of dealing with the differences.

### Innovation environment

Experience shows that conflict issues are a common area with which stakeholders must manage to deal in the running of any educational institution. Dealing with members of staff, students and parents who may show resistance to the school's regulations and policies are but a few examples of what has to be tackled on a daily basis.

### Teachers' role

Previously, Hamrun Secondary School, was perceived in a negative manner where many students had behavioural issues. By adopting and instilling a positive school climate to boost the overall school ethos, positive attitudes and relationships amongst students, members of staff and parents were gradually brought about.

### Impact and output

In a school setting, conflicts may arise between stakeholders, mainly staff members, students and parents. One of the reasons for this is that individuals all bring different values and experiences with them when they join the school community. For this reason, by practising and getting feedback, and being coached on one's performance during the course, participants were able to engage more effectively with the people around them.



Skopje, North Macedonia

## Better mental health of students through innovative methods, techniques and competencies of teachers



**Project coordinator:**  
SEPUGS Vasil Antevski Dren

**Project partners:**  
CEKDEV, Türkiye

[2022-1-MK01-KA122-SCH-000073565](#)

### Topic(s) addressed

This project focused on improving students' mental health, equipping teachers with innovative skills like ART-Therapy and mindfulness, fostering students' motivation and socialisation, and combatting obesity through physical activities.

### Target group(s)

The target group included 100 students aged 15 to 18 with some having mental health issues and 50 teachers.

### Methodologies

The project employed innovative teaching and learning approaches through a multidisciplinary framework. Key methodologies included art therapy and mindfulness techniques, enhancing teachers' skills in emotional intelligence and psychological support, integrating activities like sports, arts, and social gatherings to promote mental wellbeing. The school also viewed inclusive education as essential and ensured all students received tailored support. Students were encouraged to take an active role in their mental health journey through self-expression and physical activities.

### Innovation environment

Classrooms were adapted to accommodate art therapy sessions, mindfulness practices, and physical activities, promoting a dynamic learning environment that caters to diverse student needs. Areas for group activities, discussions, and peer support sessions

were designed to facilitate collaboration among students and teachers, fostering a community-based approach to mental health. Providing easy access to resources like educational materials, wellness resources, and counselling services ensured students and teachers had the tools to improve mental health outcomes.

### Teachers' role

Teachers served as innovators and facilitators of student wellbeing. Trained in art therapy and mindfulness, they integrated these methods into lessons to address mental health needs effectively. They fostered a positive school climate by collaborating with social institutions, leveraging community resources for comprehensive student support. Teachers prioritised their own wellbeing through training in emotional intelligence and stress management and modelling healthy behaviours.

### Impact and output

Students benefitted from improved mental health support leading to enhanced emotional resilience and academic engagement. This addressed the needs of students with mental health issues and created a supportive atmosphere with benefits for their peers. The project fostered a culture of innovation among teachers, empowering them with new skills and interdisciplinary teaching. As a result, the entire school community experienced positive shifts in the school climate, with increased student motivation and better socialisation.



Strumica, North Macedonia

## Blending European vocational practice into the Macedonian high school education



### Project coordinator:

Nikola Karev State High School – Regional VET Centre

### Project partners:

Shipcon Limassol Limited, Cyprus

Vitalis Betreuungsgesellschaft für Modellprojekte mbH, Germany

Aplicaproposta LDA, Portugal

[2022-1-MK01-KA122-VET-000079837](#)

### Topic(s) addressed

This project focused on promoting mental health and wellbeing in schools, supporting inclusive education for learners, enhancing staff development for better outcomes, and fostering cultural awareness and diversity.

### Target group(s)

The project targeted 25 students, 13 mechanical technicians, 12 textile technicians, and five teachers.

### Methodologies

The project integrated various disciplines through technical visits and practical training in real-world industries, building essential competencies like social and intercultural skills. The project connected different learning environments via experience exchanges and novel teaching techniques. It emphasised inclusion, teamwork, and cooperation, engaging both staff and students. Students took an active role in their education, supported by strong partnerships with European companies and educational institutions.

### Innovation environment

The project's learning environments fostered innovation by transforming schools into hubs of creativity and sustainability. By nurturing a positive school climate, the project encouraged collaboration and participation among students and staff. It emphasised the sustainable use of resources by integrating renewable energy into the curriculum.

It also employed a whole-school approach, engaging all members in the learning process. Cross-sectoral cooperation was evident in collaborations with industry. This approach enhanced educational outcomes and promoted a culture of continuous improvement.

### Teachers' role

By familiarising themselves with the German dual system of vocational training, visiting various companies, and accompanying students on these visits, teachers learned new ideas to enhance educational methods. This exposure helped improve teaching techniques and prepared students for the European labour market. Teachers could integrate new knowledge and experience into the curriculum, fostering peer learning and cooperation. Their professional development also enhanced their wellbeing, competence, and ability to engage students in learning processes.

### Impact and output

The project enhanced teachers' and students' skills and knowledge, particularly those from disadvantaged backgrounds, by integrating practical experiences and new teaching methods. This inclusive approach ensured that all participants benefit, fostering an equitable learning environment. The project also influenced other students, teachers, schools, local communities, and parents. By sharing good practices and experiences, it promoted a culture of continuous improvement and innovation.

Kristiansund, Norway

## Adapted kindergarten services in a multidisciplinary perspective



**Project coordinator:**  
Kristiansund municipality

[2020-1-NO01-KA101-076322](#)

### Topic(s) addressed

This project focused on promoting a whole-school approach, a positive school climate, a sense of belonging, rest and play, and mental and physical health.

### Target group(s)

The target group was children in kindergartens, and primary and lower secondary schools.

### Methodologies

The project employed an interdisciplinary approach by involving teachers in schools and kindergartens, educational psychologists, and the training service in the municipality to enhance teaching and learning on all levels. The schools increased their inclusive education techniques, focusing on enhancing special needs education and examining how children and pupils with additional needs can feel included in the learning environment. Learning tasks were developed that will lead to a positive learning outcome for all students, regardless of their ability.

### Innovation environment

The environment was based on building a positive school climate through a whole-school approach. This was extended to being a whole-municipality approach. Cross-sectoral cooperation was encouraged with health care, and social services institutions, as well as other relevant actors working with the children.

### Teachers' role

Teachers cooperated fully with the project. They had the opportunity to engage in peer learning, including sharing and learning good practices from other teachers. They also could reflect on their own practices and implement new methodologies in an interdisciplinary way.

### Impact and output

The project had a direct impact on the target groups as teachers and other staff were working directly with the children. The project is focused on inclusive education for all, including pupils and children from disadvantaged backgrounds. As a municipality with a wide network in the region, the potential for spillover effects on other local communities, parents, and municipalities is evident.

Otta, Norway

## From Gudbrandsdalen to Europe



### Project coordinator:

Nord-Gudbrandsdalen upper secondary school

### Project partners:

Lycée Professionnel Régional Les Coteaux, France  
• SyddanskErhvervsskole, Denmark • Annousakeio Therapeutic Centre, Greece • Chania Directorate of Primary Education, Greece  
• Farfuglar ses – Hostelling International (HI) Iceland, Iceland  
• Viesoji Istaiga Vilniaus Statybininku Rengimocentras, Lithuania  
• Montex Shipyard Debowski Wasiolek Sp.j., Poland •

[“2020-1-N001-KA116-076360](#)

### Topic(s) addressed

This project targeted a systemic, whole-school approach to wellbeing, as well as mental health support in schools, sustainable practices in education, intercultural competence development, and inclusive education and participation.

### Target group(s)

The target group included pupils, apprentices, teachers, and staff.

### Methodologies

The project integrated subjects to provide a holistic understanding of the project's topics. Learners developed both academic and personal skills, such as critical thinking, problem-solving, and collaboration. The project combined classroom teaching with practical experiences in the workplace and emphasised inclusion, active participation, and cooperation. Learners are encouraged to take responsibility for their learning through participation in international exchanges and internships. The school collaborated closely with external stakeholders to ensure relevant and high-quality training.

### Innovation environment

The project promoted a culture of innovation by encouraging teachers and learners to experiment with new teaching methods and learning activities, fostering creativity and critical thinking. A supportive and inclusive school atmosphere was cultivated,

enhancing their overall wellbeing and academic performance. To promote environmental awareness, eco-friendly tools were used. The school community was actively involved in the project, ensuring a cohesive and comprehensive approach.

### Teachers' role

Teachers were empowered to experiment with and implement new teaching methods, encouraging creativity and innovation in the classroom. They took ownership of the learning process and contributed to curriculum development. The project prioritised the wellbeing of teachers by providing a supportive environment, professional development opportunities, and work-life balance initiatives. Continuous professional development was emphasised, allowing teachers to enhance their competencies. Regular workshops, meetings, and collaborative projects enabled teachers to engage in peer learning.

### Impact and output

Learners gained practical, real-world experiences, and teachers developed new competencies and innovative teaching methods. The project ensured that learners from diverse backgrounds were actively included and supported. The benefits extended to other learners, teachers, schools, local communities, and parents. Good practices and successful strategies were shared with other educators and institutions, fostering a broader culture of innovation and collaboration within the education system.

Gdańsk, Poland

Let's teach critical thinking.



**Project coordinator:**  
Fundacja Thinking Zone

**Project partners:**  
Euneos Oy, Finland • EUROPASS Teacher Academy Ireland LTD, Ireland • Skupina Primera d.o.o., Ljubljana, Slovenia • Colegio Los Abetos, Spain • Colegio Salzillo S.L., Spain • Col·legi Igualada, SL, Spain • Escola Estel, Spain • Colegio Balmes, Spain • Euromind Projects SL iDevelop Teacher Training Department, Spain • English Matters S.L., Stockholm, Sweden

[2020-1-PL01-KA101-080764](#)

### Topic(s) addressed

The project was based on building thinking skills to have more awareness of the environment. It focused on self-awareness and understanding the world, building knowledge, and mental health, relationships, and teamwork.

### Target group(s)

The target group included 15 teachers.

### Methodologies

An educational model was used based on building knowledge, skills, and abilities to live in balance with oneself and the environment. It is based on values, key competencies, and mindfulness habits. Self-awareness and increased understanding are encouraged. Through emotional intelligence, mindfulness, outdoor activities, and stress management strategies, social and emotional learning becomes part of the curriculum. The multidisciplinary approach enhanced cooperation. The job shadowing exchange led to the initiation of a student exchange and an eTwinning project with the partners.

### Innovation environment

The project went beyond the classroom, consolidating a lasting culture of critical thinking. A positive and mindful school climate was created, supporting brain function, interdisciplinary lessons, and student exchanges and a whole school approach was emphasised.

The best educational research was used within the school, sustaining care for knowledge, teamwork, and resilience.

### Teachers' role

The participants enriched their knowledge with creative tools such as educational trends like critical thinking and mindfulness, European inspirations such as holistic approaches, mental health promotion and bullying prevention. Workshops on wellbeing contributed to the acquisition of new competencies in relationship building and emotional support. Cooperation in projects, including eTwinning and student exchanges, was a good opportunity to learn from each other and share good practices and knowledge.

### Impact and output

The participants experienced personal and professional development and strengthened their creativity, motivation, language skills, and cooperation. The concept of a holistic approach is being implemented with wellbeing workshops being dedicated to students, teachers, and parents. A learning tool was developed with a compilation of information on daily work, note-taking, goal-setting, and studying. A series of workshops were developed on thinking tools and materials for blended and outdoor lessons. Training groups were initiated along with press articles and many events for the local community.



Żywiec, Śląskie, Poland

## Be a buddy not a bully



### Project coordinator:

Zespół Szkół Agrotechnicznych i Ogólnokształcących

### Project partners:

Balkanska Agenziya za Ustoychivo Razvitie, Bulgaria  
College Terrain Fayard, France  
Association for Intercultural Dialogue, Romania  
Liceul Tehnologic Regele Mihai I Curtea de Arges, Romania  
Sehit Fatih Satir Bilim Ve Sanat Merkezi, Türkiye

[2020-1-PL01-KA201-081490](#)

### Topic(s) addressed

The project focused on inclusion, equity, success for disadvantaged students, civic engagement, and responsible citizenship, as well as tackling early school leaving and disadvantage.

### Target group(s)

The target group included 54 teachers and 300 students.

### Methodologies

The project employed peer-to-peer learning and non-formal teaching methods from different cultures. It combined previous experiences, methods, and practices used by the project partners, bringing them together in a new context. This included studying innovative topics such as stencil graffiti, mail art, fanzines, and photovoice. This integrated students into the community by giving them the opportunity to act as citizen journalists using artistic techniques to combat bullying and promote the social integration of students.

### Innovation environment

To build a positive school climate, pupils were involved in an anti-bullying campaign. This campaign aimed to influence their peers and the local community. Teachers were supported in acquiring and improving their competencies in recognising the causes and effects of bullying at school, as well as developing strategies and methods to prevent it.

Non-formal methods were used to improve understanding, recognition, and prevention of bullying and its negative impact on school and student's life.

### Teachers' role

Teachers engaged in peer learning, learning from other project partners and sharing their experiences. They combined previous experiences, methods, and practices used by the project partners, bringing them together and using them in a new context. The topics emphasised active creative expression and were used in a new creative approach as a tool in the process of bullying prevention.

### Impact and output

Participants gained knowledge on the phenomenon of bullying, and the ability to prevent, counteract, and combat bullying. Students improved competencies in using theatre to counteract bullying and change the behaviour and attitudes of bullies. The long-term aim is to reduce school drop-out rates and stimulate the social integration of pupils from vulnerable groups through visual arts. Students increased their confidence, self-esteem, and their motivation to change negative behaviour.



Wegrzce, Poland

## **Stress-resistant. Preventing professional burnout of firefighters**



**Project coordinator:**  
Fundacja Ponad Granicami

**Project partners:**  
Střední škola Semily, příspěvková organizace, Czechia  
Ochotnicza Straż Pożarna w Wegrzcach, Poland  
Associazione Nazionale Vigili del Fuoco, Italy

[2021-1-PL01-KA210-VET-000032883](#)

### **Topic(s) addressed**

This project focuses on mental health, general wellbeing, strengthening self-esteem, conflict, and problem-solving, combating depression, choosing healthy habits, and team building.

### **Target group(s)**

The target group included school students, state and voluntary firefighters, vocational teachers, and psychologists.

### **Methodologies**

Students were encouraged to build their knowledge of psychology, healthcare, firefighting, and ICT. Students were taught the value of good mental health and how to maintain it in challenging situations. The understanding of stress and its risks was encouraged. The goal was to master stress relief using a set of special exercises. Feedback was welcomed through discussions, debriefing, and defusing after practical simulations. The use of expert lectures and discussions with experienced firefighters were used as innovative teaching methods.

### **Innovation environment**

The school provides up-to-date information and stress management tools in cooperation with experts from individual countries. Stressful situations are simulated, which students deal with themselves, including technical, health, communication, and management issues. Through this experimental

programme, cooperation and motivation were improved. All students were involved in the simulations as students from other disciplines acted as extras and assistants. The school cooperated with firefighters from several regions, rescuers, police, and experts from abroad.

### **Teachers' role**

Informal teaching methods were used as a form of innovative teaching, therefore, there was no routine and teaching was interesting for both teachers and students. The teachers were former professional firefighters and rescuers. Lessons were modified based on students' needs, both independently and in cooperation with professional entities and partners. Participating teachers prepare materials for students and create the content of simulation games. Based on shared professional experiences, teaching goals were formulated to reflect the needs of current practice as closely as possible.

### **Impact and output**

Participants have mastered stress relief methods, while one has finished studying and started working as a professional firefighter. According to his assessment, the project was of massive benefit for him. Both men and women as well as pupils from disadvantaged backgrounds were involved in the simulations. Pupils have also engaged in peer learning, sharing the knowledge and experience gained in the project with their classmates and pupils from lower grades.

Vila Nova de Gaia, Portugal

## COLINC Colaborating for Inclusion



### Project coordinator:

Agrupamento de Escolas de Valadares

### Project partners:

Djecji vrtic Djecji svijet, Croatia  
1st Special Nursery School of Patras, Greece  
Istituto Comprensivo Bonsegna-Toniolo, Italy  
OS Velika Nedelja, Slovenia

[2019-1-PT01-KA229-061161](#)

### Topic(s) addressed

This project addressed building a positive school climate through tackling inclusion, participation, and cooperation. It also explores fostering children's development and examines the role and cooperation of teachers. Finally, it considers facilitating quality early childhood education environments.

### Target group(s)

The target groups were 127 teachers and other school staff, 650 children aged 3 to 8 years old, and their parents and families.

### Methodologies

The project identified and developed innovative strategies, spaces, equipment, and methodologies to promote quality learning and inclusion. Each partner organised events at local institutions, which were aimed at involving parents, researchers and the public. Activity reports were presented and evaluated by a multidisciplinary team within the framework of the project's principles. The results were shared through Twinspace, refined by the partners, and published.

### Innovation environment

The project fostered innovative and integrated educational approaches that promote children's social interactions and their overall development. This included intersubjectivity and collaborative group learning.

The principal idea was that all children benefit from shared educational spaces which form the foundation of an innovative and inclusive educational environment. The potential for collaborative learning opportunities was a prominent feature of this project. The direct participation of school management ensures the expansion and sustainability of the project.

### Teachers' role

Teacher and staff training were vital in the course of the project development and training sessions were held during the exchanges. The inclusion of psychologists, therapists, and specialised teachers ensured a multidisciplinary analysis. Examples of the teachers' role in this project include the online Transnational Seminar and the chapter of the eBook dedicated to the adaptation of the various strategies.

### Impact and output

This project increased teachers' ability to work with children with and without special educational needs. The quality of the children's personal and social skills was improved as well as the conditions for children with special needs. The quality of the educational environments and the children's wellbeing in kindergartens improved. This project also increased the knowledge of inclusive educational practices in partner countries. Finally, parents and the local community were involved which yielded positive results and improved of local policies.

Barreiro, Portugal

## Let's make social media safe again!



### Project coordinator:

Agrupamento de Escolas do Barreiro

### Project partners:

I.E.S Alcaria, Spain

Abdulhamid Han Fen Lisesi, Türkiye

[2021-1-PT01-KA210-SCH-000031498](#)

### Topic(s) addressed

The project addresses key topics related to wellbeing in schools, including combatting social media bullying, promoting values-based education, fostering creativity and innovation, and enhancing social skills.

### Target group(s)

The target groups consisted of students, teachers, parents, local people, and the local authorities.

### Methodologies

The initiative integrates values-based education, focused on love, tolerance and kindness, to combat cyber-bullying and foster a positive school climate. It promotes multidisciplinary collaboration across cultures, enhancing global awareness and intercultural competencies. Using ICT, the project creates digital products and platforms to share its results. Through international exchanges and collaborative tasks, this project promotes practical learning. It also enriches teaching methodologies and fosters responsible digital citizenship.

### Innovation environment

This project aimed to cultivate a positive school environment and create a supportive atmosphere conducive to learning and personal growth. Such environments encourage multidisciplinary collaboration among students and teachers across diverse cultural backgrounds. By integrating ICT through platforms such as eTwinning and social

media, the project enhances digital literacy and facilitates interactive learning experiences. The inclusion of international student exchanges and collaborative tasks actively engages them in their education and fosters teamwork and communication skills.

### Teachers' role

Teachers act as agents of innovation by implementing value-based education to address social media bullying. Through their involvement, they enhance their own competencies in digital literacy and educational approaches. By integrating ICT tools, they also engage students creatively. Teachers collaborate across borders, exchanging good practices and adapting teaching methods to diverse cultural contexts. They also facilitate international exchanges and collaborative projects.

### Impact and output

This project promoted inclusion by empowering participants from disadvantaged backgrounds, giving them the skills and confidence to engage meaningfully. This inclusion also had a ripple effect and positively influenced other students, schools, parents, and local communities. By tackling bullying on social media and promoting value-based education, the project fostered a safer and more supportive school environment. Through international exchanges and collaborative activities, students develop skills which will prepare them for active citizenship in a globalised world.

PORTO, Portugal

## Creating a new inclusion vocabulary to foster acceptance of sexual orientation among teachers and students in high schools



### Project coordinator:

Agrupamento de Escolas do Cerco do Porto

### Project partners:

Professional School of Ecology and Biotechnology "Prof. Dr. Asen Zlatarov", Bulgaria  
• Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia, Greece • Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (CEIPES), Italy • Istituto Istruzione Superiore 'E. Majorana - A. Cascino', Italy  
• Liceo Cannizzaro, Italy • Escuela 2 Cooperativa Valenciana, Spain • FAM Y LIAS. Recursos para la diversidad, Spain • Tehnicka skola "Drvo art", Serbia

[2020-1-PT01-KA201-078604](#)

### Topic(s) addressed

This project focuses on promoting understanding and acceptance as well as reducing anxiety and social isolation for LGBT students since feeling safe and valued at school improves mental wellbeing and having self-confidence and critical thinking skills contribute to better mental health.

### Target group(s)

The target group included students, teachers, parents, parents' associations, NGOs, LGBT organisations, and education authorities.

### Methodologies

The project transcends traditional classroom learning. Its online resources cater to various learning styles and contexts, promoting formal education for students while supporting non-formal and informal learning for parents and the wider community. The project's resources were created through a multidisciplinary approach, ensuring the content incorporates diverse perspectives from various fields. The New Video Stories aspect showcases exceptional participation. Students collaborated with teachers and became active content creators.

### Innovation environment

The project transforms schools into hubs of inclusion and safe spaces where all students, regardless of sexual orientation or gender identity, feel valued and respected.

This positive climate fosters open communication, critical thinking, and a willingness to learn from diverse perspectives. A whole school approach was promoted by engaging all levels of the school community. The project's impact extends far beyond its lifespan and can be easily adapted and used after completion, maximising its impact on future generations.

### Teachers' role

Training equips educators with new vocabulary and strategies, fostering creative lesson plans that promote inclusivity. The project enhances teachers' skills and confidence in fostering diverse classrooms, boosting both their wellbeing and effectiveness. Collaboration allowed teachers to share good practices and refine inclusive teaching methods. This combination of empowered teachers, innovative approaches, and collaborative learning creates a dynamic and inclusive educational environment.

### Impact and output

The project's impact reached beyond its initial target audience through a positive shift in the attitudes towards inclusion, diversity, and mutual acceptance in the wider community. The project also has had a significant impact on the target audiences, from a positive change in attitude to the acquisition of new linguistic and cultural skills, and new perspectives being discovered on inclusion. The project is succeeding in transforming lives and creating a more inclusive future for all.



Ovar, Portugal

## TSITour: Training on Social Inclusion in Tourism, by including elderly people as local storytellers for the tourism industry



### Project coordinator:

OVAR FORMA – Ensino e Formação, LDA

### Project partners:

Kentro Merimnas Oikogeneias Kai Paidiou, Greece  
Centro per lo Sviluppo Creativo Danilo Dolci, Italy  
CEPROF – Centros Escolares de Ensino Profissional LDA, Portugal  
Formación para el Desarrollo e Inserción SL, Spain  
Fundación Intrás, Spain

[2019-1-PT01-KA202-061127](#)

### Topic(s) addressed

This project addresses the topics of social inclusion, enhanced educational outcomes for VET students, responsibility, innovative educational approaches and resilience and engagement at school and in the community.

### Target group(s)

The target groups consisted of VET trainees, trainers and providers, social support institutions, and the elderly.

### Methodologies

The teaching and learning approaches in the project are innovative due to their combination of multiple methodologies, including project-based, collaborative learning, problem-solving, and design thinking such as innovative solutions for community problems. It also focused on experiential learning through the implementation of projects in practical contexts, informal teaching and learning by enhancing knowledge in the community, and social and emotional learning. The project also explores modernising VET by enhancing civic experiences and training in soft skills.

### Innovation environment

The project combined online, classroom, and community-based learning environments to foster innovative educational experiences. The informal learning within the communities required collaboration with local organisations and provided

the students with valuable real-world experiences. The use of technology improved the student's digital competencies and traditional classroom environments were transformed into dynamic hubs of creativity where ideas were incubated. The students' ideas were presented to community organisations.

### Teachers' role

Teachers play a pivotal role as facilitators and organisers, guiding students in the development of projects that address the needs of the local community. By fostering partnerships with community organisations and businesses, they bridge the gap between the school and the broader community. Teachers mentor students and engage with the community to bring practical insights and resources into the classroom. In this learning environment, the community becomes a living lab and enriches the educational process.

### Impact and output

All students agreed they gained new knowledge during the project, with 79% developing skills related to supporting the elderly. The students also increased their capacity to implement projects and enhanced their ability to develop inclusive projects. Almost half of the participants came from disadvantaged backgrounds. Schools benefited from a VET training module that improved trainees' performance, employability prospects and future motivation. The training programme continues to be offered.



București, Romania

## Amazing Children, Amazing Nature (ACAN)



**Project coordinator:**  
Grădinița Ciupercuța

**Project partners:**  
Agrupamento de Escolas Trigal de Santa Maria, Portugal  
Saime Aslan Anaokulu, Türkiye

[2020-1-RO01-KA227-SCH-095342](#)

### Topic(s) addressed

The project focused on physical and mental wellbeing through outdoor activities to improve children's physical and mental health. It also addressed inclusive education, developing social and emotional skills, and promoting a positive, healthy, and harmonious educational environment.

### Target group(s)

The target group included teachers and pre-schoolers.

### Methodologies

The project focused on outdoor education as the primary method of teaching and learning. Instead of traditional classrooms, activities are planned and implemented in the natural environment, providing children with unique opportunities to explore, learn and develop. Children were encouraged to be actively involved in hands-on and creative outdoor activities by using objects in the environment to build, create, and experiment. Other techniques included nature coding, animal therapy, and sensory trails, for developing and improving children's physical, mental and cognitive abilities.

### Innovation environment

Teachers are facilitators of innovation within the project. They have been encouraged to constantly improve their practices and explore new ways to guide children to success. Essential to the project was building a positive school climate,

by promoting a safe, inclusive, and stimulating atmosphere conducive to learning and development. Learning environments are sustainable, promoting a responsible approach to the use of resources. In the construction of the outdoor rooms, recyclable materials were used.

### Teachers' role

Teachers bring new ideas, experiment with unconventional methods and encourage creative thinking among their students. By adapting and implementing innovative practices, they assumed a proactive role in transforming the educational process. A healthy and supportive work environment helps teachers harness their creativity and express their potential for the benefit of their students. Cooperation between teachers stimulates creativity and encourages innovation.

### Impact and output

The project generated a series of beneficial effects in the school communities and beyond. Participating teachers implemented inclusive outdoor activities, demonstrating a strong commitment to innovation and quality education. At a national level, more than 130 teachers implemented inclusive outdoor activities in their kindergartens. This demonstrates the capacity to expand innovative practices in education. The exchange of good practices and experiences between different educational systems has contributed to the enrichment and diversification of education.

Pașcani, Romania

## Art therapy for Autism



**Project coordinator:**  
Școala Gimnazială Specială

**Project partners:**  
Eidiko Epaggelmatiko Gymnasio Kavalas, Greece • Valmieras novada pasvaldibas Valmieras Gaujas krasta vidusskola attistibas centrs, Latvia • Osnovno uciliste so resursen centar "Dr. Zlatan Sremec", North Macedonia • Stowarzyszenie Wyjątkowe Serce, Poland • Mersin Büyükşehir Belediyesi Özel Eğitim Uygulama Okulu II. Kademe, Türkiye

[2020-1-RO01-KA201-080184](#)

### Topic(s) addressed

The project focused on implementing new innovative curricula, educational methods, and the development of training courses. It also focused on combating early school leaving and combatting failure in education as well as disabilities and special needs.

### Target group(s)

The project targeted special education and support teachers from mainstream schools working with pupils with autism.

### Methodologies

The participating institutions have seen the benefits of art therapy in children with autism spectrum disorders (ASD). Art therapy is often regarded as a complementary approach to the classical educational process and is linked to ASD students developing literacy, language, and numbering skills, and personal autonomy. Special education was improved due to the transfer of innovative practices, the implementation of joint initiatives for promotion, cooperation, mutual learning, and the exchange of experience at the European level.

### Innovation environment

The school aimed to increase the number of art therapy clinics and workshops due to their benefits. Teachers, principals, and school managers had the opportunity to visit various workshops, practise different forms of art therapy, and identify, at a local

level, the necessary resources for the development of similar workshops.

### Teachers' role

The project aimed to provide specific training required for teachers who work with pupils with ASD. With this, teachers could examine the results of art therapy's use and how it can be adapted to suit the school's needs. The project has also increased the openness of teachers to use more forms of art therapy in their activities as an effective method of intervention by knowing the specific benefits of art therapy. Teachers have observed benefits in terms of communication, socialisation, fine motor skills, and mathematical knowledge.

### Impact and output

There is now more knowledge regarding the use of art-related therapies, the various benefits of their use in teaching, and the rehabilitation of pupils with ASD. This partnership managed to clarify, through an evaluation sheet, the types of benefits that could be obtained, including improvements in reading, writing, language, communication, numerical, and personal autonomy. The development of new competencies and the acquisition of new work skills was another aim achieved through this project.

Smederevska Palanka, Serbia

## Out and about – Developing functional knowledge through outdoor learning



**Project coordinator:**  
Primary school “Olga Milošević”

**Project partners:**  
ROBOLAND, Greece  
University of Kragujevac, Serbia  
Dr. Kamil Tarhan İlkokulu, Türkiye

[2021-1-RS01-KA220-SCH-000030287](#)

### Topic(s) addressed

The project addressed problem-solving, collaboration, self-worth, and social and emotional learning by developing student's abilities through outdoor and collaborative learning.

### Target group(s)

The target group consisted of pupils and teachers at the partner schools and SEN pupils.

### Methodologies

Each activity was designed using a multidisciplinary approach, with a focus on the development of the student's functional knowledge, skills, and attitudes through real-life scenarios. Different types of formative assessment were used to assess learning outcomes. The nature of the activities enabled the inclusion of all pupils, who were assigned roles based on their interests and abilities. This enabled active participation through discussions, research, and creative problem-solving. Local communities, institutions and the private sector supported the implementation of the activities.

### Innovation environment

Diverse environments for lessons encourage cooperation and interaction among students, as well as collaboration with external stakeholders. Various resources offer different educational tools that promote experimentation, research, and creative expression.

Lessons are mostly based on group work, team activities and the exchange of ideas among students. As a result, students' motivation to learn and their learning outcomes have notably improved and creative problem-solving was facilitated.

### Teachers' role

Teachers create innovative teaching methods that promote outdoor learning and thus enhance the teaching process. By learning new methods and cooperating with their colleagues, teachers are empowered through their contribution to furthering innovation in education. This project allowed teachers to develop their skills in using multidisciplinary approaches and technologies, which increased their competencies. They also collaborated with their colleagues to create lessons, share experiences and discuss best practices.

### Impact and output

The project developed students' functional knowledge, encouraged interest in diverse cultures, and improved creativity. For teachers, the project encouraged interdisciplinary cooperation and improved language and ICT skills. It made a positive impact on the schools by promoting interdisciplinary learning and improving teamwork. At a local and national level, it exemplifies good practice. Further, it encourages cooperation with local authorities. At a European level, it promotes outdoor learning and enhances the visibility of partner countries' education systems.

Kruševac, Serbia

## Violence - No, thanks!



**Project coordinator:**  
Music school Stevan Hristić

**Project partners:**  
Secondary School Ivan Vazov, Bulgaria  
Hasköy Ortaokulu, Türkiye

[2019-1-RS01-KA201-000885](#)

### Topic(s) addressed

Through different activities that included participants from various target groups, this project created and developed a safe and stimulating environment to improve the wellbeing and mental health of all members of the school community.

### Target group(s)

More than 400 pupils, over 300 teachers, and parents took part in activities.

### Methodologies

Creating a safe environment for all pupils and preventing digital violence in school required a whole-school approach. Through exploration of these topics, the projects showed how schools can create and develop a safe and stimulating environment for all.

### Innovation environment

The project's approach was based on the principle that the wellbeing of students and teachers is the foundation for teaching and learning. Using available resources (competences, experience, and good practices), participants addressed the project's objectives in a new and innovative way. This approach included: the participation of students, parents, and the local community, as well as teacher training, ethos development, extracurricular activities, and inclusion.

### Teachers' role

In innovative ways, teachers integrated violence prevention into the curriculum. As most activities took place during the Covid-19 pandemic, the teachers acted as mentors and provided support to students, colleagues, and parents during online learning.

### Impact and output

Students developed skills in constructive conflict resolution, cooperation, and empathy. They learned to recognise risks and apply protective measures online. Overall understanding of the concept of digital wellbeing has increased. Peer support teams were formed that implement different prevention activities. Teachers used various resources for prevention, providing support for victims and helping perpetrators to change their behaviour. The schools and parents cooperated, with parents developing the new role of digital mentors.



Bardejov, Slovakia

## Empathy – A way to the human being



### Project coordinator:

Základná škola s materskou školou

### Project partners:

Szkoła Podstawowa im. J. Tressenberg w Pozezdrzu, Poland  
OOU „Brakja Miladinovci”, Kumanovo, North Macedonia  
C.E.C.B.A.F. Khalil Gibran S.L., Spain  
Özel Çözüm Ortaokulu, Türkiye

[2019-1-SK01-KA229-060793](#)

### Topic(s) addressed

This project addressed the themes of social inclusion, and European cultural heritage and its contribution to job creation, economic growth, and social cohesion.

### Target group(s)

The target group consisted of students aged 12 to 15 and their teachers.

### Methodologies

Pupils had the opportunity to experience new forms of lessons such as the presentation of traditional musical instruments and interact with them. Students had the chance to meet people with disabilities, ask them questions, and see how they learn, shop, and cook. Participants learned about the real-life stories of Slovakian Jewish people and their history. They could also learn traditional Slovak dances and learn about traditional music and costumes.

### Innovation environment

Through visiting a civic organisation, participants learned more about the abilities of people with disabilities and were taught empathy. Another activity was learning about the process of making flour and visiting a historical village and comparing it with their present way of living. In The Jewish Suburbia, students could see pictures and watch films about the living conditions of the Jewish people during World War II.

### Teachers' role

Teachers were taught how to improve their empathy, thus they can teach values like respect, tolerance, and understanding to the students. They became role models for their students. Social empathy was viewed as a fundamental aspect of being a responsible and helpful member of a community. Teachers come from a variety of backgrounds, so peer learning is a very helpful practice. The teachers can, therefore, be an inspiration for each other.

### Impact and output

The visits outside of the school during the project have changed the participants' point of view and their understanding of empathy. Students implemented these feelings into their relationships with their families, friends, and local communities. After the project, these methods are still used when teaching students. This education style allows teachers to implement empathy into the teaching process. Results have been shared with 7 other schools in the town. Empathy has become a useful tool in workshops on bullying and cyberbullying in the school.



Košice, Slovakia

## Promote wellbeing



### Project coordinator:

Spojená škola sv. Košických mučeníkov

### Project partners:

Internationale Arbeidsvereniging, The Netherlands  
Liceul Tehnologic Transporturi Cai Ferate Craiova, Romania  
Özel Diyarbakir Ticaret Sanayi Odasi Mesleki Ve Teknik Anadolu Lisesi, Türkiye

[2021-2-SK01-KA210-SCH-000050134](#)

### Topic(s) addressed

This project focused on wellbeing, cooperation, active citizenship, inclusion, and digital participation.

### Target group(s)

The focus group targeted high school students aged from 14 to 20 from different social backgrounds, as well as teachers and school employees.

### Methodologies

Participating organisations come from several different regions. The project encouraged relationships between different levels of education in the context of adult education and lifelong learning. It combined elements of both formal and informal education. The principles of inclusion, tolerance, active citizenship and digital transformation were used in teaching, with an emphasis on digital resources, which promoted environmental sustainability.

### Innovation environment

The project's concept encouraged a positive school climate for students, teachers, and parents. The project's activities could be used in general and professional education as well as in peer learning. The project supported cross-sectoral cooperation with the active involvement of several external stakeholders and the sustainability of the project is ensured through the use of an application.

### Teachers' role

Teachers acted as educational innovators. They created connections and synergies between general and professional education. They also created resources to encourage networking and cooperation between students and learners. The prevention of early school leaving was encouraged. The development of soft skills was supported, and resources were provided to teach mutual learning and new skills.

### Impact and output

The project had many effective impacts. Activities became more inclusive and the project had an impact on parents' associations and local communities. Results and good practices were shared with teachers in other schools. The project sought to be inclusive by providing resources in other languages, allowing for user access in other countries, and by providing support for students from Ukraine.

Zilina, Slovakia

## GOOD – Good Outdoor Opportunities Delivered for Well-being in School



### Project coordinator:

Stredna priemyselna skola stavebna

[2020-1-SK01-KA101-077846](#)

### Topic(s) addressed

The project addressed the acquisition of competencies that would help the creative use of the school's external environment in order to implement activities supporting a healthy lifestyle, environmental protection and building good relationships.

### Target group(s)

The project targeted 560 students, 50 teachers, and 11 school staff.

### Methodologies

The methodology used is a combination of experiential learning, collaborative activities, and professional development. By blending formal, informal, and non-formal teaching styles, the experience fostered a nurturing and dynamic educational environment. This comprehensive approach enhanced the professional capabilities of teachers and significantly improved the overall wellbeing and satisfaction of students. The school emphasises inclusion, participation, and cooperation by fostering positive relationships.

### Innovation environment

Students and their needs are prioritised. The school has faced various challenges, including motivation, concentration, and psychological issues. The school's central location was used, including its parks, historical buildings, and cultural sites, to enhance students' personal, social, and emotional

development. By implementing outdoor teaching, everyday routines vary, improving memory retention and cognitive functions, and fostering innovation through experiential and sensory learning.

### Teachers' role

Teachers gained skills to implement outdoor teaching effectively, utilising the school's surroundings to enhance the educational process. The training also included strategies for building a positive school climate, improving relationships, and preventing burnout and conflicts. Teachers were equipped with good practices to promote healthy eating, an active lifestyle, and personal wellbeing. Teachers fostered a supportive and positive atmosphere and through various exchanges, they enhanced their intercultural knowledge, communication, and presentation skills.

### Impact and output

The school renewed its strategy with cross-curricular integration and modernised teaching with outdoor education and activities promoting healthy lifestyles and environmental awareness. It strengthened student-teacher bonds, enhanced education quality through innovative methods, and boosted teachers' competencies. Students gained communication, problem-solving, and critical thinking skills, benefitting from nurturing environmental responsibility. The project facilitated interdisciplinary learning and fostered community partnerships, preparing students for future challenges effectively.

Miklavž na Dravskem polju, Slovenia

## Accredited project for mobility of learners and staff in school education



### Project coordinator:

Osnovna šola Miklavž na Dravskem polju

[2021-1-SI01-KA121-SCH-000004794](#)

### Topic(s) addressed

The project focused on conflict resolution, violence at school, wellbeing, mindfulness, school mediation, and inclusion.

### Target group(s)

The target group was primary school staff and students.

### Methodologies

The project focused on empowering teachers and students on how to deal with conflict and different ways of resolving it. Students participated in an exchange where they attended various workshops and collaborated with peers from abroad. Some students engaged in school mediation. They now are more inclusive and empathetic and have acquired tools for dealing with problems and conflicts. Teachers have learned methods of mindfulness, conflict resolution, and relaxation techniques. Participants from disadvantaged backgrounds also participated in this project.

### Innovation environment

The school is interested in holistically promoting a positive school climate. Teachers from all levels along with the headmistress, the deputy headmistress, and other staff participated in exchanges and actively used the knowledge learned in their teaching. There was cooperation with the local community through discussions and presenting

the problem at the local children's council and the National Assembly.

### Teachers' role

Teachers are crucial in the process as they implement the activities and are responsible for the dissemination of new methods and skills to their colleagues. They act as motivators and use different relaxation techniques and other methods in their lessons for both students and themselves to improve wellbeing. They are more successful at managing students and cases of inappropriate behaviour.

### Impact and output

Over time, there have been fewer class sessions on violence and delinquency and they no longer had to have morning meetings on the topic of violence in certain classes. In general, students are calmer, they look for help more often and report when the school rules are broken. There was an increased interest in learning more about mediation. Students are more willing to seek help from the counselling service rather than resolving disputes on their own. The school climate has become more positive. Pupils feel more safe and accepted at school. Enrollment from other school districts has increased.

Albalat dels Sorells, Spain

## On the path to inclusion: Methodology, spaces and community



**Project coordinator:**  
C.P. EL CASTELL

[2020-1-ES01-KA101-080683](#)

### Topic(s) addressed

The project focused on wellbeing, diversity, inclusion, harmony, and the promotion of a school culture that fosters positive coexistence.

### Target group(s)

The project targeted teachers of all levels throughout the school, students and their families.

### Methodologies

The project flexibly adapted to the diversity of students to actively promote inclusion. These approaches stimulated participation and creativity and allowed for personalised attention to the individual needs of students. The integration of outdoor teaching techniques and the promotion of social competencies strengthened the coexistence and holistic development of students, enriching the teaching and learning process and empowering students. Workshops were conducted for young children, allowing them to explore the various languages through artistic techniques.

### Innovation environment

Families of students were encouraged to get to know each other at an annual meeting. Outdoor spaces have been reviewed and improved to create safe and stimulating environments for play and exploration. An art room and a creative recycling storage area have been established, providing additional opportunities for creative expression and experiential learning. The learning environments supported

innovative educational methodologies by providing physical and psychological spaces that encourage active participation, exploration, and collaboration among students.

### Teachers' role

The project focused on improving the competencies of the teaching staff through professional development activities, workshops, and knowledge exchange sessions with other staff. Educational materials were developed to facilitate peer learning and promote a collaborative work environment. Both the new methodological proposals and the transformation of spaces in the school have broadened the horizons of the various subject area programmes. These actions have been fundamental in enriching teaching practices and enhancing the quality of education.

### Impact and output

Students, teachers, and families have all experienced tangible changes that have enriched their educational experience. The art room has facilitated the possibility of conducting artistic workshops where students share proposals with senior citizens in the local community. These workshops aim to foster creative expression through interaction and dialogue. Reflection and learning have been promoted through workshops in early childhood education. Two school gardens have been created with the collaboration of families where students can now form connections with the land.

Cáceres, Spain

## Joy, passion and enjoyment in teaching



**Project coordinator:**  
CEIP CASTRA CAECILIA

**Project partners:**  
Pajuluoman koulu, Finland

[2020-1-ES01-KA101-081522](#)

### Topic(s) addressed

This project aimed to improve emotional awareness and teach recognition of one's own emotions as well as those of others.

### Target group(s)

The target group focused on primary school students aged 8 to 10.

### Methodologies

Activities have been designed in the form of workshops, adapted to the age of the students, which teach the basic emotions and how to learn to recognise them. The first term focused on emotional intelligence and learning about oneself. In the second term there was a focus on tolerance of frustration, and sense of humour. Finally, in the third term, emotional balance was analysed.

### Innovation environment

We have developed the Future Classroom project, which integrates coding, robotics, 3D printing, and digital books, adapting our school to new societal needs. As part of a larger network, we apply acquired knowledge to improve our educational centre through the Muévete project, collaborating with regional, national, and international schools.

### Teachers' role

The project provided the teachers with many opportunities for lifelong learning. A new methodology was designed for this course, through learning about programmes used to promote emotional education in the classroom and implementing these new measures. This project focused on diversity through working with all pupils in the target peer group, addressing diversity from an early age, and responding to the needs of all pupils.

### Impact and output

For the teachers, there was an incentive for professional development and improvement of their English language skills. For the school, links were further developed with international centres. As a result, several pupil exchanges have been carried out with host families. Job shadowing in the two schools and eTwinning projects have also taken place. The exchange activities are continuing and many links between the school have been established.



GIJÓN, Spain

## Three times health is happiness



**Project coordinator:**  
I.E.S Montevil

**Project partners:**  
NNÖMS Böheimkirchen, Austria  
Gymnasium of Platykampos, Greece  
Liceo Ginnasio "Q.O.FLACCO", Italy  
Agrupamento de Escolas D. Sancho I, Portugal

[2019-1-ES01-KA229-065414](#)

### Topic(s) addressed

This project focused on developing empathy through kindness and respect, thus avoiding bullying. It also examined social activities related to recycling, volunteering and improving self-esteem through physical health.

### Target group(s)

The project focused on 100 teenagers.

### Methodologies

More than 10 academic disciplines were involved in this project working in a collaborative, interdisciplinary manner focusing on social, communicative, and digital competencies. Learning occurred by engaging in organised activities in classroom settings with community groups and interacting with friends and families. Everyone played an active role by deciding the content to be included in the app. By collaborating with the ICT companies that developed the tool, students experienced a real-life situation in the business world.

### Innovation environment

Students met with local charities, clubs, and health and social services. With this experience, they assessed ways to solve bullying, as well as recycling plans, healthy meals, and competitions, thus turning the school into an innovative environment that had an impact on the rest of the students. By addressing all these topics and fulfilling these tasks, awareness

was raised about wellbeing and improving the whole school climate. Students used digital devices to communicate and to learn to design, customise, and build an app using the internet in a critical and responsible manner.

### Teachers' role

Teachers benefited by educating on students' wellbeing. This awareness helps teachers identify the problems students can face and tackle difficult situations in the classrooms. By working alongside students and fellow teachers from other countries and other disciplines, teachers' competencies are also improved, especially in communication, social, and digital skills. They specifically attended ICT workshops. By cooperating and staying in other countries, teachers benefitted from their peers' experience, sharing innovative ideas and promoting the feeling of belonging to the European community.

### Impact and output

During the Covid-19 pandemic, teachers shared their experiences in each country and gave each other comfort and online support. The project involved participants from disadvantaged backgrounds. Students with economic, social problems, and cultural differences were identified with the help of the school social worker. The project results impacted on students and the community through the app, newspaper reports, websites, exhibitions, surveys, parents' meetings, competitions, presentations, and eTwinning.

Denia, Spain

## European opportunities for hospitality special needs schools' students



**Project coordinator:**  
Colegio Público de Educación Especial Raquel Paya

**Project partners:**  
Ammattiopisto Spesia Oy, Finland

[2019-1-ES01-KA102-063266](#)

### Topic(s) addressed

This project addressed boosting students' self-esteem, enhancing skills and self-perception, and easing entry into the job market.

### Target group(s)

This project's target group included students aged 18 to 24, some of whom had disabilities.

### Methodologies

The project's methods focused on developing social skills and applying these skills in subsequent internships. It facilitates students' social inclusion through access to the labour market, empowering students as agents of their own self-determination. Business networks were developed, ensuring ongoing support and career opportunities for students.

### Innovation environment

Students are provided with learning experiences in more supportive work environments to prepare them for real-life settings. Teachers create an atmosphere where students feel safe and understood and which encourage students to be aware of and participate in recognising their weaknesses and strengths, as well as the learning process. Self-awareness, individualised guidance, and cooperation are promoted over competition. The project ensures students are prepared for real-world challenges while fostering a safe, understanding, and inclusive atmosphere.

### Teachers' role

Teachers play a crucial role in supporting and guiding students through their educational journey. Due to the specific needs of the students, it is essential to prioritise their emotional wellbeing. Personalised learning rubrics ensure that each student's progress is clearly defined and agreed upon. This allows for a holistic evaluation that includes input from teachers, self-assessment by students, and peer reviews.

### Impact and output

In the 6th year of the program with 16 graduates, over half of the students secured jobs after their internships, and five have retained their positions permanently. The school has an accredited school project with numerous shared good practices. The project is well-known in the local area. The educational approach is tailored to students' needs. The school has broadened its scope in special education centres in the Valencian Community and local schools. Enrolment is at capacity, and the school's reputation is excellent.

Vänersborg, Sweden

## UMAMI - Teaching that whets the appetite and activates, motivates and inspires through internationalisation



**Project coordinator:**  
Fridaskolorna AB

[2019-2-SE01-KA101-077516](#)

### Topic(s) addressed

The project targeted health and wellbeing.

### Target group(s)

The focus group included 3570 pupils and 485 staff members.

### Methodologies

Key competence development was an integral part of the project as students worked towards strengthening democratic as well as awareness, social, digital, and multilingual competence. Participants used a multidisciplinary approach. Inclusion has been a key part of the implementation of the project. A wide variety of subjects have been explored within the scope of promoting health and wellbeing, from physical activities to mental health, nutrition and outdoor cooking.

### Innovation environment

Innovation was continued within the school as this was a continuation of previous projects. The management was actively involved in the project and taking part in the learning. They have had a whole school approach and in addition to the management, the project has involved the preschool, the after-school care, the school, and the student health team. The participants in the learning activities have had ample opportunities to implement and share what they have learned, thus ensuring widespread dissemination within the organisation.

### Teachers' role

Within the project, teachers have engaged in peer learning, peer assessment, and other new ways of cooperating within the organisation. The project has contributed to the staff's wellbeing and joint development from an international perspective through exchanges and learning good practices from other teachers.

### Impact and output

The teachers have acquired effective and innovative methods to impart the values, knowledge, and skills needed to actively participate in the democratic processes and work towards increased sustainability. The project has resulted in preschools with innovative outdoor educational activities that are more health-promoting and inclusive. A further impact is increased activity and movement for students during the day, as well as an improved understanding of their wellbeing.

Hortlax, Sweden

## Building health Norrby



**Project coordinator:**  
Norrbyskolan, Piteå kommun

[2020-1-SE01-KA101-077726](#)

### Topic(s) addressed

This project focused on health and wellbeing.

### Target group(s)

The target group consisted of 200 students and 30 staff members.

### Methodologies

The project began by identifying the needs of students as a starting point. From this, the project aimed to give staff better tools to improve the health of themselves and their students. By encompassing both formal education and after-school activities, the school day now includes a more varied education, including an increase in physical activities. This has led to an increased sense of belonging, a lower rate of sick leave, and a more positive school climate.

### Innovation environment

The project used a fresh outlook on how to use available resources, including the staff, during the school day. This enabled the project's objectives to be reached. A whole school approach supported the staff in managing the after-school activities as they now have an expanded role in the education system.

### Teachers' role

Participants were given new tools that were easily shared with other staff members. This was a form of peer learning and allowed teachers to learn good practices from their peers. The acquired tools are also easily adapted to different learning situations and can be incorporated into a variety of settings.

### Impact and output

Both perceived and measurable results, in terms of attendance and wellbeing, have shown that the project has had a positive impact. As the project included the whole organisation, it was inclusive in its nature. Moreover, the results have been disseminated within the region.

Vänersborg, Sweden

## Ambassadors for HEALTH



**Project coordinator:**  
Fridagymnasiet Vänersborg

**Project partners:**  
HAK Ybbsy, Austria  
Lycée Polyvalent Boisjoly Potier, France  
Druga osnovna šola Slovenj Gradec, Slovenia  
Instituto de Enseñanza Secundaria Villa de Mazo, Spain

[2020-1-SE01-KA229-077956](#)

### Topic(s) addressed

This project targeted health, wellbeing, nutrition, the importance of physical movement, relaxation, trustful relationships, and the physical and psychological work environment.

### Target group(s)

The project targeted students and staff across schools in Europe.

### Methodologies

The project focused on a holistic approach to health through integrating health-related education into daily school routines. It empowered students with the required knowledge and tools that can be used to promote their own health, as well as others. The project provided the participating schools with the opportunity to involve students who had mental health struggles and who especially needed to improve their skills and knowledge on health-related issues.

### Innovation environment

The project taught skills to take care of your body and mind as well as your physical and psychological work environment. They have achieved an encouraging and supportive work environment and have introduced themed days for happiness and kindness. The project included students, student counsellors, teachers, the principal, the school health team, and other staff. The students' motivation

increased as they were heavily involved in the internal work process.

### Teachers' role

Through the project, every school has produced their own tool kit, which includes inspirational material that can be used both in teaching classes and for the professional development of staff. The tool kit is presented on the project's webpage. Teachers, students, and other staff learned how to improve their health through the project and they could easily adapt their knowledge to a variety of new situations, contributing to a healthier environment.

### Impact and output

The project outcomes were linked to the development of key competencies, in the context of health and wellbeing. The project has provided students and school staff with knowledge and tools to implement health education into the schools' curriculum. This contributed to an overall increased awareness of student and staff health. Active and concrete student involvement in all phases of the project also increased student motivation.



Heemskerk, The Netherlands

## Study trip futureproof organisations for education and day-care



**Project coordinator:**  
Tabijn

**Project partners:**  
Laessoesgadeskole, Denmark

[2020-1-NL01-KA101-064230](#)

### Topic(s) addressed

The project addressed promoting a positive school climate, rest and play, and collaboration

### Target group(s)

The target group included students aged one to 12, staff and non-teaching staff.

### Methodologies

This project showcases innovative teaching and learning approaches. School leaders were pivotal in job shadowing and incorporating new educational methods such as integrating play and outdoor learning to foster health and wellbeing. These methods were then disseminated and implemented through active reflections, meetings, dialogues, and multimedia documentation. The goal was to create more holistic and inclusive education policies for the school.

### Innovation environment

The school environment was central to this project through focusing on educational methods through play, inclusion, and open spaces. This focus on using space well and creating a healthy environment aimed at building a positive school climate. These insights and ideas were openly discussed with the schools, ensuring that innovative ideas were integrated across the entire institution.

### Teachers' role

Participating teachers played a crucial role in influencing innovative teaching and learning processes. Acting as innovators, they learned from Danish schools, focusing on good practices to apply their own work. This involved peer learning and cooperation with both Danish school staff and afterwards, their own staff. By sharing insights and collaboratively implementing new ideas, staff enhanced their competencies and promoted a continuous learning culture.

### Impact and output

The innovative teaching and learning methods from the project had a significant impact, fostering a child-centred view and leading to more meaningful activities and increased outdoor learning. The methods promoted inclusivity, encouraging schools to adopt a more inclusive vision and actively find ways for all children to participate in the classroom. This approach directly benefitted students and teachers, creating a lasting inclusive learning environment.

Ede, The Netherlands

## Healthy inclusive lifestyle through schools



**Project coordinator:**  
Pallas Athene College

### Project partners:

Latokartanon peruskoulu, Finland • Lycée polyvalent Jean Drouant, France  
• Liceo Scientifico "L. da Vinci" Florida, Italy • Veiligheids-Engezondheidsregio  
Gelderland-Midden, The Netherlands • Agrupamento de Escolas Alberto  
Sampaio, Portugal • Osnovna sola Benedikt, Slovenia • Instituto de Educación  
Secundaria Playa San Juan, Spain • Nightingale Academy, United Kingdom  
• Christ's College Finchley, United Kingdom • Enfield Council, United Kingdom

[2019-1-NL01-KA201-060346](#)

### Topic(s) addressed

This project addressed wellbeing, mental and physical health, healthy choices, collaboration and promoting a positive school climate.

### Target group(s)

The target group consisted of students aged 13 to 17.

### Methodologies

The project focused on developing key skills, knowledge, and attitudes in students. Each activity focused on a different aspect of healthy living, integrating various subjects and perspectives. Students learned, practised, and were assessed on their understanding of healthy living, both through formal and informal methods. The project combined classroom learning with practical activities and real-life experiences. Students from different backgrounds actively participated and the project also involved collaboration with health experts and community members, enriching the learning experience.

### Innovation environment

By combining inclusion and healthy living, the project tackled issues like inequality, sustainability, and healthcare. This created a positive school environment by involving students in leadership roles and decision-making, helping them become responsible leaders.

Sustainability was promoted through adding bike racks to encourage cycling. The project addressed modern issues like body image, social media, and mindfulness to help students manage stress and mental health and create a positive school climate.

### Teachers' role

Teachers combined classroom lessons with practical activities, helping students to gain important skills and knowledge. The team of teachers worked cooperatively, sharing ideas and strategies to enhance the learning experience. Teachers encourage students to take on leadership roles, assess their school's health practices, and make improvements, ensuring learning is more engaging and effective.

### Impact and output

Students improved academically, felt better overall, and gained important life skills. They held leadership roles in assessing and improving health practices in their schools. The project included students from disadvantaged backgrounds, making healthy living accessible for all. Lesson plans on healthy lifestyles, created by various project partners, have been implemented, benefitting teachers and schools alike. These practices have been disseminated to other students, teachers, schools, local communities, and parents, fostering a healthier lifestyle across different levels of society.

Utrecht, The Netherlands

## VITALity for the future



**Project coordinator:**  
Stichting ROC Midden Nederland

**Project partners:** Berufshöfungsanstalt Oberösterreich (bf öö), Austria  
• Etelä-Karjalan koulutuskuntayhtymä, Finland • Institute for Positive Health,  
The Netherlands • Stichting Christelijk Regionaal Opleidingen Centrum Noord-  
en Oost Nederland, The Netherlands • Centrul pentru Promovarea Invatarii  
Permanente Timisoara Asociatia, Romania • Societatea Romana de Chirurgie  
Vasculara, Romania • AEVA - Associação para a Educação e Valorização da  
região de Aveiro, Portugal • Kent and McGill limited, United Kingdom

[2020-1-NL01-KA202-064634](#)

### Topic(s) addressed

This project focused on health and wellbeing, teacher competence, educational development, mental and physical health.

### Target group(s)

The target group included vocational learners and teachers.

### Methodologies

The project used an innovative approach through focusing on multidisciplinary methods and developing key competencies in the students. The project actively involved the learners and ensured collaboration with external stakeholders. Each output was developed and validated through a rigorous process of research, design, testing, and evaluation. Using ECVET principles, the curriculum focused on learning outcomes and ensured that the students develop the essential skills required by future employers.

### Innovation environment

This project promoted an innovative, Whole-School Approach, and integrated vitality and positive health across all aspects of education. Schools acted as hubs of innovation and could foster new ways of thinking and collaboration. This created a positive environment focused on promoting wellbeing and the sustainable use of resources. The project fostered cooperation between sectors and external

stakeholders. This collaboration enhanced learning and prioritised the wellbeing of students and staff.

### Teachers' role

In this project, teachers played a crucial role as innovators in integrating vitality and positive health into their educational practice and promoting new ways of thinking and collaborating. This project emphasised the key competencies of teachers, such as, self-reflection, critical thinking and empowerment.

### Impact and output

The innovative teaching and learning practices in the project have had a significant impact. Students have embraced vitality and positive health and have enhanced their understanding of wellbeing across various vocational sectors. For teachers, the project emphasised practising what they teach and fostered team collaboration. The project also produced practical and relevant learning materials for vocational education and training, which will benefit both schools and communities.

Bursa, Türkiye

## Social and emotional skills development in Early Childhood Education



### Project coordinator:

Yıldırım İlçe Milli Eğitim Müdürlüğü

### Project partners:

Szabó Pál Általános Iskola és Alapfokú Művészeti Iskola, Hungary  
Istituto Comprensivo Garibaldi-Leone, Italy  
Kauno lopselis-darzelis "Giliukas", Lithuania  
Bursa Uludağ Üniversitesi, Türkiye  
Windmill Integrated Primary School, United Kingdom

[2020-1-TR01-KA201-094111](#)

### Topic(s) addressed

This project focused on social and emotional learning and promoting a positive school climate.

### Target group(s)

The target group included preschool and primary school teachers, school guidance services, administrators, and students.

### Methodologies

The project aimed to increase children's SEL skills with a multidisciplinary approach based on drama, children's books, and games. These methods were selected to address SEL problems experienced during the implementation process. Educators had the opportunity to combine theory and practice in collaboration with other colleagues by improving their knowledge and skills in the field of drama. The preparation of a practical and enriched programme for parents and children that can be implemented by all countries shows the inclusive and innovative aspect of the project.

### Innovation environment

Teachers were provided with multifaceted support, including assistance with the organisation of the classroom, the selection of quality children's books, the implementation of play and drama activities, and the preparation of activities that involved families. These measures were taken to ensure a positive school climate.

During the enrolment period, innovative practices were presented to parents to prepare them for participation. The children's books used in the activities were provided to school libraries, allowing all teachers to implement this, ensuring the sustainability of the project.

### Teachers' role

Teachers learned from educators' good practices across Europe who contributed their professional, cultural and social life experiences, different perspectives and skills, and family action plans. Participants worked collaboratively in the creation of drama workshops. They applied good practices implemented in different countries in their own schools and then diversified the activities by sharing their experiences with each other.

### Impact and output

Action plans and questionnaires were developed to address the identified SEL problems. The effectiveness of the action plans and content was tested, resulting in a more prepared start to the school year compared to previous years. The implementation of diverse SEL action plans fostered a sense of belonging among families from various backgrounds, thereby facilitating the establishment of effective school-family collaboration to support children's SEL development. Partner schools disseminated project results to regional and national stakeholders, starting with their own institutions.



ANTALYA, Türkiye

## Integrating special needs individuals into digi-holistic education



### Project coordinator:

Antalya İl Milli Eğitim Müdürlüğü

### Project partners:

University College Dublin, Ireland

University of Basque Country, Spain

Aiju - Instituto Tecnológico de Producto Infantil y Ocio, Spain

Akdeniz University, Türkiye

University of Exeter, United Kingdom

[2020-1-TR01-KA201-093698](#)

### Topic(s) addressed

This project addresses topics such as ICT, new technologies, digital competencies, disabilities and special needs. The Project also focuses on implementing innovative curricula, educational methods, and training courses.

### Target group(s)

The target group included SEN students with mild intellectual disabilities, SEN school staff, parents, and SEN specialists.

### Methodologies

The methodology is innovative and inclusive in several ways. The digi-holistic module integrates 16 social adaptation skill learning outcomes across partner institutions, tailored by a multidisciplinary team. It includes comprehensive guides, promoting effective classroom implementation and digital content creation. Digital content development involves scenario-based learning, multilingual translation, and multimedia design. Robust quality control measures and continuous monitoring ensure that the project's standards are met.

### Innovation environment

The project established an open-access e-learning platform that supports interactive and collaborative learning experiences, providing tools and resources for ongoing professional development for SEN educators. By engaging with interactive digital resources, students thrived in a digital-focused

setting for the first time, gaining skills like emotional awareness, self-protection, and media literacy. They also engaged in cross-disciplinary subjects. These strategies collectively created dynamic and supportive learning environments within the project.

### Teachers' role

Teachers implemented the comprehensive digi-holistic module, enhancing SEN educators' capabilities in integrating digital content effectively. Their collaboration improved teaching materials, aligning with European educational standards. Their feedback highlighted the need for digital materials, informing policymakers to enhance digital inclusion policies for SEN. Engagement and personalised learning was promoted for SEN students, prompting teachers to enhance their digital competencies. Sharing success stories fostered a positive view of technology in SEN.

### Impact and output

The project equipped SEN teachers with digital skills through an e-learning platform, enhancing their teaching effectiveness and professional profiles. Students benefitted from increased motivation and improved social adaptation skills, while parents experienced digital innovation through seminars and academic support. The project also contributed to academic literature, introducing innovative educational strategies and conducting insightful pilot studies across several countries in Europe.



Manisa, Türkiye

## Fit to belong: Design and implementation of teaching and learning materials to mitigate loneliness in youth.



### Project coordinator:

Manisa Sosyal Bilimler Lisesi

### Project partners:

Audiovisual Technologies Informatics and Telecommunications BV, Belgium • Technikum Informatyki Edukacji Innowacyjnej, Poland • Associação o Novo Mundo Azul, Portugal • OS Petar Lekovic, Serbia • Asociacija Tavo Europa, Lithuania • The University of Exeter, United Kingdom • The University of Manchester, United Kingdom

[2019-1-TR01-KA201-076895](#)

### Topic(s) addressed

This project focused on addressing loneliness, belonging, mental health, emotional wellbeing, and promoting an inclusive and supportive school climate.

### Target group(s)

The target group included students aged 14 to 16, teachers, youth workers, school psychologists, and researchers.

### Methodologies

The activities were carried out through close collaboration among students, teachers, youth workers, school psychologists, and academic researchers. To design the project's framework, researchers paired with students to conduct interviews. They supported partner organisations by providing theoretical insight into the project's topics and guidance throughout the project. The activities and the project's app were created through weekly discussions and reviews, designed with active student involvement, and tested in partner organisations, as well as in some neighbouring schools.

### Innovation environment

The most innovative aspect of the project lies in targeting of young people experiencing negative feelings. The project's team offered interventions to the schools and youth centres with the aim to reduce loneliness among the participants.

The project was also innovative in the targeting of school-going adolescents, the social group that research has shown suffers most from loneliness.

### Teachers' role

Teachers initiated and researched the project, identified the needs in their community and contacted the right partners to collaborate with. They were the leaders and decision-makers in their institutions. The effective implementation of project activities and the extensive dissemination of its results were possible owing to their collaboration, problem-solving and networking skills. Teachers demonstrated remarkable creativity and adaptability, designing innovative activities that engaged students and addressed their emotional wellbeing.

### Impact and output

The collaborative efforts of staff and students to tackle loneliness in their community fostered a culture of solidarity within the project's target group. Therefore, the project was a community wellbeing initiative, which continues to inspire young people to consider both their own and their peers' emotional well-being. Participants have submitted new Erasmus+ applications to further their work on mental health. Students who participated in the exchanges and online events continue to pursue additional networking opportunities.



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