

# Κατάλογος Εγκεκριμένων Σχεδίων

## Βασικής Δράσης 2

# Σχολική Εκπαίδευση

2014





Κατάλογος Εγκεκριμένων Σχεδίων  
**Βασικής Δράσης 2**  
ΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ 2014



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ  
ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ



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Ημερομηνία Έκδοσης: Νοέμβριος 2015

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

ISBN: 978-618-80144-9-7

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## ΕΙΣΑΓΩΓΗ

Η εποχή που η παροχή εργασίας χαμηλής ειδίκευσης αποτελούσε ανταγωνιστικό πλεονέκτημα για μια οικονομία έχει πλέον παρέλθει. Οι σύγχρονες, παγκοσμιοποιημένες και βασισμένες στη γνώση οικονομίες αναδεικνύουν την ανάγκη για ανθρώπινο δυναμικό με υψηλό επίπεδο δεξιοτήτων και ικανοτήτων. Η αναβάθμιση των δεξιοτήτων και η εναρμόνιση τους με τις απαιτήσεις της αγοράς αποτελούν ζητούμενο για την τόνωση της απασχολησιμότητας, την αύξηση της παραγωγικότητας και της ανταγωνιστικότητας της οικονομίας.

Η Ευρώπη ανταποκρινόμενη στις νέες ανάγκες και τις πιεστικές προκλήσεις της εποχής αναγνωρίζει τον ζωτικής σημασίας ρόλο της εκπαίδευσης και της κατάρτισης για την οικονομική και κοινωνική πρόοδο και εντάσσει τον τομέα της εκπαίδευσης στους πέντε πρωταρχικούς στόχους της αναπτυξιακής της στρατηγικής μέχρι το 2020 («Ευρώπη 2020»). Συγκεκριμένα θέτει ως στόχο τη μείωση του αριθμού των ατόμων που εγκαταλείπουν πρόωρα το σχολείο σε ποσοστό κάτω του 10% και την αύξηση του ποσοστού των πτυχιούχων τριτοβάθμιας εκπαίδευσης σε 40%.

Η επένδυση σε γνώσεις, δεξιότητες και ικανότητες θα ωφελήσει άτομα, οργανισμούς και την κοινωνία συνολικά, συμβάλλοντας στην ανάπτυξη και την απασχόληση και προάγοντας την κοινωνική ένταξη και ευημερία.

Στην προσπάθεια για τη δημιουργία μιας Ευρώπης που θα βασίζεται στη γνώση υποστηρικτικό εργαλείο συνιστά το ευρωπαϊκό πρόγραμμα Erasmus+. Το Erasmus+ είναι το νέο πρόγραμμα της Ευρωπαϊκής Επιτροπής για τους τομείς της Εκπαίδευσης, της Κατάρτισης, της Νεολαίας και του Αθλητισμού για την περίοδο 2014 - 2020.

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

Η δημιουργία ενός ενιαίου, ολοκληρωμένου προγράμματος για την εκπαίδευση, την κατάρτιση, τη νεολαία και τον αθλητισμό στοχεύει στην απλοποίηση των διαδικασιών συμμετοχής και στην εφαρμογή κοινών βασικών κανόνων εφαρμογής αναδεικνύοντας παράλληλα τη στοχευμένη στρατηγική και το φιλόδοξο χαρακτήρα του.

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

Η παρούσα έκδοση αφορά στην παρουσίαση των εγκεκριμένων για χρηματοδότηση σχεδίων για τη Βασική Δράση 2 (Στρατηγικές Συμπράξεις) στον τομέα της Σχολικής Εκπαίδευσης κατά τον κύκλο υποβολής αιτήσεων 2014 στο πλαίσιο του ευρωπαϊκού προγράμματος Erasmus+. Αποβλέπει στην ανάδειξη του έργου που επιτελείται μέσω των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης ενώ παράλληλα φιλοδοξεί να αξιοποιηθεί ως χρηστικό εργαλείο από δυνητικούς αιτούντες οργανισμούς στο πρόγραμμα Erasmus+.

## Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών – Στρατηγικές Συμπράξεις

Οι Στρατηγικές Συμπράξεις αποτελούν αποκεντρωμένη δράση του προγράμματος Erasmus+ και αφορούν την ανάπτυξη και ενίσχυση συνεργασιών ανάμεσα σε φορείς/οργανισμούς που δραστηριοποιούνται στους τομείς της εκπαίδευσης, κατάρτισης και νεολαίας ή σε άλλους κοινωνικούς και οικονομικούς τομείς με σκοπό την προώθηση της καινοτομίας και την εφαρμογή καλών πρακτικών στους παραπάνω τομείς.

Στο πλαίσιο της Δράσης αυτής παρέχεται η δυνατότητα σε οργανισμούς/ιδρύματα/φορείς από διάφορες συμμετέχουσες χώρες να αναπτύξουν σχέδια συνεργασίας σε θέματα κοινού ενδιαφέροντος και να ανταλλάξουν καινοτόμες πρακτικές.

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

### Στρατηγικές Συμπράξεις στον τομέα της Σχολικής Εκπαίδευσης

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

Δυνητικοί δικαιούχοι είναι τα δημόσια και ιδιωτικά σχολεία, προσχολικής, πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης, τοπικοί και περιφερειακοί φορείς αρμόδιοι για τη σχολική εκπαίδευση καθώς και κάθε οργανισμός που δραστηριοποιείται στον τομέα της εκπαίδευσης ή σε άλλον κοινωνικοοικονομικό τομέα.

Η διάρκεια ενός σχεδίου Στρατηγικής Σύμπραξης επιλέγεται στο στάδιο υποβολής της αίτησης, βασιζόμενη στους στόχους του σχεδίου και στους τύπους των προγραμματισμένων δραστηριοτήτων και μπορεί να κυμαίνεται από 2 έως 3 χρόνια.

Σε κάθε στρατηγική σύμπραξη ένας από τους συμμετέχοντες φορείς αναλαμβάνει τον ρόλο του συντονιστή και οι υπόλοιποι συμμετέχουν με την ιδιότητα του εταίρου. Ο συντονιστικός φορέας/οργανισμός/ίδρυμα φέρει την ευθύνη της διαχείρισης των δραστηριοτήτων και της χρηματοδότησης του σχεδίου. Αυτό σε καμία περίπτωση δεν αφαιρεί από την σημαντικότητα του ρόλου των εταίρων οργανισμών οι οποίοι οφείλουν να συμμετέχουν ενεργά και ισότιμα στις δραστηριότητες της σύμπραξης και να μεριμνούν από κοινού για την επίτευξη των στόχων του σχεδίου.

Ανάλογα με το προφίλ και τους στόχους της εκάστοτε σύμπραξης, σχολεία και άλλοι οργανισμοί χρηματοδοτούνται για συμμετοχή σε δραστηριότητες διαχείρισης και υλοποίησης του σχεδίου, για την παραγωγή προϊόντων πνευματικής εργασίας (προγράμματα σπουδών, παιδαγωγικό υλικό, αναλύσεις, μελέτες, Open Educational Resources, IT Tools, κ.λπ.), για ενέργειες διάδοσης/διάχυσης των αποτελεσμάτων (συνέδρια, σεμινάρια, εκδηλώσεις), για γλωσσική προετοιμασία και για κινητικότητες διδασκαλίας και μάθησης (μικρής και μεγάλης αντιστοίχως διάρκειας).

Για να είναι βιώσιμες οι εταιρικές σχέσεις θα πρέπει να οικοδομούνται με βάση σαφείς και ρεαλιστικούς στόχους, να εξασφαλίζουν τη συμμετοχή όλων των ενδιαφερομένων μερών και να περιλαμβάνουν δραστηριότητες προσανατολισμένες στην προώθηση των στόχων της σύμπραξης.

Περαιτέρω, η ανάπτυξη μιας Στρατηγικής Σύμπραξης στο πλαίσιο του προγράμματος Erasmus+ θα πρέπει να επιδιώκει την επέκταση της διάδοσης των αποτελεσμάτων της και πέραν των άμεσα συμμετεχόντων σε τοπικό, περιφερειακό, εθνικό και ευρωπαϊκό επίπεδο και την ενθάρρυνση της ευρείας χρήσης τους.

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

Η συμβολή των Στρατηγικών Συμπράξεων στη δημιουργία μιας ανταγωνιστικής οικονομίας μέσω της επένδυσης στην εκπαίδευση, την έρευνα και την καινοτομία για την ενίσχυση των δεξιοτήτων και τη δημιουργία νέων θέσεων εργασίας, επιτυγχάνεται με την καθιέρωση συγκεκριμένων προτεραιοτήτων με τις οποίες πρέπει να συμβαδίζουν οι στόχοι της συνεργασίας. Η συνάφεια των σχεδίων Στρατηγικών Συμπράξεων με τις ορισμένες ανά τομέα (Ανώτατη Εκπαίδευση, Σχολική Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Νεολαία) προτεραιότητες θεωρείται δεδομένο και προαπαιτούμενο για τη χρηματοδοτική τους στήριξη.

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

- Βελτίωση των χαμηλών επιδόσεων σε βασικές δεξιότητες μέσω πιο αποτελεσματικών μεθόδων διδασκαλίας.
- Στήριξη των σχολείων για την αντιμετώπιση της πρόωρης εγκατάλειψης του σχολείου (ΠΕΣ) και των μειονεκτούντων καθώς και για την κάλυψη όλων των σπουδαστών από το χαμηλότερο έως το υψηλότερο επίπεδο του ακαδημαϊκού φάσματος.
- Αναβάθμιση του κύρους των εκπαιδευτικών επαγγελματιών μέσω της προσέλκυσης των καλύτερων υποψηφίων στο επάγγελμα και με τη στήριξη εκπαιδευτικών και διευθυντών για παροχή διδασκαλίας υψηλής ποιότητας, αντιμετώπιση της πολύπλοκης πραγματικότητας στις σχολικές τάξεις και υιοθέτηση νέων μεθόδων και εργαλείων.
- Βελτίωση της ποιότητας της προσχολικής εκπαίδευσης και φροντίδας, προκειμένου να βελτιωθεί η ποιότητα των υπηρεσιών για καλύτερα μαθησιακά αποτελέσματα και να διασφαλιστεί η καλή αρχή για όλους στην εκπαίδευση.

### Τύποι Στρατηγικών Συμπράξεων

Ο τομέας της Σχολικής Εκπαίδευσης δύναται περιλαμβάνει τα ακόλουθα είδη εταιρικών σχέσεων:

- **Διευρυμένη Στρατηγική Σύμπραξη:** Συνεργασία μεταξύ Σχολείων και φορέων που εμπλέκονται στην εκπαίδευση ή σε άλλον κοινωνικοοικονομικό τομέα με στόχο την αναβάθμιση της παρεχόμενης εκπαίδευσης και τον εκσυγχρονισμό των εκπαιδευτικών συστημάτων. Μετέχουν τουλάχιστον τρεις (3) φορείς από τρεις (3) διαφορετικές χώρες.
- **Στρατηγική Σύμπραξη αποκλειστικά μεταξύ σχολείων:** Τουλάχιστον δύο (2) σχολεία από δύο (2) διαφορετικές χώρες μετέχουν σε αυτή τη μορφή Στρατηγικής Σύμπραξης και συνεργάζονται σε θέματα κοινού ενδιαφέροντος που αναδεικνύει και ανάγει σε προτεραιότητα η καθημερινή διδακτική πρακτική.
- **Στρατηγική Σύμπραξη μεταξύ περιφερειών:** Μετέχουν τουλάχιστον δύο (2) τοπικές/περιφερειακές εκπαιδευτικές αρχές από δύο (2) διαφορετικές χώρες. Η εν λόγω σύνθεση εταιρικής σχέσης προσδίδει στα εκπαιδευτικά ζητήματα μεγαλύτερη βαρύτητα στο πλαίσιο της τοπικής διοίκησης.

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

## Εύρεση Εταίρων

Η σύνθεση της εταιρικής σχέσης είναι καίριας σημασίας για την επιτυχή υλοποίηση μιας Στρατηγικής Σύμπραξης. Η επιλογή των συμμετεχόντων οργανισμών πρέπει να γίνεται στη βάση της πλήρωσης της απαιτούμενης εμπειρίας, τεχνογνωσίας και εξειδίκευσης ώστε να υλοποιηθεί κάθε πτυχή του σχεδίου και να παραχθούν υψηλής ποιότητας αποτελέσματα.

Υποστήριξη στην αναζήτηση και εύρεση εταίρων για την υλοποίηση μιας Στρατηγικής Σύμπραξης προσφέρει η ηλεκτρονική πλατφόρμα School Education Gateway. Το School Education Gateway έχει τεθεί σε λειτουργία από τον Ιανουάριο του 2015 και αποτελεί το χώρο δικτύωσης για το πρόγραμμα Erasmus+.

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

Η πλατφόρμα προσφέρει τρία εξειδικευμένα εργαλεία προκειμένου να βοηθήσει σχολεία, εκπαιδευτικούς και άλλους ενδιαφερόμενους να επωφεληθούν πλήρως από τις ευκαιρίες χρηματοδότησης του προγράμματος Erasmus+:

**α) Κατάλογος Σεμιναρίων:** Πρόκειται για μια βάση εξεύρεσης σεμιναρίων επαγγελματικής ανάπτυξης για εκπαιδευτικούς η οποία παρέχει πληροφορίες σχετικές με προγράμματα διαρθρωμένων μαθημάτων ή σεμινάρια κατάρτισης στο εξωτερικό. Το εργαλείο προσφέρει τη δυνατότητα αναζήτησης σεμιναρίων με βάση: το θέμα, την χώρα υποδοχής, τη γλώσσα, το κοινό στο οποίο απευθύνεται κ.α.

**β) Ευκαιρίες Κινητικότητας:** Εργαλείο αναζήτησης για το διδακτικό και λοιπό εκπαιδευτικό προσωπικό των σχολείων προκειμένου να αναζητήσουν φορείς υποδοχής που προσφέρουν θέσεις για διδασκαλία και επιτόπια παρακολούθηση/παρατήρηση εργασίας (job shadowing) και διδασκαλίας σε σχολείο ή άλλο φορέα στο εξωτερικό.

**γ) Αιτήματα για Στρατηγικές Συμπράξεις:** Στόχος του εργαλείου είναι η υποστήριξη της υλοποίησης διακρατικών συνεργασιών καθώς και η μεταφορά αλλά και η ανταλλαγή καινοτόμων πρακτικών στον τομέα της σχολικής εκπαίδευσης. Μέσω του συγκεκριμένου εργαλείου δίνεται η δυνατότητα στις σχολικές μονάδες, να εκδηλώσουν το ενδιαφέρον τους ή να αναζητήσουν ευκαιρίες για υλοποίηση μιας Στρατηγικής Σύμπραξης.

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

\* Οι περιλήψεις των σχεδίων είναι στην Αγγλική γλώσσα όπως κατατέθηκαν με την αίτηση.

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



### Συμπράξεις αποκλειστικά μεταξύ Σχολείων

**99**

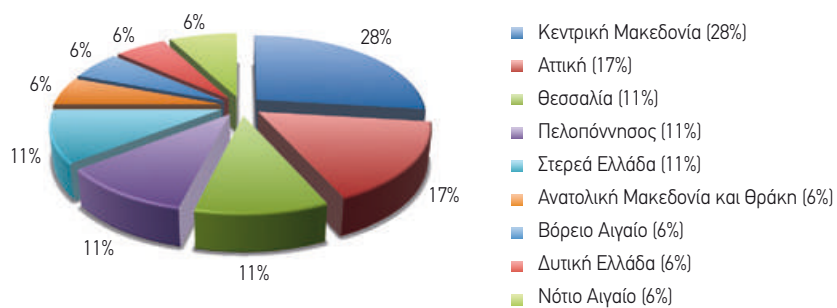
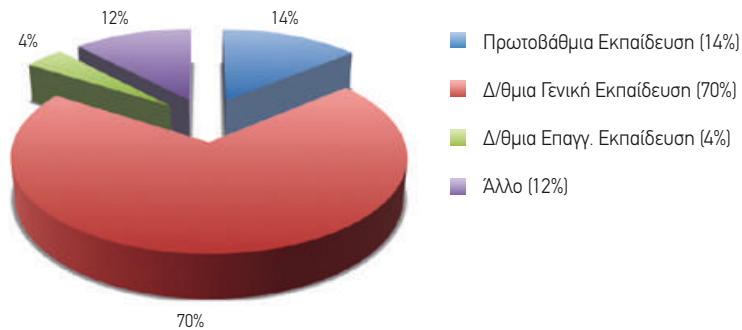
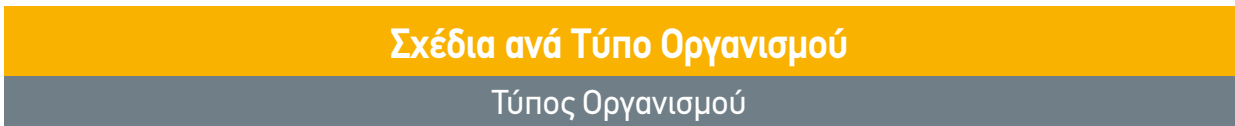
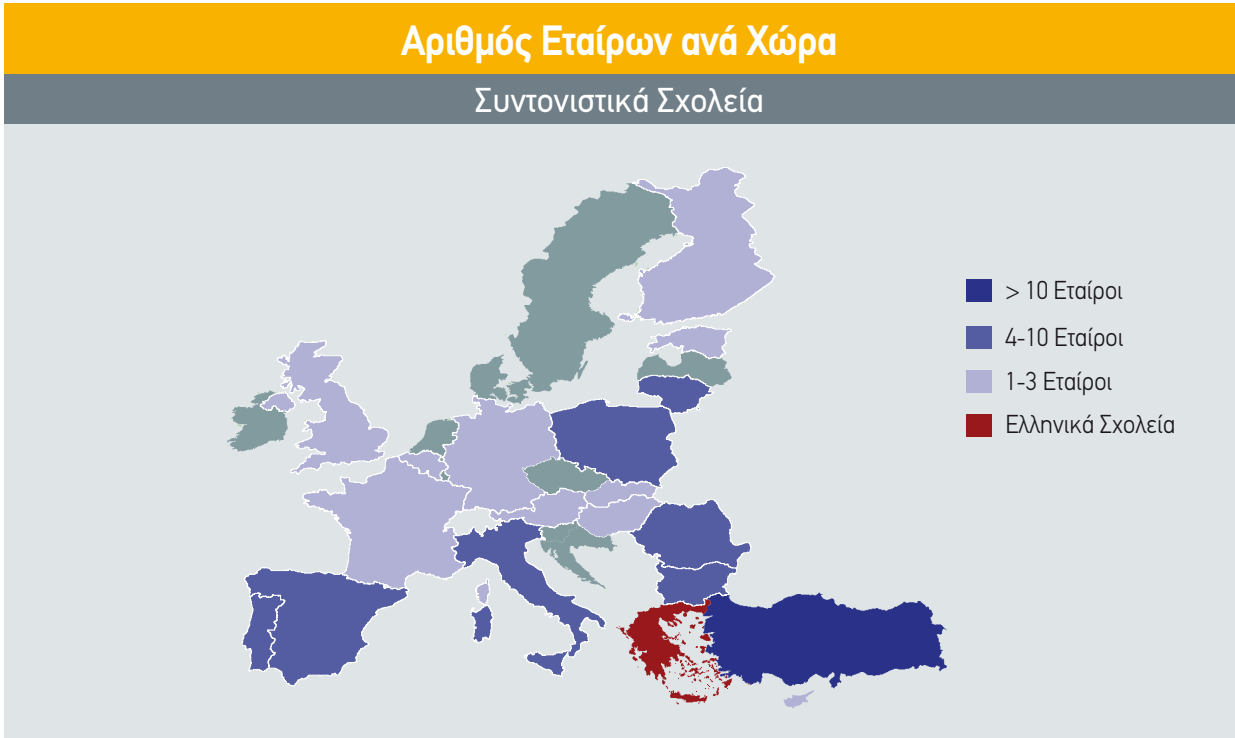
Συμπράξεις αποκλειστικά  
μεταξύ σχολείων με Ελληνικά  
Σχολεία Εταίρους

**17**

Συμπράξεις αποκλειστικά  
μεταξύ σχολείων με Ελληνικά  
Σχολεία Συντονιστές

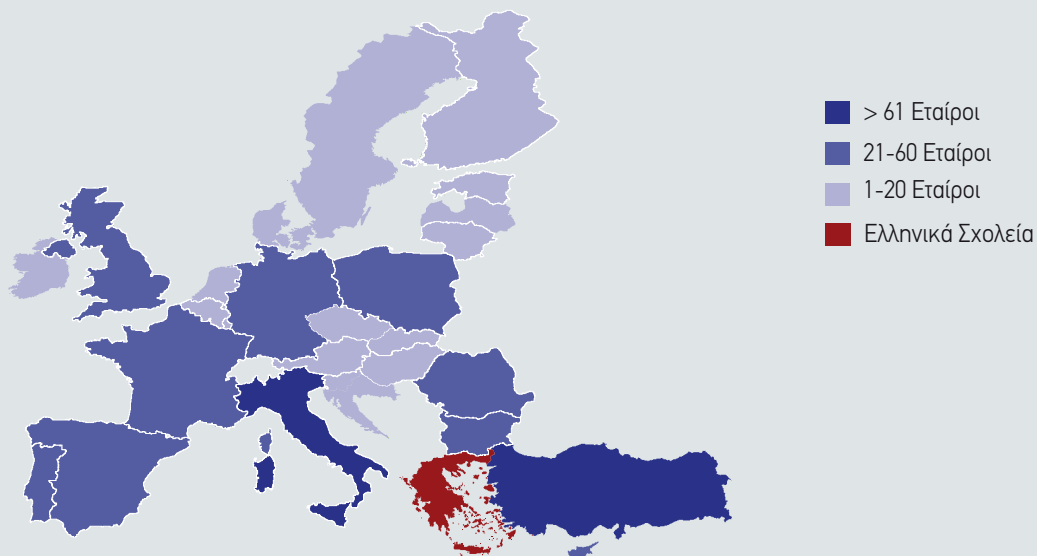
**747**

Συνολικά Εταίροι στις  
Συμπράξεις αποκλειστικά  
μεταξύ σχολείων που  
συμμετέχουν Ελληνικά Σχολεία



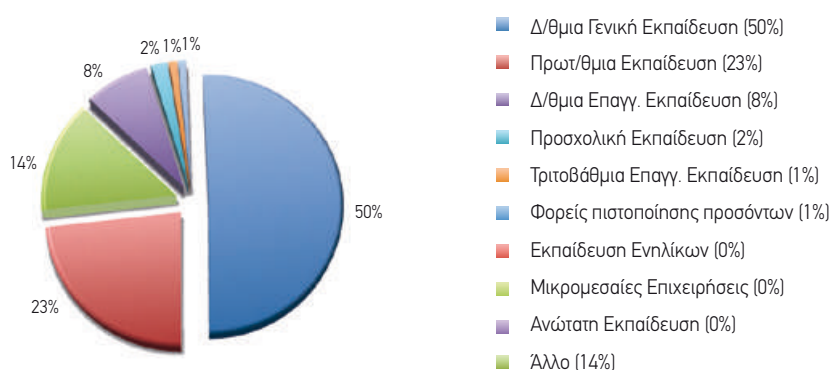
## Αριθμός Εταίρων ανά Χώρα

### Σχολεία Εταίροι



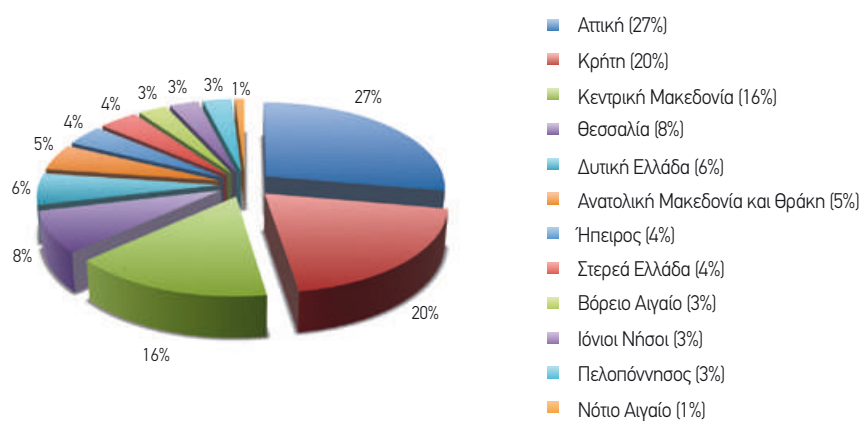
## Σχέδια ανά Τύπο Οργανισμού

### Τύπος Οργανισμού



## Σχέδια ανά Γεωγραφική Περιφέρεια

### Συμμετοχή ανά Γεωγραφική Περιφέρεια



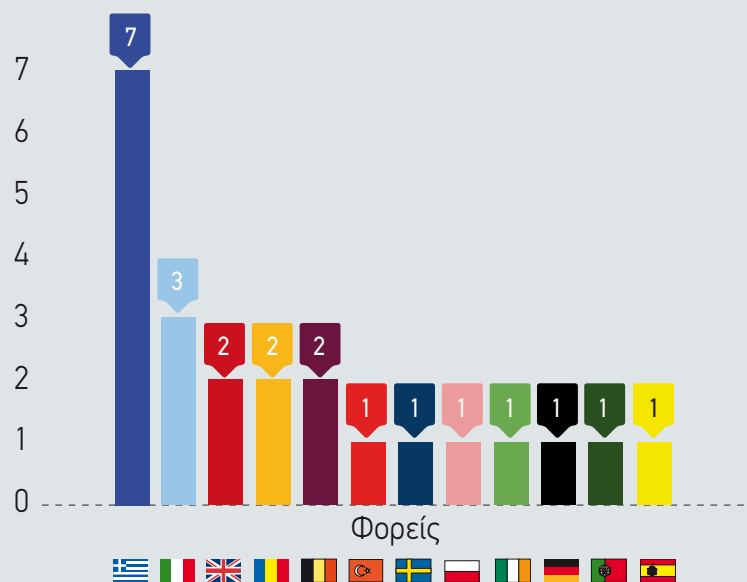


## Διευρυμένες Στρατηγικές Συμπράξεις



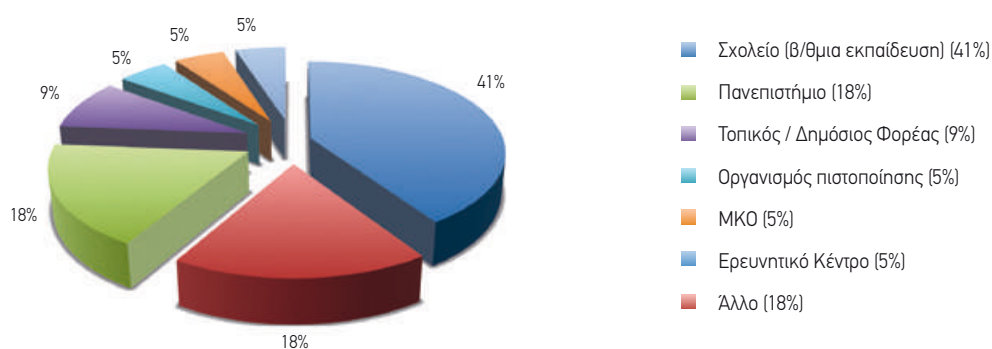


## Συμμετέχουσες χώρες (εταίροι) στις Διευρυμένες Συμπράξεις

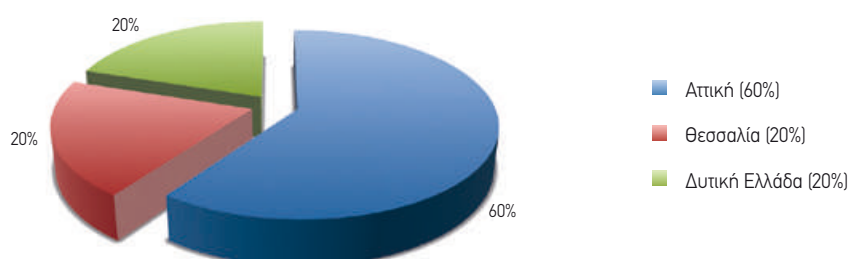


## Σχέδια ανά Τύπο Οργανισμού

Τύπος Οργανισμού



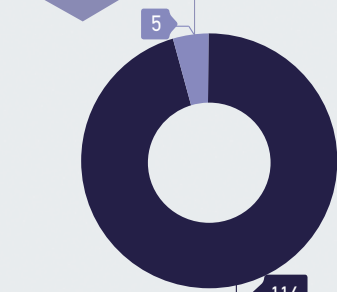
## Συμμετοχή ανά Γεωγραφική Περιφέρεια



## Εγκεκριμένα Σχέδια Βασικής Δράσης 2

Αριθμός Διεθνικών  
Εταίρων

23



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

Αριθμός Διεθνικών  
Εταίρων

740



**Περίληψεις Σχεδίων**  
**Στρατηγικών Συμπράξεων Erasmus+ KA2 Σχολική Εκπαίδευση**



## ■ 1<sup>ο</sup> Γενικό Λύκειο Καισαριανής

❖ EPlusLink number:	2014-1-BE01-KA201-000848_2
❖ Τίτλος σχεδίου:	Jeunes éco-entrepreneurs d'Europe
❖ Συντονιστής:	Collège de la lys
❖ Εταίροι:	1 <sup>ο</sup> Γενικό Λύκειο Καισαριανής I.I.S.S. Francesco Crispi IES LUIS BUENO CRESPO Liceul Teoretic Carei Lycee professionnel Rene COUZINET
❖ Χρηματοδότηση ελληνικού σχολείου:	35.960,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project is based on opening young people's minds as future actors of their own countries, future building workers, future parents, and future industrial entrepreneurs. We are 6 partner countries and we can add e twinning partners. This group will count many students and teachers and we hope to enlarge this project in these two years of project.

The main objective will be to find, compare and exchange good uses in industries and organizations which have a responsible strategy of development and profitable development which are compatible.

In details :

To create national junior industries on a European level.

To train to entrepreneurial activity on a national scale and explore the possibilities on European scale while creating a synergy of national partners' project.

To train in new innovating techniques (e.g. start-ups) and to let the students create products or innovating services diffused on a site or different merchandising sites of this project.

To create with the help of videos pedagogical sequences on entrepreneurial activity in Europe and to diffuse them as a MOOC.

To teach students European citizenship and to open them to other cultures and educational national systems.

1. To open the doors of a European work market.

2. To ameliorate cooperation between partners in Education and Work world.

To acquire and use the things you know, abilities and qualifications in order to facilitate personal development and employability on the European market of work.

The awaited results for this project are:

- To get deeper in the abilities and have a better preparation in professional insertion
- A better comprehension of marketing and commercial strategies on the sale through internet (creation of an e-commerce site)
- An opening on ethical notions, social responsibility in industries, fair trade, durable development
- An autonomy development and responsibility with the students, who will be confronted to decision taking, to team working on national and international level (collaboration work) and to get organized in the firm

## ■ 2<sup>ο</sup> Γυμνάσιο Ζακύνθου

❖ EPlusLink number:	2014-1-BE02-KA201-000400_3
❖ Τίτλος σχεδίου:	Art at all European Levels
❖ Συντονιστής:	Sint-Aloysiuscollege Diksmuide
❖ Εταίροι:	2 <sup>ο</sup> Γυμνάσιο Ζακύνθου
	Gimnazjum nr 56 w Poznaniu
	Kyrönmaan lukio
	Petzelt József Szakközépiskola és Szakiskola
	Vaizganto gimnazija
	Yasar Saniye Gemici Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	23.855,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

#### Objectives

- We are going to develop lessons that will be used by all the involved teachers in the project. This course will also be made available on the EST website.
- Teachers will professionalize themselves within certain fields and use their knowledge for the project and after the project's end.
- We want our students to know more about European art, not only on a regional but also on a European level.
- Through art we want them to get in contact with other European cultures and languages.
- We also want them to improve their English.

#### Impact

All the people involved will broaden their knowledge about art forms. The lessons will not be restricted to the national point of view on some art form. This will enrich the classical lessons dealing with art forms. Some students will come into contact with new art forms, because they are not part of the national curriculum. Students will be able to practice these art forms instead of just learning about their existence in a theoretical way. English will be used in a functional way, also going beyond the traditional view of just being a school subject. Through the art forms students will learn about other European cultures. Students will get into contact with other European languages. The national community will get into closer contact with the school which can improve the relationship.

#### Longer term benefits

The knowledge acquired through the project will be shared on the EST-database. Other schools looking for information or inspiration can benefit from that. The knowledge gained by the teachers can be used to extend their lessons in the following school years. Some of the materials that were bought for the project can be reused during other activities. Students will have broadened their views concerning different art forms and they will experience the joy of creating something. This might stimulate them to continue being creative with some international friendships.

## ■ Γυμνάσιο Τρικερίου

❖ EPlusLink number:	2014-1-BG01-KA201-001396_7
❖ Τίτλος σχεδίου:	Forensics and Creative Theatre
❖ Συντονιστής:	<b>Gimnazia za chujdi ezitsi Ekzarh Yossif I</b>
❖ Εταίροι:	<b>Γυμνάσιο Τρικερίου</b>
	Gymnazium, Alejova 1, Kosice
	IES Los Cabezuelos
	Istituto Istruzione Superiore G. Malafarina
	Liceul Tehnologic "Mihai Eminescu" Dumbraveni
	Fatih Anadoluilisesi
❖ Συνολική Χρηματοδότηση:	38.470,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The major aim of this Strategic Partnership is to develop pupils' transversal skills in order to promote leadership in secondary education. To acquire this goal, we have decided to use forensics and creative theatre as teaching/learning/training tools. Our target groups of pupils are 15-18 years old. We believe that our innovative educational approaches will help the shift from old paradigms of teaching to new ones - the 21st century learner-centered multimedia environment, with the teacher as facilitator.

Our Partnership includes secondary schools from Bulgaria, Slovakia, Turkey, Greece, Romania, Italy and Spain. The partner organisations share common interests and ambition to enhance cross-culture connectedness, to apply various ICTs in the learning-teaching process, to foster leadership and media training, community service, and educational travel.

The concrete objectives of this Partnership are:

- to develop clear strategies, vision and impact of competitive forensics and creative theatre, as innovative educational approaches
- to develop a cadre of young leaders who will share their knowledge and skills with their peers through positive action
- to develop a commitment to transnational cooperation and internationalisation of education
- to foster relationships between young people from different ethnic, religious, and national groups
- to generate more efficient communication in foreign languages
- to share each partner's innovative teaching methods and good practices, in order to modernise education

Some short-term results include: giving our target groups of teens the chance to say out loud what worries them, encouraging their critical and creative thinking, expanding their knowledge of English, refining their oral production and presentation, and, of course, providing lots of fun and games in between serious issues. Throughout the project's lifetime, all the participants will do their best to turn our international collaboration into an enjoyable experience, where everyone will feel important.

Long-term benefits involve several aspects of crucial importance: enhancing positive leadership as a role-model among students; establishing the leading role of students' parliaments as mediators in the teacher-student-parent paradigm; implementing in everyday teaching the good practices shared from the partners; introducing Europass in school; further cooperation between the partner organisations.

## ■ 1<sup>ο</sup> Δημοτικό Σχολείο Βροντάδου

❖ EPlusLink number:	2014-1-CZ01-KA201-001811_4
❖ Τίτλος σχεδίου:	BIG ISSUES IN SMALL HANDS
❖ Συντονιστής:	Fakultni zakladni skola Usti nad Labem, Ceske mladeze 230/2, prispevkova organizace
❖ Εταίροι:	1 <sup>ο</sup> Δημοτικό Σχολείο Βροντάδου Kumport Ortaokulu OGECBA Szkola Podstawowa nr 19 im. Mieszka I w Bialymstoku Tartu Rahvusvaheline Kool Tartu International School MTÜ
❖ Χρηματοδότηση ελληνικού σχολείου:	13.065,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Big Issues in Small Hands” is the project whose key belief is the conviction that future starts today and that our students will soon have to face the relevant matters of everyday life. The project makes them realize that they can actively participate in the life of school and local community and that their initiative matters. Now the core of their interests is school, sport, arts and crafts, computers. Thanks to our project they will understand how these can be used as effective tools dealing with global issues such as politics, profession, business, charity, interests and free time.

By taking active part in the school parliament our students will develop democratic attitude and the skill of decision making in the school environment. The unique possibility of collaborating with the parliaments of partner schools will give the students a sense of unity and importance. Thanks to organizing and participating in charity events (‘Sports Relief’ or the auctions of their crafts) the students will develop empathy and learn how to use their skills and talents to help the ones in need. We also intend to raise students’ self-confidence by making posters ‘The Best Product Me’ and emphasize the link between today’s education and future professional success. The workshops with the bank ‘All about Money’ will improve the children’s finance management and give them an opportunity to use it in practice while organizing a school trip. An important part of our project is not only to discover new things about other countries, but to teach children about local traditions within their own countries. By self-discovery of traditional stories, popular games and local artistry, traditional food students can take the responsibility of teaching their culture to other students across Europe.



## ■ Εργαστήριο Ειδικής Επαγγελματικής Εκπαίδευσης & Κατάρτισης Χίου

❖ EPlusLink number:	2014-1-DE03-KA201-001197_7
❖ Τίτλος σχεδίου:	Incorporated
❖ Συντονιστής:	Mercator Berufskolleg Moers
❖ Εταίροι:	Εργαστήριο Ειδικής Επαγγελματικής Εκπαίδευσης & Κατάρτισης Χίου ELAZIG MESLEKI ve TEKNİK ANADOLU LİSESİ ETABLISSEMENT PUBLIC LOCAL D'ENSEIGNEMENT ET DE FORMATION PROFESSIONNELLE AGRICOLE (EPLEFPA) DU PERIGORD Hengityslitto ry/Ammattiopisto Luovi Istituto Istruzione Superiore "Pertini-Santoni" IV EG "Frederic Joliot-Curie" VIESOJI ISTAIGA KLAIPEDOS PROFESINIO MOKYMO IR REABILITACIJOS CENTRAS Zespół Szkół nr 2 w Rybniku - II Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Andrzeja Frycza Modrzewskiego
❖ Χρηματοδότηση ελληνικού σχολείου:	17.770,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This calls for a 5-dimensional approach in realising the successful implementation of inclusive teaching and learning as being aimed at in 'INCORPORATED': Teachers (dimension 1/D1), learners (dimension 2/D2), non-educational staff and/or institutions (dimension 3/D3) and school boards/political decision makers (dimension 4/D4). Teachers and learners (D1/2) likewise have to understand differences among learners as a normal part in the educational culture, and to create an atmosphere of motivation, commitment and satisfaction in daily work. This can only be realized when pedagogical methods and educational materials meet the individual needs of every student through individualized diagnostics, assessment and counseling by increasing the quality of education and training for the most disadvantaged. Therefore teachers need advanced training in this field to continuously develop professionally and to meet the demands of inclusive teaching and learning scenarios.

Moreover students have to understand and accept differences among them as a normal part in the educational culture. This can only be realized when schools put more focus on the development of social competences in the everyday educational culture at schools. Not only students with special educational needs profit from an inclusive approach then, by fully participating in school life, including getting a school-leaving diploma and having better job prospects, but "normal" students learn a greater understanding and responsiveness to social diversity and actively participate in society as mature citizens.

On the other hand we need a different learning atmosphere being defined by co-operation, teamwork – an improved interaction between teachers and learners, between practice and policy (D3/4) in the educational field and a high level of communication in the single school (in lessons, in internal organisation of school practice), but above all outside the classroom (school boards, political levels, extracurricular educational institutions and organizations) as well. Political decision makers and the administrative sphere being occupied with managing and strategic planning of the educational sector have to be involved more deeply in the operative everyday processes of schools. They need to understand what kind of problems and consequences schools have to face according to the decision for establishing a general inclusive policy at schools. They need to understand the steps taken by schools, by teachers, by students and by specially trained staff to meet the demands of such a policy and how they can support the taken measures (more) effectively. Moreover especially teachers and politicians have to gain a better understanding of the demands of a business sector (D5) and what they can do better to meet the demands especially with regard to enabling students, above all the most disadvantaged, to fully participate in the world of work.



## ■ 3<sup>ο</sup> Γενικό Λύκειο Λάρισας

- ❖ EPlusLink number: 2014-1-DE03-KA201-001211\_6
- ❖ Τίτλος σχεδίου: "Brick stones – made in Europe" - The way housing influences our lives in a common Europe

❖ Συντονιστής: August-Renner-Realschule

❖ Εταίροι: 3<sup>ο</sup> Γενικό Λύκειο Λάρισας

IESO QUERCUS

ISTITUTO DI ISTRUZIONE SUPERIORE P.LEVI

NMS Pregarten

Scoala Gimnaziala nr. 1

Skiftingehus

❖ Χρηματοδότηση ελληνικού σχολείου: 26.815,00 €

❖ Διάρκεια Σχεδίου: 24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project aims to involve teachers and students of seven secondary schools from all over Europe in a common project about housing. The participants from Austria, German, Greece, Italy, Romania, Spain and Sweden will be made aware of how living conditions influence people in their personal and social lives.

We are all secondary schools with different backgrounds, but we face similar educational problems. Many students have a migrant background and little support from home. They only have basic skills, show little interest in learning and have low academic achievements. In their school subjects they miss the reference to real life. This leads to frustration because they fail to see the purpose why they should learn for academic subjects at school. Our project wants the students to apply their theoretical school knowledge to practical work and to find out the importance for their future lives. Students will be more motivated because they will be able to get an insight into the world outside school by collecting information about the different aspects of housing. This process will be supported by professionals and experts in this field. We will learn what professions are involved in planning and building houses and in the infrastructure of communities. Our students will get an insight into jobs they might take up later in their professional lives. They will also realize the importance of entrepreneurship in this field.



## ■ Πειραματικό Γυμνάσιο Ζωσιμαίας Σχολής Ιωαννίνων

❖ EPlusLink number:	2014-1-DE03-KA201-001252_3
❖ Τίτλος σχεδίου:	Power up! Get active for your future
❖ Συντονιστής:	<b>Realschule Uetze</b>
❖ Εταίροι:	<b>Πειραματικό Γυμνάσιο Ζωσιμαίας Σχολής Ιωαννίνων</b>
	COLLEGE_LOUIS_PERGAUD
	Colegiul National Ionita Asan
	IES Clara Campoamor
❖ Χρηματοδότηση ελληνικού σχολείου:	44.650,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project team consists of five schools. The "Collège Louis Pergaud" in France is a model for the integration of a positive food-culture into modern schools. The "IES Clara Campoamor" in Spain is especially strong in teaching subjects such as mathematics, technology and science. The "Colegiul National Ionita Asan" in Romania is engaged in increasing the quality of school education.

Innovative teaching methods are a crucial component of the curriculum at the "Experimental Zosimaia Junior High School" in Greece. The "Realschule Uetze" in Germany promotes cooperative forms of teaching and learning in order to increase pupils' activity and is highly engaged in the preparation of its pupils for their further education and professional training.

The results of the project activities will be summarized and published in a multimedia e-book that will consist of two main parts: 'Power up!' and 'Get active for your future'.

By this project, the youngsters will realize that they can influence their future career prospects directly by developing a responsible and active lifestyle. The various impulses to prepare them for the challenges of the European job market will expand their spectrum of career opportunities and encourage creativity in shaping their individual futures.

The cooperation with pupils from other nations will lead to a better understanding of different cultures and their mutual appreciation. The communication in English will increase the linguistic competence of the participating pupils. Furthermore, the thematic work will increase reading and writing skills and the purposeful use of New Media will lead to a greater professionalization.



## ■ 2<sup>ο</sup> Δημοτικό Σχολείο Ξάνθης

❖ EPlusLink number:	2014-1-DE03-KA201-001288_6
❖ Τίτλος σχεδίου:	Europe - Twelve Points! A European Song Contest
❖ Συντονιστής:	<b>Charlotte-Salomon-Grundschule</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Δημοτικό Σχολείο Ξάνθης</b>
	Belediye Ortaokulu
	Brekkuþæjrskóli
	Escola Ciutat d'Alba
	Rantakylän koulu
	Scoala Gimnaziala "Al. I. Cuza"
	Scoil An Spioraid Naoimh
	Zespol Szkol w Karczmiskach
❖ Χρηματοδότηση ελληνικού σχολείου:	28.315,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Primary Schools from nine European countries join in the project "Europe – Twelve Points! A European Song Contest". It involves about 2500 children aged 5-12 years. The project's focus is on music – traditional and modern - which is used as a platform for cultural awareness and intercultural dialogue.

Through their locations, the participating schools represent the diversity of European music – from Iceland to Turkey, from Spain to Romania, a variety of musical traditions and genres will be explored and experienced by the children.

The whole project is reliant upon close cooperation between the different schools with the focus being on both difference and similarities. It aims to make children aware of their place as members of a wider European community which flourishes more when all members work together. Travel to partner schools will raise awareness for mobility in Europe and encourage the children to cooperate and communicate with people from other nationalities. The possibility of discussing inclusive teaching practices on a European scale is a great asset for the teachers and is a step towards common European educational standards.

## ■ 9<sup>ο</sup> Γυμνάσιο Ηρακλείου Κρήτης

❖ EPlusLink number:	2014-1-DE03-KA201-001305_7
❖ Τίτλος σχεδίου:	YOUropeans on the move - migrants between integration and tradition
❖ Συντονιστής:	<b>Galilei-Gymnasium</b>
❖ Εταίροι:	<b>9<sup>ο</sup> Γυμνάσιο Ηρακλείου Κρήτης</b>
	Athénée royal de Ganshoren elliniki scholi OLYMPION Fulston Manor school Liceo linguistico Sophie Magdalena Scholl Lycée Geneviève de Gaulle Anthonioz Sehitkamil Hasan Süzer Anadolu Lisesi Vicho Grancharov Secondary School Zespol Szkol w Iwoniczu
❖ Χρηματοδότηση ελληνικού σχολείου:	41.570,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“YOUropeans on the move – migrants between integration and tradition” is our project’s title with which we want to make a contribution to the agenda “Europe 2020” in the context of a three years strategic school partnership. The agenda mentions several problems such as child and youth poverty, youth unemployment, high rates of high school dropouts of children and young persons with a emigrational background in particular which shall be solved. We are totally convinced that only we Europeans can face and solve these problems together and that school plays a special and important role as it can help early to sharpen the awareness of the mentioned problems.

Through the intense work with our project topic and its activities we expect a long-lasting and diverse increase in competence for all persons and organisations being involved. Primarily, intercultural competences should be supported and widened through our project for our students in particular, above all a better understanding of the social, linguistic and cultural diversity in Europe, more active social interaction, a better understanding of European values and last but not least a development of a positive attitude towards the European idea. Furthermore, linguistic and intercultural communicative competences, media and computer literacy shall be extended.

## ■ 13<sup>ο</sup> Γυμνάσιο Καλλιθέας «Σωκράτης»

❖ EPlusLink number:	2014-1-DE03-KA201-001306_5
❖ Τίτλος σχεδίου:	Back to Our Future
❖ Συντονιστής:	Grundschule im Beerwinkel
❖ Εταίροι:	13 <sup>ο</sup> Γυμνάσιο Καλλιθέας «Σωκράτης»
	Istituto Comprensivo Cantù 1
	J.V.Veski nim. Maarja Põhikool
	Johnstonebridge Primary School
	RESAT TURHAN ORTAOKULU
	Scoala Gimnaziala Porumbesti
	SOCIEDAD COOPERATIVA MADRILEÑA LIMITADA LA CANTOÑA
	Szkola Podstawowa nr 1 w Barlinku
	Volksschule Mils bei Imst
❖ Χρηματοδότηση ελληνικού σχολείου:	30.755,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project, Back to OUR Future, aims to encourage pupils, staff and whole school communities to explore how we are currently living our lives within the context of the economical challenges that we currently face. In this project we hope to engage our school communities in a real and important exploration of how we are living today. We want to raise awareness of how our rush to progress and improve has actually lost us many of the basic skills necessary for day to day living and general 'life maintenance'. We aim in this project to re-skill our pupils and educate our school communities with many of the essential life skills and values that we have lost like making things with our hands, entertaining ourselves with games, dance and songs, grow food and know, where it comes from, improve the land, have small businesses, which care for the environment, recycling, and zero emissions and care for the community.

Our key objectives involve developing:

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

The project is designed to continue the excellent and exciting work of an already established group of ten partner schools (plus one associate partner – Belarus). The partnership formed under the Comenius programme and has established a supportive group of stakeholders with different cultural and religious backgrounds who value the work, aims and vision of the group as a whole. There is a strong European Citizenship dimension to our group 'thinking' and while the partners all have their own curriculums to deliver we have enjoyed celebrating and exploring our diversity.

## ■ Μαρούλειο Γενικό Λύκειο Κάτσικας Ιωαννίνων

❖ EPlusLink number:	2014-1-DE03-KA201-001472_3
❖ Τίτλος σχεδίου:	Local Traces of Jewish Life in Europe
❖ Συντονιστής:	<b>Regiomontanus-Gymnasium</b>
❖ Εταίροι:	<b>Μαρούλειο Γενικό Λύκειο Κάτσικας Ιωαννίνων</b>
	LICEUL PEDAGOGIC REGELE FERDINAND
	ESCOLA PROFISSIONAL DO COMÉRCIO, ESCRITÓRIOS E SERVIÇOS DO PORTO - ASSOCIAÇÃO RAUL DÓRIA
	Zespol Szkol Nr 2 w Opatowie
❖ Χρηματοδότηση ελληνικού σχολείου:	27.595,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "Traces of Jewish life in Europe" is a project for learning and critical thinking on the historic topic of the treatment, life and cultural influence of Jews in 5 European regions.

The project aims at the creation of a book containing results of the research, allowing a multiregional and multidimensional understanding of Jewish History, its causes and consequences, as well as its heritage in the participating countries. This book shall fulfil the standards of OER and shall be available online, and serve as the basis of further work on the subject and education based on the planned collection of selected local sources/examples not readily available elsewhere.

As a main impact, there is the expectation of a change of mentality in the participants, eliminating the fear of difference and promoting the inclusion of every one in the society.

The long term benefits will lie in

- A better understanding of the importance and effect of History for/on culture and identity and our role in the present and future reinforcing the importance of school as a tool and place of integration and social inclusion
- An empowerment as individuals and as active participants in cultural and social changes; an improvement of the quality teaching
- An increment and strengthening of the European dimension in education
- Strengthening of the relations with all the community

## ■ 1° ΕΠΑΛ Μούδρου

❖ EPlusLink number:	2014-1-DE03-KA201-001483_6
❖ Τίτλος σχεδίου:	A retrospective look at World War I from a regional point of view
❖ Συντονιστής:	<b>Feodor-Lynen-Gymnasium</b>
❖ Εταίροι:	<b>1° ΕΠΑΛ Μούδρου</b>
	Bayramic Mustafa Gulsen Cinaroglu Anadolu Lisesi Ciszterci Rend Nagy Lajos Gimnáziuma és Kollégiuma ensemble scolaire lasalle saint charles LP St Joseph Tahiti Rigas pilsetas Plavnieku gimnazija
❖ Χρηματοδότηση ελληνικού σχολείου:	57.780,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The background of the project is as follows: In our ongoing Comenius project "Our past is unifying us, a contribution to the European principle: Unity in diversity" we have emphasized – as the topic implies – more on the positive aspects of European civilization. Thus it is understandable that we had the idea to examine one "dark side" of our past. But dealing with World War I (WWI) in its centenary year will not be a stand-alone project. There is a lot of support from around the world. After looking for new partners via the internet (eTwinning plus), we are now in contact with similar projects in Australia, Japan, China and other countries. WWI had an impact even in the most remote corners of the world.

In this context our project objectives were defined: We will deal less with the battles, less with major political issues, which could not or did not prevent WWI and WWII.

The envisaged results are relevant as a supplement to the dominating picture of WWI. We will edit two books – one e-book with all relevant results of the project. One reader with the most interesting stories and the best essays by the students will also be published in all languages of our participants. Both publications will be freely available on the internet. According to our results, we will then work out proposals to continue our work.



## ■ Πρότυπο Πειραματικό Γυμνάσιο Πανεπιστημίου Πατρών

❖ EPlusLink number:	2014-1-DE03-KA201-001593_6
❖ Τίτλος σχεδίου:	Kulturkiosk
❖ Συντονιστής:	<b>Kurt-Tucholsky-Oberschule</b>
❖ Εταίροι:	<b>Πρότυπο Πειραματικό Γυμνάσιο Πανεπιστημίου Πατρών</b> Gimnazjum nr 25 Karinthy Frigyes Gimnázium Liceo Statale Giuseppe Mazzini BG Rein Oulunkylän yhteiskoulu
❖ Χρηματοδότηση ελληνικού σχολείου:	43.395,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The present project was inspired by an already existing objet d'art called "Kulturkiosk" The main task in this work is the training of skills that are essential for individual and reflected lifelong learning.

In our project we are focussing on two main approaches:

Firstly, we concentrate on the equal use of analogue as well as digital means in school tuition. Whereas teachers frequently tend to undervalue the offers of digital gadgetry, students often use it for communication and for playing only. Our project will show both of them that much more is possible within the educational system.

Secondly, we try to combine modern professional education of Art and Science with the aims of language tuition.

The fact that young people often show a reserved attitude towards museums, even though efforts have been made to attract students, has led to the idea of intensifying an activity-oriented approach in museum work. Analogue conventional means of education will be carried out as well as classic means of museum work. We equally try to find out to what extent our youth may benefit from the use of existing digital means during the visit of a museum. Preferably, an "Individual Museum" could emerge from this project.

The study group, consisting of seven advanced (resp.intermediate) schools from Italy(Naples), Finland(Helsinki), Greece(Patras), Poland(Gdansk), Hungary(Budapest) and Austria(Rein), are coordinated by a music-oriented school from Berlin.

With the support of an external expert we have planned to publish our conventional learning results side by side with an interactive, free (school) book in which all the results of the project are documented and which even-handedly invites the students to participate and to continue work.



## ■ ΕΚΠΑΙΔΕΥΤΗΡΙΑ ΠΛΑΤΩΝ

❖ EPlusLink number:	2014-1-DE03-KA201-001642_7
❖ Τίτλος σχεδίου:	Water, a European Task in a Global Context
❖ Συντονιστής:	<b>Inda-Gymnasium</b>
❖ Εταίροι:	<b>ΕΚΠΑΙΔΕΥΤΗΡΙΑ ΠΛΑΤΩΝ</b>
	Angel Kanchev Third Secondary
	Gazi Ortaokulu
	IES TORRELLANO
	IIS Albert Einstein
	Menntaskólinn í Reykjavík
	ZESPOL SZKOL CENTRUM KSZTALCENIA ROLNICZEGO IM. ADOLFA DYGASINSKIEGO W SICHOWIE DUZYM
❖ Χρηματοδότηση ελληνικού σχολείου:	44.795,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Schools from different countries (Germany, Iceland, Poland, Spain, Turkey) initiate a multilateral partnership and carry out their project idea "Water - a European task in a global context". Due to geographical, Social and cultural aspects, each country contributes individually and particularly to the project. Inda-Gymnasium Aachen is the coordinating partner.

The international dimension of the project refers to the UNESCO topics "water" as well as "World Heritage Earth" as different concepts of life and different perspectives on the dependence of water are being examined from economical, ecological and cultural points of view. Water is part of different curricula in all countries, therefore the project provides the chance to benefit from its results and products to a large extent.

Aims of the project are the awareness of the various forms of using water, the exemplification of the international relevance in various contexts and the development of solutions for problems related to the topic of water.

The basic aim of the project is the awareness of the cross-border, interdisciplinary importance of water and the resulting consequences and challenges, also for our daily routines. This aim cumulates in a charta on European water protection, comprising a comparison of the national implementations of the corresponding EU directives. According to Europe 2020, the project focuses on the future and on sustainable growth.

## ■ 1<sup>ο</sup> Επαγγελματικό Λύκειο Ηρακλείου Κρήτης

❖ EPlusLink number:	2014-1-DK01-KA201-000672_5
❖ Τίτλος σχεδίου:	EUneedsU
❖ Συντονιστής:	Holbaek 10. klassecenter
❖ Εταίροι:	1 <sup>ο</sup> Επαγγελματικό Λύκειο Ηρακλείου Κρήτης
	BHAK Wien11
	INSTITUT PAU VILA
	Liceo Ginnasio Statale "G. d'Annunzio"
	Nazilli Menderes Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	38.875,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main aim of our international partnership is to provide effective, sustainable and successful transitions of young people in Europe from initial education to further training and the labour market in a creative and motivating way.

The project will have a strong impact on students, confronted with the problem of finding a job after graduation. The aptitudes and practical skills acquired during this project will help students to avoid unemployment.

The most important thing in this international project is to motivate and enable students to find possibilities of careers not only in their own country, but in all over Europe.

Our final product will be a website, where young people all over Europe can search for jobs, apprenticeships, tips to consider when you are looking for a job internationally, such as:

- regulations from the different countries regarding jobs
- important economic sectors in each country
- things to bear in mind when moving to work in a new country
- personal experiences and stories
- information about settling in another country (ex. housing, schools, culture, health care...)

## ■ 13<sup>ο</sup> Δημοτικό Σχολείο Ηρακλείου

❖ EPlusLink number:	2014-1-DK01-KA201-000698_2
❖ Τίτλος σχεδίου:	A Tale of many Cities
❖ Συντονιστής:	<b>Skolen ved Bülowssvej</b>
❖ Εταίροι:	<b>13<sup>ο</sup> Δημοτικό Σχολείο Ηρακλείου</b>
	50.YIL GENERAL REFET BELE ORTAOKULU
	Agrupamento de Escolas Fernando Casimiro Pereira da Silva
	ecole publique de bains
	ISTITUTO COMPRENSIVO GIOVANNI VERGA
	Lockerbie Primary School
	Zakladni a Materska skola,Praha 6, Bila 1
❖ Χρηματοδότηση ελληνικού σχολείου:	10.950,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Through this project we aim to weigh in with the students vision of how to better the difficulties presented by urban settings of today and how to properly adress the multitude of challenges encountered in order to put these visions into practical use. By letting each partner be responsible for a particular section of the city we further enhance the needs and skills called for in order to make an intercultural teamwork feasible and provide our students with the invaluable lesson that for a project of this magnitude we all have to pull together regardless of cultural and national differencies.

On a broader scale cooperation between international partners enriches the education system, both for the teachers and for the pupils. Sharing ideas and experience increases the children's knowledge in order to develop an understanding of the world. Participating in this partnership will broaden pupils' educational experience and encourage them to interact with their peers across Europe more confidently. With the expanding use of ICT in our schools it is also hoped that pupils will get the opportunity (by participating in the partnership) to enhance their language skills and acquire a vast knowledge of the different cultures spread out across Europe today. Furthermore, the aim to develop links with other schools in Europe, will lead to an exchange of (teaching) materials and ideas.



## ■ Λύκειο Πελοπίου

❖ EPlusLink number:	2014-1-EE01-KA201-000514_3
❖ Τίτλος σχεδίου:	Study the science of art. Study the art of science
❖ Συντονιστής:	<b>Tallinna Mustamae Humanitaargymnaasium</b>
❖ Εταίροι:	<b>Λύκειο Πελοπίου</b>
	Agrupamento de Escolas Piscinas - Olivais
	Taurages r. Batakiu vidurine mokykla
❖ Χρηματοδότηση ελληνικού σχολείου:	18.510,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We are living in the time of high tech and global development. However, along with the science and high tech, the most important area is also the creative industry, which is based on creative work and intellectual capital. If previously there was no doubt in the importance of education in the area of scientific research, the situation in the world nowadays tells us that in future the important thing is going to be the synthesis of the scientific and the creative (artistic) approach to solving various questions and tasks. This is why the task of education today is to aid the development of the students' abilities and skills in different areas. This problem can be solved with the aid of the interdisciplinary integration, more practical study of the material, and the students' individual approach to the choice of the subjects to study. Because when the integrated approach is used to solve different questions and problems each student can show him or herself, and give a good account of him or herself. The integration/union of such seemingly different areas as science and art facilitates the development of the creative thinking. Exact sciences and technologies stimulate clear, precise answers to the questions (as much as it is possible), and the Arts solve the vague, unclear, ambiguous questions that have to do with doubt and skepticism. Only the union of the precise science and the humanitarian approach can support the innovators in the complicated modern world. Because this approach to studying the material means organizing the diversified activities, it will help the students to show their individual abilities and interests.

However, despite the fact the educational programs of the European countries are pointing out the necessity, importance and the urgency of the integrated approach to studies, there are not so many working, methodical materials for a number of topics (or they are completely absent). This is why this project is aimed at the following:

- to aid the development of students' capacities as creativity, cooperation, creative interaction and critical thinking
- creating the methodic materials and examples of using the media and the school's IT resources for the study programs for different topics in such a way that they would support the theoretical material

## ■ ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ

❖ EPlusLink number:	2014-1-EL01-KA200-001602
❖ Τίτλος σχεδίου:	Using social networking ICT tools with peer learning and crowdsourcing techniques to train school communities on how to deal with student bullying
❖ Συντονιστής:	<b>ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ</b>
❖ Εταίροι:	<b>ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ &amp; ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»</b>
	DUBLIN CITY UNIVERSITY
	FONDAZIONE MONDO DIGITALE
	INITIATIVES POUR UNE FORMATION EFFICACE ASBL INFOREF
❖ Συνολική Χρηματοδότηση:	252.727,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Bullying is a word that is heard more and more often nowadays. School bullying has become an epidemic in our society and this fact has emerged a variety of studies across Europe aiming at investigating this rapidly spreading problem.

To deal with bullying and to ensure a safe, learning environment the orchestrated contribution of all stakeholders of school education is necessary. School teachers and principals are the first who come across bullying in the school environment, most of the times publicly. Parents have to deal with it at home. Regional educational authorities, school consultants and parent associations are involved under regulatory and consultation roles. Even the educators and trainers of teachers are involved, as they are responsible for helping them acquire the skills and competences to deal with bullying before they enter the school environment, as well as to ensure that their competences remain up to date.

In this framework, it is clear that dealing with bullying is not a simple one-off procedure. Instead, it requires the aggressive and continuous use of modern educational means and the close collaboration of all involved stakeholders.

In the proposed project, we propose to combine modern pedagogical approaches (eLearning and peer learning) with widely used technological means (Internet, social networking, mobiles) in order to provide timely and continuous support to the entire community of stakeholders in dealing with school bullying.

The project main objective is to design, create, implement and evaluate a training platform that will provide teachers, teacher trainers, and all other stakeholders' access to accredited training material on school bullying, as well as the means to publish their experiences and to comment and tag the experience of their peers.

## ■ 3<sup>ο</sup> Λύκειο Κορωπί

❖ EPlusLink number:	2014-1-EL01-KA201-001281_1
❖ Τίτλος σχεδίου:	Use your brain, violence is insane
❖ Συντονιστής:	3 <sup>ο</sup> Λύκειο Κορωπί
❖ Εταίροι:	Colegiul de Industrie Alimentara "Elena Doamna" Lykeio Aradippou
❖ Συνολική Χρηματοδότηση:	52.000,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	21.700,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The issue which we chose to deal with is apropos and has no boundaries: "Violence on the Internet and domestic violence in all its forms: psychological, verbal and physical".

The partnership is between three schools: 3rd Lyceum of Koropi from Greece (12 children and 3 teachers), Aradippou School from Cyprus (12 children and 3 teachers) and Colegiul de Industrie Alimentara «Elena Doamna» from Romania (10 children and 4 teachers).

Our activities are based on the involvement of children in group work on the relevant issues, attending special workshops, interviewing people who are victims of violence, informing local communities about the problem, especially the other children of each school or the children of other schools in the area but also other residents. Artistic activities will even be of use, in order to reveal the results of our work.

The objectives of the suggested topic are both general and specific at the same time. We think that the field of education can contribute significantly to addressing the key challenges, our country and Europe are facing today and in the next decade. This happens because education has been recognized as one of the key factors to address the socio-economic crisis affecting the European countries to enhance economic growth and support social equality and social inclusion. Moreover, a large number of youngsters drop out of school for various reasons early and are at greater risk to remain unemployed. Young people need to prepare themselves for active participation in society. Through this project we hope to improve the opportunities for cooperation, while promoting synergies and interaction between the participants, eliminating artificial barriers between different forms of activities and projects, fostering new ideas and promoting new forms of cooperation. We also hope to promote language learning and linguistic diversity, greater understanding and responding to the social, linguistic and cultural diversity. We also intend to promote the increased level of digital skills, the more active participation in society, the more positive attitude towards European projects and EU values and a wider understanding of practices, policies and systems of education in all countries. The promotion of the use of learning outcomes in the broader social environment are some of the objectives of the program.

## ■ 2<sup>ο</sup> Γενικό Λύκειο Ξάνθης

❖ EPlusLink number:	2014-1-EL01-KA201-001283_1
❖ Τίτλος σχεδίου:	Edu-living & Edu-leaving
❖ Συντονιστής:	2 <sup>ο</sup> Γενικό Λύκειο Ξάνθης
❖ Εταίροι:	Cigli Fen Lisesi ESCOLA SECUNDÁRIA FERNÃO MENDES PINTO IIS Vittorio Emanuele II Zespol Szkol nr 4 im. Krolowej Jadwigi
❖ Συνολική Χρηματοδότηση:	79.940,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	19.455,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The idea of the project comes from the fact that the educational system in Greece is a controversial issue with a lot of negative points that need to be discussed. It is exam-centered, highly theoretical, teacher-centered, it favors the good students and wrongs the weak ones.

As a result, many students leave school long before graduating. Other reasons for dropping out school could be the bad family environment or background, bullying, racism which leads to social exclusion, the student's indifference or boredom, the long-distance from the students' residence to the school, or even economic reasons which force students to abandon school in order to work. In times of economic crisis that Greece lives today, the phenomenon of early school leaving should be studied carefully. Similar research on other European educational systems needs to be done in order to compare the results.

The project aims to involve- apart from teachers and students- parents, psychologists, educators and organizations in general, specialized in issues related to dropping –out school. In this way the problem will be studied thoroughly and the whole community will get a better insight.

The approach to achieve our objectives is active involvement of every student in the planning, implementation and evaluation processes of the project. Ensuring the effective cooperation and communication using the ICT effectively, disseminating the project results and activities by organizing competitions in local schools and by conferences for local people, meetings with local authorities and civil organizations, organizing project meetings to exchange ideas, regular evaluations by surveys, questionnaires, interviews with the students, teachers, parents and local people, involving the local people and parents to the period by open days at institutions and use of local media.



## ■ 15° Δημοτικό Σχολείο Πάτρας

❖ EPlusLink number:	2014-1-EL01-KA201-001286_1
❖ Τίτλος σχεδίου:	TECHNOLOGY FOR LIFE
❖ Συντονιστής:	15° Δημοτικό Σχολείο Πάτρας
❖ Εταίροι:	Karakli Tulay Ilgen Ortaokulu Kristvallabrunns school Szkoła Podstawowa Nr 2 im. Maksymiliana Golisza w Sztumie VIII ISTITUTO COMPRENSIVO "VITTORINI" ZS s VJM - Alapiskola, Mladeznicka 7. Filakovo
❖ Συνολική Χρηματοδότηση:	101.934,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	22.393,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Society changes, life changes and education is something dynamic and needs constant feedback to follow equally all these changes. Erasmus+ programmes are a great opportunity for schools to widen up horizons, to modernize them. We are a group of six female English teachers, from Greece, Italy, Poland, Slovakia, Sweden and Turkey, who teach pupils aged 10-15 and strongly believe that the language we teach is the passport to Europe, to the world. We will use English language to work on a project about Technology, to make research, to exchange knowledge, to improve cultural awareness, to have experiences. We have already participated in eTwinning cooperations and we know how such alliances motivate students and teachers. Through this project we want to become more self confident, to develop skills within and across national borders, to ensure that skills and qualifications can be more easily recognised, in all sub-systems of education and training as well as in the labour market.

Internationalisation of education and growing use of digital learning, support of the creation of flexible learning pathways in line with learners' needs and objectives, are our aims.

The importance of Technology in contemporary society is demonstrated by the use of it in our daily lives and the way it affects us. All participants will have the chance to study the history and simple people's life in past times in other European countries. We will practice and communicate in English, in real life situations. We will gain a Global way of thinking and will realize that as European citizens we can take advantage of sharing knowledge, cooperation, research and job opportunities.





## ■ 3<sup>ο</sup> Γενικό Λύκειο Μυτιλήνης

❖ EPlusLink number:	2014-1-EL01-KA201-001293_1
❖ Τίτλος σχεδίου:	3D H.E.R.O.E.S (3D Historical Environment Reproduction Of European Stories)
❖ Συντονιστής:	3 <sup>ο</sup> Γενικό Λύκειο Μυτιλήνης
❖ Εταίροι:	Alytaus Putinu gimnazija
	IES Virgen de Valme
❖ Συνολική Χρηματοδότηση:	69.905,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	26.890,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

To create a 3D action adventure game, about the life of European heroes based on historical, literature or mythical heroes from every country which the students will create and later play and learn while exploring and interacting with the game characters.

All the parts will combine in a Computer Game which will involve all the heroes and the challenges they face. The students play the role of one of the heroes created by the students and progress in the game by visiting the areas the students created. I propose for the game creation the "Aurora Engine" of the game Neverwinter Nights. It's a 3D game engine which emphasizes in the interaction between the characters. The main characteristics of this Game Engine is its user friendly interface, its easiness in use, and the great documentation and support of the User's Community.

The main general educational goals following the European frame are:

1. Improving school attendance and to ensure school drop-out prevention; creating a positive learning environment, promoting collaboration within the school and outside (parents involvement)
2. Improving pupils' entrepreneurial and leadership skills, promoting a holistic approach to child development; enhancing parental involvement; encouraging dialogue between schools
3. Improving recognition of gifted and talented children and increasing their learning motivation
4. To improve key competences
5. Ensuring Teachers' professional development

Specific goals:

1. To encourage many of our students who are not interested or not so good at school, because the theoretic teaching was too difficult or not too exciting to them, to join and enjoy the lesson, who are not familiar or are opposed to Computer Games and Computers to find that there are many useful things to do with them
2. To encourage them to search and learn issues about Physics, History, English or other Languages, Computer Programming, Internet etc while they amuse themselves
3. To find that ICT, including computer gaming, is not only blast, frag and kill but a constructive experience if it's done properly

## ■ 2<sup>ο</sup> Λύκειο Κω

❖ EPlusLink number:	2014-1-EL01-KA201-001294_1
❖ Τίτλος σχεδίου:	Safe Internet For All
❖ Συντονιστής:	2 <sup>ο</sup> Λύκειο Κω
❖ Εταίροι:	Fridagymnasiet HAK Ybbs Liceum Ogolnoksztalcake im. Piotra Skargi Os vidaraegående skule
❖ Συνολική Χρηματοδότηση:	135.980,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	32.000,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Information and Communication Technology (ICT) has become very useful for everyday activity, communication, commerce, entertainment, etc. Especially the Internet has a tremendous potential and a lot to offer in terms of services. It is an evolving medium that continuously presents new functionalities, such as web 2.0 tools that can even be effectively used in education and learning.

However, like every other innovation in science and technology, it comes along with its own disadvantages so it is important that students learn how to use it properly. We have seen that it is essential for the school community (students and teachers, even parents) to develop the right attitude towards the internet and ICT tools. Most students (even some teachers) are completely unaware of dangers, safety risks, security matters, health matters and matters of ethics that are related to the use of the Internet. It is important that all students receive e-safety education at school. Teachers play a key role in supporting students to learn about how to stay safe online while they learn, create and communicate and they also need further training in order to ensure they have the knowledge and confidence to deliver e-safety education and respond to any safety issues.

Our project focuses on making the school community aware of the dangers and risks of the Internet, on informing, educating and preparing students and teachers in ways to cope with these. We believe that through the project activities we will raise awareness and deliver safety messages to students and their parents. This project will help our schools to develop an e-safety policy and will support the development of functional and critical digital literacy and internet safety skills. The project is a strategic partnership among schools which will explore and study contact and content risks of ICT and especially Internet tools concerning our students. The schools participating are the 2nd Lyceum of Kos (Greece – coordinator), Fridagymnasiet (Sweden), HAK Ybbs (Austria), Liceum Ogolnoksztalcake im. Piotra Skargi (Poland) and Os vidaregåande skule (Norway) and teachers and students from these schools will concentrate on aspects of security, safety and ethics concerning the use of ICT and Internet.

## ■ 2<sup>ο</sup> Γενικό Λύκειο Πύργου

❖ EPlusLink number:	2014-1-EL01-KA201-001297_1
❖ Τίτλος σχεδίου:	Mythology In Our Language
❖ Συντονιστής:	2 <sup>ο</sup> Γενικό Λύκειο Πύργου
❖ Εταίροι:	IES VILLA DE VALLECAS
❖ Συνολική Χρηματοδότηση:	43.159,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	21.055,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project is about discovering our national identity through an international European dimension. Mythology is our culture. Every country has its own myths which have affected their culture, their ethics, their traditions and their language. We need to address to our roots to discover how different and how similar we are as European citizens. Each country has a different and unique language but we have similar references in it. We are going to find out the similarities of the two countries in language through Mythology.

Our project Mythology In Our Language is a new approach on the European perception of language in terms of common linguistic input. Mythology is a common language. We use common phrases and words derived from common knowledge of different myths. It is an innovative, interesting and funny way of discovering our common European identity.

Through dissemination the general public, local organizations, local, national and European authorities and the media will be more aware and well informed of the fact that they are a part of the European society through real and personal acquaintances and contacts; discovering it through Mythology.

The longer-term benefits are that the students will acquire new key competences in using ICT; the project will promote and use new innovative practices in classroom education; promote and use the formal and informal strategies in education processes; promote lifelong learning process; prevent any manifestations of xenophobia, and strengthen national pride and awareness of the project participants; develop the knowledge and ownership of the European cultural heritage and the respect for the European identity, its plurality and its linguistic richness; improve and build on their foreign language competences; build strong relationships between people, schools and cities that will not be finished with the end of the project. Overall, the project will boost our European identity and conscience.



## ■ 3<sup>ο</sup> Γυμνάσιο Καλαμάτας

❖ EPlusLink number:	2014-1-EL01-KA201-001303_1
❖ Τίτλος σχεδίου:	Riding the Rainbow to a Better Future
❖ Συντονιστής:	<b>3<sup>ο</sup> Γυμνάσιο Καλαμάτας</b>
❖ Εταίροι:	<b>Colégio do Infante Dom Henrique</b> I.C.S.Gabriele D'Annunzio (Motta S.Anastasia - CT) Menderes Ortaokulu Publiczne Gimnazjum w Tarnogrodzie Scoala Gimnaziala "Lucian Blaga" Farcasa Silales Darius ir Gireno progimnazija Tallinna Pae Gümnaasium
❖ Συνολική Χρηματοδότηση:	140.465,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	28.835,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The fundamental idea behind this project is to ameliorate our learners' educational opportunities for career and employability choices and prospects in a dynamic, constantly shifting Europe emasculated by the economic crisis. Our project aims to develop entrepreneurship and leadership while honing self-assurance, diverse local and European interdependent communication skills and higher order critical thinking strategies in our learners.

The cornerstone of this project are our learners therefore the project will be carried out with an interdisciplinary approach and will involve different subjects and aspects of their set curriculum. The project envisions a dynamic, forward-moving community of students and teachers - lifelong learners who are prepared for productive citizenship by promoting problem solving, teamwork, responsibility and personal accountability, self esteem and mutual respect. To promote this vision we need to take part in cooperative activities which involve other European cultures thus strengthening the European dimension and opening new doors to productivity and entrepreneurship.

We aim to improve the quality and relevance of the learning process by opening our schools to real world career opportunities new and innovative approaches and supporting the dissemination of best practices; Our objectives are to promote key-competences, basic skills and transversal skills in simulated entrepreneurship situations, thus reinforcing links between school education and the world of employment.

## ■ Πρότυπο Πειραματικό Γυμνάσιο Πανεπιστημίου Μακεδονίας

❖ EPlusLink number:	2014-1-EL01-KA201-001321_1
❖ Τίτλος σχεδίου:	Our School - My Future
❖ Συντονιστής:	Πρότυπο Πειραματικό Γυμνάσιο Πανεπιστημίου Μακεδονίας
❖ Εταίροι:	Colegiul Tehnic Mihai Bravu HUSEYIN OKAN MERZECI ANADOLU LISESI IES Luis de Góngora Zespol Szkol w Zychlinie
❖ Συνολική Χρηματοδότηση:	139.814,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	38.318,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Our School - My Future” is an ESL project initiated within the framework of the Erasmus+ Strategic Partnerships for School Education, aiming at achieving cooperation for innovation and the exchange of good practices between schools from different countries across Europe.

Within this framework, the project is designed to focus mainly on in-schools ESL influencing factors such as teaching methods and curricular issues, positive/negative school climate, and the parents’ role as a contributing factor to ESL.

The participating organizations aim to collect relevant information, improve on teaching techniques, promote healthy lifestyles, build a sense of student achievement, document the current state of affairs as far as ESL is concerned, promote the students’ professional prospects in the field of ICT, inform parents and local community services about ESL, submit written proposals to decision makers, and produce relevant educational material through cross-country cooperation.

As a result, the project will produce concrete outputs in the form of educational material for teachers and school administrators, resources dealing with the ESL problem, on-line platforms and/or communities, written reports and proposals. At the same time, the participating teachers will have the opportunity to develop and/or improve their pedagogical skills and expertise with European projects while the participating students will practice teamwork, organizing events, sharpening their creativity, communicating with their peers abroad, and, effectively, controlling the ESL problem in the participating organizations. On the other hand, parents and local community services will get informed on ESL and decision makers will receive substantiated relevant proposals.

In the long run, a closely-knit network of schools interested in dealing with ESL effectively will have been created that will be able to sustain an open access repository with relevant educational material while follow-up events and long-distance cooperation can continue even after the project is officially concluded.

## ■ 3<sup>ο</sup> Γυμνάσιο Κιλκίς

❖ EPlusLink number:	2014-1-EL01-KA201-001322_1
❖ Τίτλος σχεδίου:	Equal educational opportunities for students with learning difficulties
❖ Συντονιστής:	3 <sup>ο</sup> Γυμνάσιο Κιλκίς
❖ Εταίροι:	Ahmet Karacigan Orta Okulu Gymnasio Latsion IES FRANCISCO MONTOYA Woodfield School
❖ Συνολική Χρηματοδότηση:	102.190,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	26.225,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The most sensitive group of students in a school is the one of the students with special learning difficulties. Due to their singularity, these students are the most apt to abandon school or not to continue to the next educational level.

With this project, which is called "Equal educational opportunities for students with learning difficulties" we'll try to find the suitable tools to give to these students the chance to have equal opportunities in education to the other students. This will be attempted at two different levels, firstly through the improvement of the teaching methods for these students and secondly through the search for the best possible applied educational policy at the area of the curriculum and their incorporation in the typical school.

Five schools from five different countries that all apply a different policy in the education of the students with learning difficulties will cooperate during this project, in order to find good and effective practices to provide knowledge and education to these students.

The teachers of each subject by exchanging their experience will propose a curriculum applied to the students' needs. The proposed curriculum will be discussed with the educational counselors for students with learning difficulties, in order to be used, if it's possible, in a national level.

The coordinators from each country by exchanging their experience in the teaching of these students using different educational systems, will try to propose the best possible way for these students to be able to be included in the typical education.

The organizations that deal with students with learning difficulties will become aware of the outputs of the project at a local, national, but even at a European level through various events, press, etwinning, the blog and the website.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Παλλήνης «Pierre de Coubertin»

❖ EPlusLink number:	2014-1-EL01-KA201-001323_1
❖ Τίτλος σχεδίου:	Youth of Europe connect to a " Right" net
❖ Συντονιστής:	1 <sup>ο</sup> Γενικό Λύκειο Παλλήνης «Pierre de Coubertin»
❖ Εταίροι:	Akif Palali Anadolu Lisesi Budapest X. Kerületi Zrínyi Miklós Gimnázium Hristo Botev IES EMILIO JIMENO Liceo Bertrand Russell Cles LICEUL TEHNOLOGIC TICLENI Zespol Szkol Lacznosci im.prof. Stanislaw Fryzego
❖ Συνολική Χρηματοδότηση:	230.860,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	33.900,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our program was created by the need for a humanitarian and creative approach and Internet use which responds to new data that are formed in the the European Union with the spread of the Internet in all areas of life of its citizens: education, work, entertainment.

So the key issues of our program expand in four axes:

- on the learning of children's rights, the pursuit and the recording of those associated with the Internet use both directly and indirectly.
- in the investigation and registration of forms of violation of these rights and risks that exist on the Internet.
- on the learning of ways to protect them (authorities, institutions, practices) and
- on the learning of applications and tools and the creation and adoption of good practices for a constructive and safe Internet use with the aim to a better Internet. It's addressed to students 13-18 years old, secondary school teachers and students' parents.

Our key objectives, therefore, are on the one hand the learning and protection of the Rights of Children on the Internet and on the other hand, the learning of tools and applications, the development and dissemination of good practices for a better Internet combining formal learning with non-formal and informal learning formats.

## ■ Δημοτικό Σχολείο Μεσημερίου

❖ EPlusLink number:	2014-1-EL01-KA201-001328_1
❖ Τίτλος σχεδίου:	Local reflections of European common cultural heritages and values
❖ Συντονιστής:	<b>Δημοτικό Σχολείο Μεσημερίου</b>
❖ Εταίροι:	<b>ABDURRAHIM KARAKOC ORTAOKULU</b> AGRUPAMENTO DE ESCOLAS DE ARRIFANA, SANTA MARIA DA FEIRA Colegio Montesclaros S.L. Croftcroighn school école du centre ville Perros Guirec SIAULIU GEGUZIU PROGIMNAZIJA Szkoła Podstawowa Nr 59 im. gen. J. H. Dabrowskiego
❖ Συνολική Χρηματοδότηση:	179.500,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	27.990,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project in general is about local cultures of European countries. The main aim of this partnership, consisting of eight countries with very rich cultures, from all parts of Europe, north, south, east, west and central, is to assist in the cultural richness of Europe and to enhance pupils' cultural awareness, while improving the quality and increasing the volume of partnerships between schools in different Member States. Taking this into consideration, we will be working on a variety of activities, in order to introduce our cultural values, not only to each partner school involved but to the wider European community also. While studying and reintroducing our own values/culture, we will have the opportunity to find out the differences and similarities among the different European Countries. We want to make all applicants, relevant people and pupils, conscious of these beauties and to increase the awareness of our students, colleagues, and parents by including them in our activities and by giving them a very active role to the implementation of all activities.

The main envisaged impact on the participants will be cultural conscious and awareness. Our pupils will become more outgoing and their horizons will broaden by giving them the opportunity to be introduced to different cultures and communities. The teachers may develop a renewed enthusiasm for teaching, exchange of experiences, direct knowledge of the other institutions and about their educational systems, knowledge of the language of other countries in the group, knowledge of the different methods of teaching within the different schools in the group.





## ■ 3<sup>ο</sup> Γυμνάσιο Καλαμαριάς

❖ EPlusLink number:	2014-1-EL01-KA201-001331_1
❖ Τίτλος σχεδίου:	TRAVELLING WORDS
❖ Συντονιστής:	3 <sup>ο</sup> Γυμνάσιο Καλαμαριάς
❖ Εταίροι:	OU "Otec Paisii"
	Ozel Fener Rum Lisesi
	Scoala gimnaziala Alexandru Ioan Cuza
❖ Συνολική Χρηματοδότηση:	76.000,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	23.500,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project has been chosen as we are aware of the influence between languages and cultures which are strongly connected with our students learning process and the effectiveness and quality of their labor and their future. Our students need to understand how languages diversify over time and can be influenced by others by loanwords and reborrowing words.

Starting with neighboring countries we will try to include as many countries and languages as we can.

In order to increase our students motivation, to improve their ways to socialize and involve them to the use of ICT, they will participate in presentations, competitions, drama performances and collaborative creative writing accomplishments. We would like to strengthen their sense of initiative by teaching them to transform ideas into actions, thus developing skills and abilities necessary for the world of labor, i.e. through their work for the e-journal. This is the reason we are keen to develop learning materials and tools which will support study at home as well as promote distance learning, i.e. web-quests, multilingual lexicon providing them with tools for lifelong learning.

For the dissemination of the project outcomes and all the learning materials produced on the topic of the project we will set up notice boards, construct a website, organize multilingual exhibitions, produce audiovisual materials, prepare presentations and print stamps on t-shirts and posters.

Teachers will improve their professional skills in the area of education and project management as well as in evaluating methods, as they will be enabled to work collaboratively, developing and evaluating methodologies and educational material, producing questionnaires, writing reports and attending webinars.

Students will learn about the historical and geographical background of the participating countries and feel independent and confident if they decide to study or work in another European country and their families will realize the importance of collaborating in learning process and overcoming the difficulties, developing a better understanding for the importance of a united Europe in times of globalization.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Λειβαδιάς

❖ EPlusLink number:	2014-1-EL01-KA201-001333_1
❖ Τίτλος σχεδίου:	Tech Education and Arts For At Risk Students
❖ Συντονιστής:	1 <sup>ο</sup> Γενικό Λύκειο Λειβαδιάς
❖ Εταίροι:	1 <sup>ο</sup> Γυμνάσιο Ορχομενού
	AGRUPAMENTO DE ESCOLAS DR. JORGE AUGUSTO CORREIA
	Alibeykoy Anadolu Lisesi
	IES Eduardo Linares Lumeras
	Sportowa Szkola Podstawowa nr 29 w Zespole Szkol z Oddzialami Sportowymi nr 1
❖ Συνολική Χρηματοδότηση:	226.800,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	38.100,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Research results have proved that at risk students perform remarkably better when they get involved in arts programs. Moreover, technology can undoubtedly be used as a means to challenge students, both high and under achievers, and engage them more actively into the learning process. As a consequence, we have thought that the TEEARS project combining ICTs and Art in various formats could be an effective way to enhance students' motivation and engagement, aiming at the same time first and foremost to the education and schooling of at risk students. School curricula have traditionally been structured so as students study separately each of the disciplines. Equally important, however, is to bring wholeness to students' study so as to see how disciplines meet, overlap, and inform each other. Arts and technology, taught in context, provide an excellent vehicle for exploring these connections. Teachers will design joint projects pulling together skills and knowledge from other areas of instruction.

Through the TEEARS project the six partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact to future projects and policy processes such as designing technology and art rich curricula to help cope with the problem of dropouts, setting up the TEEARS website in order to provide continuous access to the general information of the Project activities, progress and results, writing newspaper reports and creating on-site panels or leaflets to inform non-specialist audience about the project's background and main results, arranging an annual school festival, taking place in a different country each year on a common date.

## ■ 2<sup>ο</sup> ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΝΕΑΣ ΑΓΧΙΑΛΟΥ «ΒΑΡΝΑΛΕΙΟ»

❖ EPlusLink number:	2014-1-EL01-KA201-001337_1
❖ Τίτλος σχεδίου:	Stress - free E.U. schools
❖ Συντονιστής:	2 <sup>ο</sup> ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΝΕΑΣ ΑΓΧΙΑΛΟΥ «ΒΑΡΝΑΛΕΙΟ»
❖ Εταίροι:	ILIMTEPE ILKOKULU
	Istituto Comprensivo di Alba Adriatica
	St Luke's School
	Vilkaviskio pradine mokykla
❖ Συνολική Χρηματοδότηση:	83.740,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	23.340,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In the 21st Century stress seems to have invaded pupils life. Various epidemiological studies have demonstrated that the stress related to tests and school performance affects generally one third of the children who attend primary education in Europe. The causes of stress can be identified in genetic, biological and environmental factors, many of which are related to the school environment, such as pressure on high academic achievement. Some of the consequences of failing to timely treat anxiety in children result to school failure.

Stress is a taught behavior, literature indicates, and thus it can be treated through well structured interventions to all key players of pupils educational environment, which includes peers, teachers and educational staff and parents and families as well.

The project aims to achieve such an intervention. The objectives of it are targeted to pupils, educational staff and to families as well, attempting an innovative approach since usually pupils stress is treated at an individual level.

The main objective of the project is to design, develop, test, evaluate and validate a methodology of educational intervention with the respected training material in order to assist pupils obtain skills in order to tackle stressors and handle a stress situation.

Objectives that are pupils oriented include emotional awareness, personal academic strategies skills, and give room to their expressions needs.

The main impact that the project will try to achieve is identifiable, positive behavioral change of the pupils in partner schools and applied knowledge in everyday school life by the educators that have participated to the project. Positive attitudes obtained by parents and families are also welcome as a positive impact of the project in school communities.



## ■ 4<sup>ο</sup> Δημοτικό Πευκών

❖ EPlusLink number:	2014-1-EL01-KA201-001343_1
❖ Τίτλος σχεδίου:	United in Diversity through Stories in Europe
❖ Συντονιστής:	<b>4<sup>ο</sup> Δημοτικό Πευκών</b>
❖ Εταίροι:	<b>144 Secondary School Narodni buditeli</b>
	Agrupamento de Escolas de Montemor-o-Novo
	CEIP PÍO DEL RIO HORTEGA
	Istituto Comprensivo IV Novembre
	Pakruojo r. Lygumu pagrindine mokykla
	Topac Ortaokulu
❖ Συνολική Χρηματοδότηση:	127.055,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	23.730,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Stories (legends, myths and fairytales) often have cultural, historic or geographic significance and they provide a meaningful insight into the cultural identity of any country. Our project wishes to utilize these stories in order to engage the pupils of the partnership in shared cross-curricular activities.

The main aim of this project is the realization of the European motto "united in diversity" through stories while the main objectives are:

- To engage learners in meaningful activities that will help them discover their unique potentials and talents
- To boost the self-esteem of all students, especially of those who are in danger of experiencing failure in education
- To give students teachers and parents the chance to discover their cultural identity and find out the mutual inheritance that we share with the other European fellows
- To equip teachers with expertise in languages and use of ICT in order to be able to teach valuable lifelong skills to the students
- To expand the European dimension of the partner institutions in order to play an active role at local, regional and national level

Overall, it is expected that, through this project, an awareness of the importance of cultural and linguistic diversity within Europe will be promoted. As a result, this awareness will broaden horizons and strengthen the values towards combating racism, prejudice and xenophobia.



## ■ 1<sup>ο</sup> ΕΠΑΛ ΚΑΡΔΙΤΣΑΣ

❖ EPlusLink number:	2014-1-EL01-KA201-001356
❖ Τίτλος σχεδίου:	Open Educational Ways addressed to Entrepreneurship through Skills Enhancement and Development
❖ Συντονιστής:	<b>1<sup>ο</sup> ΕΠΑΛ ΚΑΡΔΙΤΣΑΣ</b>
❖ Εταίροι:	<b>Agrupamento de Escolas Pdr. Ant. Martins de Oliveira</b>
	Fundatia Professional
	Gimnazjum w Proszowicach im 6 Brygady Desantowo - Szturmowej gen. S.F Sosabowskiego w Proszowicach
	IIS CESARE BECCARIA
	Martin-Behaim-Schule
❖ Συνολική Χρηματοδότηση:	110.170,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

One of the most important roles of education is to promote entrepreneurial behaviours and attitudes, as the development of employees' entrepreneurial thinking can contribute to the positive growth of different economic indicators. In the present context we need to stimulate the entrepreneurial mindsets of young people, foster innovative business start-ups, and encourage a culture that supports entrepreneurship and the growth of SMEs.

As entrepreneurship is an individual's ability to turn ideas into action and a key competence for all people, education can help young people be more creative and self confident in whatever they undertake.

Entrepreneurship education is more than thinking about how many new firms, businesses were built up by the people who participated in a training course. Entrepreneurship education across all ages can stimulate personal attributes and improve horizontal skills such as creativity, initiative, and can also promote innovation, self-confidence and the full potential of all individuals.

The teachers of entrepreneurship are really missing in Europe (reference, stats, for that by E.U. by a research). There is a need to graduate enough Ph.D of an educated or at least of a trained schools' education staff that could be meet to the "new" challenges. students in entrepreneurship who can become teachers. As entrepreneurship education is recommended to be organized as a complementary training (who does say it?), there is a need to train teachers who can offer interdisciplinary courses to cover main aspects such as: (playing a role which aiming to the encouraging, motivation, etc.) generating ideas and recognizing opportunities, creating new venture/organization, growing a young venture, as well as more specific subjects as innovation management, corporate entrepreneurship, and entrepreneurial management.

## ■ 1<sup>ο</sup> Γυμνάσιο Τρικάλων

❖ PlusLink number:	2014-1-EL01-KA201-001358_1
❖ Τίτλος σχεδίου:	LES MINI-COOC EN COLLEGE
❖ Συντονιστής:	1 <sup>ο</sup> Γυμνάσιο Τρικάλων
❖ Εταίροι:	OGEC SAINTE-ANNE
❖ Συνολική Χρηματοδότηση:	44.780,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	26.240,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Students nowadays often use the Internet in their daily lives, and the MinoMOOC project aims to make use of these skills through the creation of a MOOC, and to therefore develop their skills in a very active way, in addition to developing their ICT, cultural and linguistic skills in accordance with the requirements of the completion of compulsory schooling.

#### Objectives

The objectives are to create a MOOC by the students for the students and to develop common skills for leaving school: cultural, linguistic and ICT skills. It is also an objective to develop an openness to others in the students, and to develop an awareness of new modes of access to information and lessons (MOOC) which best prepares them for their future studies.

#### Results

The result of this MOOC will be the creation of an innovative and intercultural course, created by secondary school students for other students. It will at the same time develop key skills that are necessary for post-compulsory education.

#### Impact

The expected impact on students is greater motivation for developing their knowledge, a more open attitude towards others, the ability to work with others and to create together a better adaptability and desire to engage in innovative training.

The expected impact for teachers is to improve their pedagogical skills in addition to their cultural and linguistic skills.

The expected impact for teams is the development of team work, cultural openness and a desire to do other projects.

The expected impact on parents is the development of an openness to other cultures through the contributions of their children and receiving European school students, a knowledge of EU programs and their different procedures for their children and new modes of access to knowledge, and taking this into account for the future of their children.

#### Long-term benefit

The expected long-term benefit is an easier entry of students into new ways of working throughout the course of their future studies, better adaptability to working in multicultural teams (which is called for today by Europe for tomorrow's workers) and also perhaps an increase of teaching vocations, where in today's society it is becoming increasingly difficult to recruit.

## ■ Γυμνάσιο Θρακομακεδόνων

❖ EPlusLink number:	2014-1-EL01-KA201-001372_1
❖ Τίτλος σχεδίου:	Erasmus Minus Bullying. Practices in prevention and intervention in European schools
❖ Συντονιστής:	<b>Γυμνάσιο Θρακομακεδόνων</b>
❖ Εταίροι:	<b>Pevo Yavorov</b>
	Botby grundskola
	Gimnazjum nr 16 im. Fryderyka Chopina w Lublinie
	ibrahim hosver ortaokulu
	IES MIGUEL DE UNAMUNO BHI
	ISTITUTO COMPRENSIVO MARCO ULPIO TRAIANO
	Realschule Plus Bad Ems Nassau
	SCOALA GIMNAZIALA CAVNIC
	't Schoolhuis
❖ Συνολική Χρηματοδότηση:	273.553,00 €
❖ Χρηματοδότηση ελληνικού σχολείου:	45.903,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

ERASMUS MINUS BULLYING. Practices in Prevention and Intervention in European Schools (EMB for short)

#### Context/background

Bullying as a phenomenon has always been present at our schools and we observe with sadness that in some communities bullying is regarded as a natural art of school routine, passed down from generation to generation. In recent years teachers from all across Europe have witnessed an increase in aggressive behaviour and social exclusion among students, partly due to the financial crisis in Europe. Bullying is malicious and deliberate actions that can cause serious psychological problems and even provoke suicidal thoughts. That's why ten schools across Europe want to join forces and fight against this disharmony that is spreading in our schools and instead build up school communities that enhance the values of safety, respect and inclusion.

#### Main objectives

The rationale behind our planned actions in "ERASMUS MINUS BULLYING. Practices in Prevention and Intervention in European Schools" is that we need ideas to create safer, violence-free, friendlier and inviting school environments. The aim of our project is to develop good practices for the prevention of bullying and strategies for dealing with bullying cases. In order to achieve this we need new, student-centered approaches. Student involvement in anti-bullying work is an effective way of bullying prevention.

Another aim of our partnership is development of understanding of other cultures. Students will develop their knowledge on partner countries, which will be useful for many school subjects, like geography, history, literature and art. The level of motivation to learn English and use it in practice will rise significantly. Furthermore, the ICT skills of both students and teachers will improve when innovating teaching methods are used. By encouraging our students to take initiative we believe we are taking serious action towards the formation of actively and effectively functioning citizens for the Europe we are dreaming of.

#### Desired results, impacts and long-term benefits

Thanks to the project activities our students will become more sensitive to bullying and if victims, they will be helped.

We desire elimination of violence in our schools and fighting the related school dropout. The greater impact we anticipate is inclusion, participation, solidarity, respect and involvement of our students in school life, principles which appear in the Lisbon Treaty. The ultimate benefit for future European Citizens is our very challenging input in the Erasmus + platform, the EMB booklet with CD and DVD and the EMB Anti-bullying guide.

## ■ Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Ανατολικής Αττικής

❖ EPlusLink number:	2014-1-EL01-KA201-001545
❖ Τίτλος σχεδίου:	Youth DOCs: recording critical glances on personal identity, youth culture and contemporary reality
❖ Συντονιστής:	Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Ανατολικής Αττικής
❖ Εταίροι:	Bayrampasa Ilce Milli Egitim Mudurlugu
❖ Συνολική Χρηματοδότηση:	142.862,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

«Youth DOCs: recording critical glances on personal identity, youth culture and contemporary reality»

**WHY:** Among youths, there are issues on “social identity and understanding of the other”, issues on “development of cooperation skills” and issues on “intercultural understanding and stereotypes” that need be critically addressed particularly in the context of the current economical crisis and the raise of violence and racism.

**WHAT:** THE PROJECT'S OBJECTIVES are:

- to develop a partnership between two European regions, at the level of local educational authorities, as a means to create innovative educational procedures and to share good educational practices
- to establish and develop a sustainable network between schools and institutions and to encourage future partnerships
- to develop a teaching methodology which is student centered, promotes active learning and uses film and drama education techniques
- to create and develop collaboration between teachers/students and media/drama experts
- to promote students' group work
- to facilitate the expression of students' collective views on their own youth culture and personal identity as well as their views on the culture of the partner region, in the context of the current economic crisis and the raise of violence and racism
- to enable students to create and share doc-films and doc-dramas and to acquire the relevant abilities
- to develop a teachers' training course, a teachers' educational guide and open educational resources based on the educational methodology implemented in this project

### IMPACT

On participating teachers and their schools: Professional development, skills in sharing good practice and working co-intentionally with experts, skills on ICT, open educational resources and on new educational tools (media, films, drama, etc).

On participating students: Development of personal identity, critical thinking and decrease of stereotypes, new skills on audiovisual expression (video and drama).

On participating Local Authorities and their officers: A local network between schools, administration and NGOs will be established and can be used for further projects. Festivals, Conferences, WebPlatforms and Material will be organized to last (locally and internationally).



## ■ 4<sup>ο</sup> Γενικό Λύκειο Αχαρνών

❖ EPlusLink number:	2014-1-EL01-KA201-001609
❖ Τίτλος σχεδίου:	VIDEO techniques for developing Appreciation, Respect and Tolerance for diversity in students
❖ Συντονιστής:	4 <sup>ο</sup> Γενικό Λύκειο Αχαρνών
❖ Εταίροι:	FONDO FORMACION EUSKADI SLL Liceo Classico Stabili Trebbiani Multitrab Productions Nosnas gymnasiet
❖ Συνολική Χρηματοδότηση:	130.116,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

European Union has been built on the values of equality, human rights and acceptance of different cultures. It is important to cultivate these values from the school years, as the children will be the adults of tomorrow and the future of European integrity is in their hands. The respect of diversity is important at many different contexts. The most important at our times of crisis is the respect for people from different cultural backgrounds, be they immigrants, ethnic or religious minorities. Nevertheless, discrimination has many facets and it can address students with physical or mental disabilities, students with learning difficulties, students with different physical appearance or behaviour. Therefore, the interventions at the school curriculum to address respect for diversity should address the different forms of discrimination and approach the issue from all the different angles.

In the project "VIDEO.A.R.T.", we intent to engage the students of our schools in dealing with discrimination and creating respect for diversity, employing video art and mobile technologies that are appealing to young people and at the same time will help them develop multiple skills and competencies.

The partnership is composed by four high schools, namely the 4th General High School of Acharnes (GR) as coordinator and Fondo Formacion Euskadi (ES), Nösnäsgymnasiet (SE), Liceo Stabili (IT) as partners. The Athens Video art festival (GR), a private company, which will pass professional knowledge and expertise on to the participating school communities, completes the partnership.

The VIDEO.A.R.T. project is meant to use positive, creative, constructive, challenging and stimulating activities in order to teach school students a wide variety of skills and to have a durable impact on their attitude towards persons that are in some way different from the majority.

It is also meant to involve teachers and students from many schools at national and European levels having as impact longer term collaborations.

## ■ ΕΛΛΗΝΟΓΕΡΜΑΝΙΚΗ ΑΓΩΓΗ ΣΧΟΛΗ ΠΑΝΑΓΕΑ ΣΑΒΒΑ ΑΕ

❖ EPlusLink number:	2014-1-EL01-KA201-001644
❖ Τίτλος σχεδίου:	Creativity in Early Years Science Education
❖ Συντονιστής:	<b>ΕΛΛΗΝΟΓΕΡΜΑΝΙΚΗ ΑΓΩΓΗ ΣΧΟΛΗ ΠΑΝΑΓΕΑ ΣΑΒΒΑ ΑΕ</b>
❖ Εταίροι:	<b>ARTEVELDEHOGESCHOOL</b> INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON INSTITUTUL NATIONAL DE CERCETARE DEZVOLTARE PENTRU FIZICA LASERILOR PLASMEI SI RADIATIEI THE OPEN UNIVERSITY
❖ Συνολική Χρηματοδότηση:	416.420,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Creativity and innovation are recognised as important in European education policy in the last years, and their strengthening in and through education as one of the main objectives of the EU strategic framework for education and training 2020. Creativity holds a strong position in early childhood and primary education, while it appears to be under greater pressure in the more formal educational environment of secondary education. It is therefore necessary to exploit, support and sustain the creative potential that is found in young children.

Science education features highly in European education policy. Major EU reports urge countries to ensure that science education engages students before the age of 14 with science and scientific phenomena, through extended investigative work and 'hands-on' experimentation. The adoption of inquiry-based activities in science education is viewed as the only way forward (Rocard et al., 2007), as it is widely accepted that effective science education based on inquiry can lead to wonderment, and is fuelled by curiosity.

School in Europe today would benefit considerably from acknowledging and fostering the link between science education, and creativity. Science education could (and should) be more creative. In the teaching and learning of science, a more creative approach based on curiosity and inquiry would be beneficial, involving, for instance, a move away from the pedagogy of the 'correct answers', which makes pupils believe that it is wrong to be wrong, and become progressively less willing and able to take risk and to unlock their creativity. Further, in a more creativity oriented science education, new modes of interactions within the classroom could be developed to stimulate self-expression – which, if nurtured, could manifest itself subsequently in later years in terms of an ability to create and innovate. Such a major shift towards more creativity in science education, though, both in terms of fostering creativity in science and teaching science creatively, would require a profound change in educational practices and cultures, demanding the development not only of new curricula, but most importantly of appropriate teacher training and professional development.

The CEYS project is a timely response to the aforementioned needs, at the European level, aiming at the development of a teacher development course and accompanying materials to be used in European professional development to promote the use of creative approaches in teaching science in preschool and early primary education, in the frame of inquiry-based educational environments.

The CEYS project brings together a consortium of five distinguished partners from four countries across Europe. More specifically, the project brings together three internationally recognised universities (AUC, IOE, OU), a science education centre in a leading science research institute (INFLPR), and a distinguished educational research department operating within a school (EA) and thus providing close interaction with teachers, students and classrooms. This consortium has all the characteristics necessary to guarantee the successful and efficient realisation of the project activities.

The overall aim of the CEYS project is to adapt, test, implement and disseminate a new training framework (including an appropriate curriculum, training activities that include good in-school practices, as well as a variety of supporting material) that will support the training of teachers to use creativity and inquiry-based approaches in the teaching of science. CEYS will work on expanding the existing state of the art in early years and early primary inquiry-based science education and creativity, as this has been explored and described by the FP7 research project Creative Little Scientists.

CEYS will enhance early years and primary teachers' capacity to teach science effectively using inquiry-based approaches and focusing on the development of children's creativity. This will make goals of inquiry-based science learning more likely to be realized and achieve meaningful impact for a critical mass of teachers, and consequently students, across the EU. The project aims to improve the in-service training of school teachers on topics related to teaching early years science through inquiry-based teaching methodology and the inclusion of creative approaches.

## ■ 4<sup>ο</sup> Δημοτικό Σχολείο Νέας Σμύρνης

❖ EPlusLink number:	2014-1-ES01-KA201-003347_2
❖ Τίτλος σχεδίου:	LET'S SAVE THE WORLD
❖ Συντονιστής:	CEIP RUPERTO CHAPÍ
❖ Εταίροι:	4 <sup>ο</sup> Δημοτικό Σχολείο Νέας Σμύρνης Scuola Secondaria di primo grado Alighieri Tanzi Zespol Szkol w Kamieniu
❖ Χρηματοδότηση ελληνικού σχολείου:	19.880,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Saving the world is a real need. In that sense, schools face it and analyse it with subjects related to natural and social sciences. However, it is not a need that can be solved by dealing with it only at a school level, it demands global actions and solutions.

In this sense, our Erasmus+ project "Let's Save the World" will let its participants and people involved to realize the real dimension of this problem. Moreover, it will give young people the opportunity to reflect on the necessary conditions to live together in a common space called Europe.

Thanks to the European nature of the project, we will also try to improve our young citizens' knowledge about our countries and help them appreciate the diversity. Staying in host families will be a source for personal enrichment and will grant us first-hand experience on how life is in these places at a social, economic and educational level. At the same time, the educational quality and teaching practice will improve due to the exchange of experiences. All this will allow our pupils to get ready for both their present and future as European citizens.

"Let's Save the World" is addressed to pupils ranging from 10 to 15. Firstly, its first aim is to motivate them to take part into the pleasure of learning. Secondly, it is to help them increase their knowledge of the languages involved in the project, especially English. Finally, as concern to the teachers, it will facilitate the comparison and adapted teaching abilities.

The project will be carried out by means of different activities which range from the search of information or making up of posters and other products, to others such as the recording of videos or creations of power point presentations; that is to say, a great variety of activities that stress and develop the competence of learning how to learn, the artistic competence, or the ICT competence, bearing in mind that all of them favour the linguistic competence.

Once the aims achieve the desired and predictable impacts such as the increase of the environmental awareness, greater feeling of belonging to Europe and improvement of our pupils, families and society's healthy habits...we will get actual awareness on the part of future generations, that is to say, the decision makers of the future with the power to make real changes and save the world. Students will understand that there is a serious environmental concern throughout the EU that requires balanced, committed and global behaviour.



## ■ 5<sup>ο</sup> Νηπιαγωγείο Φαρσάλων

❖ PlusLink number:	2014-1-ES01-KA201-003374_3
❖ Τίτλος σχεδίου:	ART ALL OVER EUROPE
❖ Συντονιστής:	<b>C.E.I.P EDUARDO GONZALEZ GALLARZA</b>
❖ Εταίροι:	<b>5<sup>ο</sup> Νηπιαγωγείο Φαρσάλων</b>
	Istituto Comprensivo "Militi"
	Sunrise International School
❖ Χρηματοδότηση ελληνικού σχολείου:	15.120,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The fundamental purpose of our proposal is to promote the training of students and teachers in different areas, which include the development of linguistic, multicultural and technological competencies.

Our families, schools, communities, cities and towns in which we live, all have been affected by the growing diversity in the world, a diversity characterized by increased immigration, globalization and conflict. In response to these changes, we intend to promote multicultural education as a philosophy and an attempt to prepare our students to live in this new world, as citizens capable of participating in a plural society.

Therefore they have built not only everyday different types of technological devices, but also his language and its immediacy», reason by which the school should promote technology training of students and teachers, not as simple handling of different software, but as a tool that will allow us to expand the access to information and interaction with people from other cultures and nationalities.

Another aspect to be highlighted as a result of the participation of the teachers involved in the project of strategic partnership at European level, lies in the possibility of exchanging methods and strategies of teaching and learning, identifying, disseminating and widespread practices of success and quality, promoting the group learning through collaborative and practices based on interactions between all participants, whether teachers or students.

The project has as central and motivating for students, art. The choice of this theme is based on the age of the students involved in the project since artistic expression means for a child of early childhood education one of the main means of expression. Use the artistic expression as a means of expression and communication able to cross borders, due to its universal language, understanding art as a means to channel and express feelings and emotions. Due to the age of our students (3-6 years). For children, art is a means of expression and performing naturally as a game in which they turn their experiences, emotions and experiences. Many times we find that the child is graphically expressed more clearly than verbally being an activity that is enjoyed immensely.

## ■ 6<sup>ο</sup> Δημοτικό σχολείο Αιγάλεω

❖ EPlusLink number:	2014-1-ES01-KA201-003437_3
❖ Τίτλος σχεδίου:	Programme Esther Educating Emotions In Europe
❖ Συντονιστής:	<b>CEIP PEDRO RODRIGUEZ</b>
❖ Εταίροι:	<b>Associação Jardim Escola João de Deus</b>
	6 <sup>ο</sup> Δημοτικό σχολείο Αιγάλεω
	Groupe scolaire primaire de Tanninges
	Kecskemeti Foiskola Petofi Sandor Gyakorlo Altalanos Iskola es Gyakorlo Ovoda
	Naujenes pre-primary educational establishment "Rukitis"
❖ Χρηματοδότηση ελληνικού σχολείου:	11.340,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Summary of the project

The current project, come out of the countries' alarm of giving answers to student's needs with economic deficits, social integration, family breakdown, immigration... in order to give to educational centres and families useful tools, so that, this citizenship can obtain success in all undertaken activities, using Emotional Intelligence.

### General objective

To develop emotional competences in our educational communities, that in a positive way can contribute in training European citizens so that they are able to face up successfully the tasks they find throughout their lives.

In order to achieve this general objective, we will formulate specific objectives related with activities.

In the project there are six countries of the European Union (Portugal, Spain, France, Hungary, Lithuania and Greece), all countries are coordinated by CEIP Pedro Rodríguez Pérez, Murcia, Spain.

The features of the schools associated are similar: great number of immigrant population, economic problems that affect daily life of families, problems of broken families, living together with different ethnic with facing problems, percentage of absenteeism pupils that lead us to have problems of coexistence in class, on the other hand, low levels of consolidation of basic competences.

Planned activities are addressed to different corporate with the aim of join forces to achieve common objectives:

On the other hand, we suggest results addressed to different collectives (parents, teachers and pupils) in the same way as the expected impact that we hope to achieve by putting into practice our project.

The results will be disseminated among several means of communication addressed to different collectives in order to achieve the sustainability desired.

## ■ 3<sup>ο</sup> Λύκειο Πολίχνης

❖ EPlusLink number:	2014-1-ES01-KA201-003603_3
❖ Τίτλος σχεδίου:	EL VIAJE COMO ELEMENTO DE COHESIÓN EUROPEA
❖ Συντονιστής:	IES ANDRES VANDELVIRA
❖ Εταίροι:	3 <sup>ο</sup> Λύκειο Πολίχνης
	I.I.S.S. "Carlo Maria Carafa" Mazzarino LYCEE POLYVALENT BEAUSSIER
❖ Χρηματοδότηση ελληνικού σχολείου:	23.900,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We begin our Project with its name "Trip as the Europe's Origin".

This trip will be focus on the Humanistic Knowledge, because we think it will be a really important value in our century.

The **project's goals** have been thought to be according to the European Strategies of 2020.

So, our main goals are:

**a)** Goals related to Education:

- to stimulate, increase and improve the learning process
- to develop the linguistic competence
- to teach with an intercultural view
- to develop the cultural and artistic competence
- to develop the social and citizen competence

**b)** Goals related to investigation and innovation:

- to promote the innovate education development
- to improve the relationship between education centers
- to look for new qualifications and jobs in Humanities associated to "third sector"

**c)** Goals related to digital society:

- processing of information and digital competence

The **results** we hope to obtain with this project are the following:

- student's appreciation of Classic Culture and artistic creation as an European referring
- to strengthen the multilingual learning
- to concern people about job opportunities in the field of Human Science
- to get european citizens used to Technologies of Information and communication

This project will impact the other actors involved in it, because of its involvement in both its organization as in the activities listed above. These platforms are receptive to this type of project because they have a feedback function.

## ■ 6<sup>ο</sup> Δημοτικό Σχολείο Πύργου

❖ EPlusLink number:	2014-1-ES01-KA201-003680_8
❖ Τίτλος σχεδίου:	Values and students entrepreneurs
❖ Συντονιστής:	<b>CEIP PINTOR MANOLO MILLARES</b>
❖ Εταίροι:	<b>6<sup>ο</sup> Δημοτικό Σχολείο Πύργου</b>
	Agrupamento de Escolas Marinhas do Sal, Rio Maior Herbert Morrison Primary School Høng Privatskole Istituto Comprensivo Marconi Oliva Scoala Gimnaziala Nr. 9 NICOLAE ORGHIDAN Brasov Szkoła Podstawowa nr 6 w Olsztynie
❖ Χρηματοδότηση ελληνικού σχολείου:	14.800,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main objective of our project is to develop social values in our students to foster entrepreneurship and to enhance creativity and innovation at all levels of teaching.

Starting a business involves risks and failures, so educating them to have determination will help them deal with the challenges along the way. This is the reason why our partnership from eight different European countries want to cooperate in order to foster a better understanding of what entrepreneurship means, what skills are necessary to become a successful European entrepreneur and what competencies need to be developed.

To be successful as an entrepreneur, they need to be able to communicate well and get along with people so they will improve the Linguistic competence. There isn't an area of life where these skills won't have a positive impact.

Students will have the opportunity to communicate and make friends with children from other countries and they will learn to respect the different cultures from the countries involved in the project. They will also have the opportunity to create their products to sell them in the European market that we will create for this subject.

We aim to get the students to use their fantasy and creativity, developing and creating products or solutions that can be implemented in real life, always being friendly with the environment.

They will improve The Mathematical competence as they will be investors, producers, buyers and sellers of the products created.



## ■ 1<sup>ο</sup> Γυμνάσιο Γέρακα

❖ EPlusLink number:	2014-1-ES01-KA201-004466_3
❖ Τίτλος σχεδίου:	Implementation of Agenda 21 in schools
❖ Συντονιστής:	<b>IES ANDRES DE VANDELVIRA</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γυμνάσιο Γέρακα</b>
	Agrupamento de Escolas do Barreiro
	Anamur Vakifbank Ataturk Ortaokulu
	Primate Dixon Primary School
	Siauliu Normundo Valterio jaunimo mokykla
	St. Egwin's Church of England Middle School
❖ Χρηματοδότηση ελληνικού σχολείου:	10.005,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main aim of this project is to try to implement in our different schools the idea and the philosophy of the Agenda 21. The best place to spread and bring into force this idea and the recommendations of the UN must be schools, because education and children are the best way to change the world. We will join a trend - the school and local agenda 21 movement- that have been put into practice in some regions all around the world.

The "Agenda 21" is a concept created by the United Nations in the 1990's with the slogan - "think globally and act locally". This idea tries to promote sustainable development and environmental protection in our town council, in our region and in our school. Each institution should have an "Agenda 21" to protect environment in a small scale. The European Union has signed recently (March 2013) an agreement in which it is shown the desire to enlarge the awareness of this idea and philosophy.

Our task or objective is to create a conscience at both local and school level by implementing a final document of AGENDA 21 for our schools. This document will be a model for other schools and a turning point in the awareness and active participation in the schools and local communities.

The dissemination and desired impact of our project is very ambitious. We understand this project as an ongoing process that in a continuous and permanent way incorporates and change the philosophy, practices, environmental management and curricula of our schools. We try to be a model to other schools in the town and in the region. We already have the support of the Town Council and Regional authorities. They are looking forward to considering our school as a pioneer centre to the implementation of AGENDA 21 in the schools.



## ■ 2<sup>ο</sup> Δημοτικό Χανίων

❖ EPlusLink number:	2014-1-ES01-KA201-004504_2
❖ Τίτλος σχεδίου:	Que arte tienes! (How talented you are!)
❖ Συντονιστής:	<b>CEIP Gloria Fuertes</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Δημοτικό Χανίων</b>
	Hans-Peter Ruf-Schule der Lebenshilfe Schwabach-Roth e.V. IBRAHIM KARAOGLANOGLU SECONDARY SCHOOL Zespol Szkol nr1 w Lazach Szkoła Podstawowa Nr1
❖ Χρηματοδότηση ελληνικού σχολείου:	13.550,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project appears because of the need to find an efficient, interesting and attractive way for our students to approach Art. As time passes, this subject has been undervalued when we actually think it could be the driving force to develop all the other subjects and knowledge.

Every year we try to improve our academic results reinforcing the main subjects (Maths, Language, Science), but maybe changing the approach and developing more the Arts would help us reaching our students in a more effective way and improving their capacities.

In order to get to that point we will use a project-by-project basis. The main target would be the Art activity and we will create different materials and resources (related to other subjects) around it to reach it.

At the same time we would like to use this new approach of teaching to help our special educational needs students to develop their capacities. It is of great importance to integrate our students making them aware of the importance of working together and learning from each other and we consider that Art is the subject that lend to that integration of special educational needs students in a better way and, in addition, answers the possible communication issues they could have, for example, with the use of music therapy.

To sum up, the main aims of our projects are: learning new ways of teaching Art, producing new materials and resources for teaching other subjects through a project-by-project basis, finding new ways of integrating our special educational needs students using Art, making our students aware of the importance of respecting other cultures and customs and, of course, improving our languages skills. To reach those aims, we will use different supports as blogs, websites, crafts, tutorial videos, guidebooks, exchanges, among others.

## ■ 2<sup>ο</sup> Δημοτικό Σχολείο Αγίων Αναργύρων Αττικής

❖ EPlusLink number:	2014-1-ES01-KA201-004749_3
❖ Τίτλος σχεδίου:	A Thousand Reasons to Communicate
❖ Συντονιστής:	<b>CEIP SAN JOSÉ DE CALASANZ</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Δημοτικό Σχολείο Αγίων Αναργύρων Αττικής</b>
	BARNBURGH PRIMARY SCHOOL
	Norpanylan koulu, Ilmajoki
	Scoala Gimnaziala "Ioan Slavici"
	Zespół Szkol Samorządowych Szkoła Podstawowa im. Mikołaja Reja
❖ Χρηματοδότηση ελληνικού σχολείου:	22.788,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project started with the desire of working together with other European countries willing to learn from each other, and eager to share experiences, methodologies and create a common piece of work.

Our objectives are directly linked to the development of these main four competences we will be developing. This project will not only improve our students linguistic competence in mother tongue and foreign languages, but it also enhances the improvement of the digital competence in students and teachers. We will work also through cooperation within this joint project, what will help develop our students social and civic competence. The intercultural dialogue and getting to know each other will be essential to increase our students cultural awareness and expression competence. The improvement in linguistic competence will be developed through the perspective of creating a context where students will need to use the language both orally or in written form. That is why we will create different realistic situations and contexts where students will apply new knowledge to different text types. English will be our common language, however, our students mother tongues will be promoted here, too. Besides, the digital competence will be a priority in our association and both students and teachers will use new technologies to communicate and to create joint products. Research, documentation and learning of customs and cultural identities will be a meeting point between cultures and countries participating and everything together will increase the social and civic competences and cultural awareness and expression competence. Through all activities designed, our students will be able to learn from each other.

Secondly, we all want to improve the quality of teaching. Reflection and shared review of teaching practices should result in the development and a publication of a common product (intellectual outcome) based on the collection of various integrated teaching units developed in each of the schools following coordinated parameters depending on the tasks to be performed. Teachers' meetings and training are essential to achieve this goal and will help us share common practices, learn from others, create project products, coordinate methodologies, follow approaches... And having the opportunity to organise some conferences or a seminar to show and disseminate our final product is an asset for all teachers involved in this project.

Third, this project will improve the European dimension by promoting the creation of a collaborative scenario and cooperation between schools with contrasting cultures and different styles

## ■ 3<sup>ο</sup> Γυμνάσιο Ελευσίνας

❖ EPlusLink number:	2014-1-ES01-KA201-004900_3
❖ Τίτλος σχεδίου:	Involve me & I learn
❖ Συντονιστής:	Instituto de Educación Secundaria Mediterráneo de Cartagena
❖ Εταίροι:	3 <sup>ο</sup> Γυμνάσιο Ελευσίνας
	Gimnazija Vic
	Liceo Scientifico - Znanstveni licej "France Preseren"
	Tjarnarskoli
	Vaasan lyseon lukio
❖ Χρηματοδότηση ελληνικού σχολείου:	13.230,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The priority of the project is the involvement of students in their own learning process in order to experience the joy of learning new things, have a greater self-confidence, and be able to draw conclusions to develop the provision and advice in key skills: basic skills, entrepreneurship, languages & digital knowledge above all and to increase participation in learning and employability through the development of support and labour advisory services. We aim to facilitate the transition of students from education to the world of work through the use of European tools for the recognition, validation and transparency. We plan to work with groups of students and their teachers of different subjects in order to find the best way for the students to get motivated and improve the learning process. The use of ICT will be essential as we think they are the tools to be used during our project as they are the students' best way of relationship and expression that's why we will also promote the professional development of all those who are involved in our project.

We also intend to study the aspects that have influence on the students' efficiency (time organization, parents' interest, activities, assessment, homework, equality, etc) in each country making a comparative North-South of Europe which will be very useful for the development of the efficiency in our educational communities.

The collaboration between the six schools from different countries will give enrichment to the communities involved and the educational community in general through the dissemination of our project results and final products.

Sharing of research conducted throughout the project will allow us to create good practice guides & materials for dissemination, to incentivate students and the rest of the educational community in order to achieve excellence in education and reinforcing education/training links with the world of work.

## ■ 28<sup>ο</sup> Λύκειο Θεσσαλονίκης

❖ EPlusLink number:	2014-1-ES01-KA201-004981_3
❖ Τίτλος σχεδίου:	LESSONS FOR PRESENT, LESSONS FOR FUTURE
❖ Συντονιστής:	<b>IES TIRANT LO BLANC</b>
❖ Εταίροι:	<b>Ahmon koulu</b>
	Gimnazjum nr 9 im. Jana Pawla II
	Gimnázium Angely Merici
	Istituto Superiore Statale Leardi
	Özel Metod OrtaOkulu
	28 <sup>ο</sup> Λύκειο Θεσσαλονίκης
	Vilniaus Solomo Aleichemo ORT gimnazija
❖ Χρηματοδότηση ελληνικού σχολείου:	30.960,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project's title is "LESSONS FOR PRESENT, LESSONS FOR FUTURE" and the countries that are participating are: Spain, Lithuania, Slovakia, Greece, Italy, Poland, Finland and Turkey. All partners will prepare a Short-term exchanges which will include a seminar about the National Educational System and the way their schools work focusing on the way they face the school failure and the leaving school early (if it concerns), a seminar about the consequence of WWI in their countries (Concentration Camps), in Spain it will be about the Spanish Civil War, a Pedagogical seminars about how to teach/learn the Holocaust/Extermination: Auschwitz (International Center for Education) and History Seminars: Lithuania, Greece, Italy, Poland, Finland, Spain and Turkey.

The seminars are very important in order to achieve the aims of the project which are improving and acquiring innovative pedagogical tools and resources for students and teachers in order to fight against the new forms of totalitarianism in Europe and updating the didactic material under a new perspective according to the current reality and the needs of the society that we are living.

All partners will make as a final product Four teaching units about WWI from the following perspectives: Resistance, Collaboration, Indifference and current totalitarian messages from radical parties in Europe. That T.U. will be based on testimonies of survivors and on a selection of materials: pictures, writings, speeches and movies, and they will not only deal with historical question but also with ethical such as Democracy, Human Rights, totalitarian parties, xenophobia, etc. Through that T.U. we want to emphasize the importance of the social activism in order to have a real Democracy but without causing negative attitudes to the representatives of the different countries.



## ■ 1<sup>3ο</sup> Δημοτικό Σχολείο Χαλανδρίου

❖ EPlusLink number:	2014-1-FI01-KA201-000728_6
❖ Τίτλος σχεδίου:	MATHS IS EVERYWHERE - MATHEMATICAL JOURNEY THROUGH EUROPE
❖ Συντονιστής:	Lauttasaaren ala-asteen koulu
❖ Εταίροι:	13 <sup>ο</sup> Δημοτικό Σχολείο Χαλανδρίου
	75.yil ziya gokalp ilkokulu
	Association Ecole Massillon
	Szkola Podstawowa Nr 112 z Oddzialami Integracyjnymi im. Marii Kownackiej
	Zakladni skola a materska skola Hranice, Struhlovsko, prispevkova organizace
❖ Χρηματοδότηση ελληνικού σχολείου:	19.130,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project " Maths is everywhere- Mathematical Journey through Europe" is addressed to primary school students and aims to investigate how mathematics is involved in every school subject and how students can learn about different European countries with the help of mathematics. Teaching and learning mathematics has a wide range of different aspects. With this project we intend to find new ways to learn and to teach mathematics. We also intend to find new streams of motivation as well for the teachers and as for the students.

Our main pedagogical objectives are to:

- widen the maths teaching repertoire
- solve maths problems in collaboration, related to issues concerning each partner country
- analyze and find mathematical elements in different school subjects
- develop students mathematical creativity through specific didactic games and activities
- develop pupils' and teachers' abilities in the use of new technologies and to exchange mathematical activities
- develop new teaching methods and didactic strategies and encourage the active participation communication, intercultural knowledge among students and the teachers involved in the project

## ■ 28<sup>ο</sup> Δημοτικό Σχολείο Τρικάλων

❖ EPlusLink number:	2014-1-FR01-KA201-002346_2
❖ Τίτλος σχεδίου:	Heroic Fantasy
❖ Συντονιστής:	COLLEGE JEAN MACE
❖ Εταίροι:	28 <sup>ο</sup> Δημοτικό Σχολείο Τρικάλων
	Aggelis Vasileios-Alexandros
	ARGINCIK SELCUK ILKOKULU
	école élémentaire Jules Ferry
	Istituto Comprensivo Statale Ignoto Militi
	Zakladni skola a Materska skola Ujezd
❖ Χρηματοδότηση ελληνικού σχολείου:	36.950,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our «Heroic Fantasy» is both an innovating project and a continuity. A continuity regarding our school plans based on cultural opening, languages learning and international cooperation.

We have chosen four **main goals**:

- Communication, comprehension, reading and writing skills according to CEFR - Common European Framework of References for Languages (A1 by 5th grade at elementary school and B2 by 9th grade class at middle school). Speaking and oral understanding activities or workshops will be our priority through our exchange and correspondence project.
- New digital technologies skills both for students and teachers. An annual seminar will be proposed for teachers. All the teachers but also the students will communicate through those new digital technologies (video conferences, actions shared on the "wiki" website especially dedicated for this project).
- Cultural diversity skills and European countries knowledge. We consider that being awared of other ways of living in foreign countries may help the students to understand other ways of being and acting.
- Civic education skills which aim a spirit of tolerance, but also respect by sharing same projects, activities, countries fairs. Then, the students will know more about European history and European Union construction.

Seven schools are part of this project, representating six countries : Greece, Italy, Turkey, Czech Republic and France.

By the end of the project, students will have a good knowledge of the European Union, they will get good languages skills in English which they allow to communicate with their European partners, they will know how to create an internet page, they will have visited several European schools and countries. They will be European ambassadors from their school, their region, their country, for themselves, their teachers and family. The teachers will know new practises and will have been part of innovating project which will be shared with other educative and teachers teams. They will have language skills in English which will allow them to speak fluently and to communicate easily with their European colleagues.

"Heroic Fantasy" is not a short-term project (even though some goals could be reached before the end of the first semester ). According to the final assessment of the project and according to the acquired skills, it is logical to think that the students will use their skills and knowledge in the future . Three years of a great project, actions, sharings, communication and European friendship and cooperation can't stop suddenly. We are convinced that partnerships will be built and that our partners group will grow. "Heroic Fantasy" could become "International Heroic Fantasy".

## ■ Γυμνάσιο Αμφιγαγιτών Κέρκυρας

❖ EPlusLink number:	2014-1-FR01-KA201-002415_6
❖ Τίτλος σχεδίου:	J'ai ma place au collège
❖ Συντονιστής:	<b>Collège de Salviac</b>
❖ Εταίροι:	<b>Γυμνάσιο Αμφιγαγιτών Κέρκυρας</b>
	Agrupamento de Escolas de Eixo-Aveiro
	IES MIGUEL ROMERO ESTEO
	Istituto Comprensivo P.M.Rocca
	Scoala Gimnaziala Nicolae Titulescu
	Zespol Szkolno-Przedszkolny Gimnazjum w Bestwince
❖ Χρηματοδότηση ελληνικού σχολείου:	38.710,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project is complementary to the Multilateral Comenius School Partnership «Viv (r) e my college» which ends in July 2014, it aims to fight against school dropout by acting on a number of levels previously identified.

This project will have two components, and it offers two types of activities:

- those conducted by students outside and during short-term exchanges between groups of students
- those conducted by educational teams

This project does indeed make sense if the target audience is the main actor. We aim to restore, develop the pleasure of learning through informal activities that will help to acquire knowledge and skills that could be mobilized later in conventional and academic learning. We seek to give meaning to learning. To promote the quality of life in institutions and academic success, and to act in preventing demotivation and dropout, we will activate the following levers: prevention of conflicts, fight against discrimination, mediation peer, individual tutoring for students, implementing projects classes or groups. These aspects have not been addressed in detail or in the previous project.

This project will be accompanied by educational researchers belonging federation of laboratories dedicated to education, who are working for several years on this topic in the context of research «Quality of life in schools « on several academies and countries. They will be involved in the project as experts in the fields of analysis, evaluation, production and transfer of educational and training Engineering. The aim is to produce knowledge for training and education, for the joint research - innovation - practice. A report presenting the full results will be published.

At the end of this project, the goal is to have a support base that will support other institutions who are interested to test, evaluate and improve the production achieved. Ultimately, it is to establish a network of European institutions, with different characteristics, allowing swarming practical tools and methods initiated to combat whatever forms and causes of dropout .

## ■ Μουσικό Σχολείο Βόλου

❖ EPlusLink number:	2014-1-FR01-KA201-002432_2
❖ Τίτλος σχεδίου:	Home Sweet Home
❖ Συντονιστής:	Collège Calmette et Guérin
❖ Εταίροι:	Μουσικό Σχολείο Βόλου
	Heathfield School
	Santo Domingo
	Yusufca Sehit Irfan Yaman Orta Okulu
❖ Χρηματοδότηση ελληνικού σχολείου:	32.985,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Home Sweet Home!

Five rural European high schools from England, Turkey, Greece, Spain and France will take their 11 to 15-year-old students from the cocoon of their home to the larger home that is Europe. Through this three-year-long adventure where they will discover each other's culture through each other's house, find out about houses of the past and houses of important people, they will also learn to accept originality and differences and they will be ready to act tomorrow as environment-friendly citizens of Europe when they will design their house of the future. But most of all, they will:

- improve their level in the Foreign Languages they are learning at school (English, French and Spanish) so that they can get their Europass Language Passport
- improve their digital skills and get a common certificate specially created for the project
- improve their knowledge of the world of work and be ready for some of them to go to a vocational school to prepare their future job. For this, they will complete the Employability for Life Charter implemented by the English partner.

As the schools involved are small, the project will concern all the students of the schools: activities will be implemented in all the subjects taught in our schools at different moments so that they are well integrated into our curriculums. However, only a few pupils will travel abroad during the transnational meetings or the little exchanges groups : they will be ambassadors who will talk on behalf of their schoolfriends to present their work and who will return to their schools with the account of what they will have done abroad.

Moreover, Home Sweet Home will also affect our local communities: we don't want it to be only a school project but we want the parents, the neighbours, the people in our villages or little towns to be aware of what's going on and to know more about Europe as the place where they all belong, the place they live in where their next door neighbours are French, Spanish, Greek, Turkish or English.

So let's move from our home to a larger one which is called EUROPE!



## ■ 11° Νηπιαγωγείο Χανίων

❖ EPlusLink number:	2014-1-FR01-KA201-002470_2
❖ Τίτλος σχεδίου:	Mieux vivre ensemble à l'école: Interactions sociales, apprentissages et rythmes de l'enfant
❖ Συντονιστής:	<b>Ecole primaire publique Jean le Morvan</b>
❖ Εταίροι:	<b>11° Νηπιαγωγείο Χανίων</b> BARBAROS ILKOKULU Istituto Comprensivo Anzio III Ölduselsskóli Tartu Lasteaed K্লাabu
❖ Χρηματοδότηση ελληνικού σχολείου:	16.590,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We are six schools in six different countries involved in this European Partnership project: France (coordinator country), Estonia, Greece, Italy, Turkey and Iceland. All involved schools have already carried out European partnerships projects. We all have an obvious interest in the essential skills of school, but also in the welfare, human and social skills, respect of each other in a good school climate.

Our project aims to improve the teachers' skills: their professional knowledges (level of English, knowledge of pedagogical models, knowledge of the rhythms of the child, cultural knowledge) and their classroom practices (to better organize learning times, adapting the forms of pedagogy, work arrangements, improve the classroom atmosphere).

It also aims to strengthen the educational coherence of the school with the other partners. We also want to develop personal and social skills of pupils, improve school climate, developing non-violent communication, self-esteem, which are essential to the well-being and success of all, including educating students for European citizenship and associated rights; develop and share innovative tools lessons on school learning time for all ages, develop different forms of pedagogy on the day, the week to make them more efficient and increase student success, this is also our goal. We will conduct this project on 2 years:

A different organization of learning time and time of the child should strengthen cooperation between youth organizations and schools: create an educational coherence.

We hope in the medium term, we'll improve the skills level of teachers, improve the well being and success of our pupils, reinforcing the educational consistency with other partners. In the long term, we hope that the expected results will benefit the involved partners. We would also like that our reflection work and the results benefit a wider audience.

## ■ 3<sup>ο</sup> Γυμνάσιο Περιστερίου

❖ EPlusLink number:	2014-1-FR01-KA201-002490_4
❖ Τίτλος σχεδίου:	AU FIL DE NOS COURS D'EAU
❖ Συντονιστής:	Lycée général et technologique de Mirepoix
❖ Εταίροι:	3 <sup>ο</sup> Γυμνάσιο Περιστερίου
	Colegiul Tehnic Gheorghe Asachi Botosani
	IES SIERRA DEL SEGURA
	Merletcollege
	Ukmerges Jono Basanavicius gimnazija
	Vay Ádám Gimnázium, Mezőgazdasági
	Szakképző Iskola és Kollégium
❖ Χρηματοδότηση ελληνικού σχολείου:	49.397,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Through this project, we want to promote the awareness of the students of different European educational institutes, their families and the whole of the school community towards the need to become more familiar with the river or the stream of their area, in order to understand the issues related to the use of water and change their attitude as far as the consumption of water is concerned.

That's why we will carry out various activities in each partnercountry. The students will cooperate closely and will keep in constant touch through a blog which will be enriched regularly.

Our aim is to share experiences, learn from each other and therefore to make European citizens ecologically responsible and focused on theprotection of their environment.We hope we will be able to exchange different practical approaches concerning-teaching and we will understand the educational diversity of the other countries.

This project will promote a stronger European collaboration by reinforcing the bonds among the students, the teachers and the families of the partner countries. It will allow the creation of collaboration for future projects. The dissemination of this European experience will inspire more students to develop other projects or/and to open up their horizons. It will promote the awareness of people to be members of a community with a common aim and special features as well.

This project will have an impact on the school communities by its interdisciplinary approach, it will have an impact on a local level by changing the way the students and the inhabitants look at their river and their culture and by initiating good practices on an environmental level.

## ■ 1<sup>ο</sup> Γυμνάσιο Σητείας

❖ EPlusLink number:	2014-1-FR01-KA201-002536_5
❖ Τίτλος σχεδίου:	Innovative Technologies for Active Language Class
❖ Συντονιστής:	<b>COLLEGE GEORGES POMPIDOU</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γυμνάσιο Σητείας</b>
	bakirkoy cumhuriyet ortaokulu
	Centros de Educación Integral S.L.
	Neringos vidurine mokykla
	OOU Goce Delcev
	Scoala Gimnaziala Speciala pentru Deficienti de Auz "Sfanta Maria"
	Zakladni skola Odry, Komenskeho 6, prispjevkovala organizace
❖ Χρηματοδότηση ελληνικού σχολείου:	48.820,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Innovative Technologies for Active Language Class is a three-year ERASMUS+ strategic school partnership. It involves eight secondary schools from Czech Republic, France, Greece, Lithuania, Macedonia, Romania, Spain and Turkey. All the latter cater for pupils of diverse ethnic and cultural origins. Most of these learners come from underprivileged families with low opportunities for learning, travelling and selfeducating. They often lack motivation and ignore the importance of foreign languages in the labour market. Therefore, our partnership will primarily focus on these learners.

On the one hand, we first intend to enhance our learners' motivation and investment in learning foreign languages and allow them to develop their oral communication competences. On the other hand, we want to offer them an opportunity to meet their European neighbours, discover European cultures in native place, put forward their own culture, broaden their cultural horizons, and thus, build their European citizenship.

As a result, this partnership will not only help our learners (about four hundred) to develop spoken skills in foreign languages and build their European citizenship, but will raise their future social inclusion opportunities as well. Teachers involved (around fifty) will be given the opportunity to develop their language skills and learn how to incorporate innovative digital and ICT teaching tools in their practices and make their classes more engaging and more challenging for their pupils.

## ■ 2<sup>ο</sup> Γυμνάσιο Σαλαμίνας

❖ EPlusLink number:	2014-1-FR01-KA201-008474_4
❖ Τίτλος σχεδίου:	Le patrimoine, une richesse de l'Europe à préserver, partager et développer
❖ Συντονιστής:	College Léonce Dussarrat
❖ Εταίροι:	2 <sup>ο</sup> Γυμνάσιο Σαλαμίνας
	Escola Básica Integrada de Arrifes
	Institut des Arts et Métiers Pierrard
	INSTITUTO DE ENSEÑANZA SECUNDARIA PUERTO DE LA CRUZ - TELESFORO BRAVO
	Istituto Comprensivo di Mozzate
	Liceul Tehnologic "Traian Vuia" Tautii Magheraus
	Özel Tarabya Anadolu Lisesi
	The Little Prince School
❖ Χρηματοδότηση ελληνικού σχολείου:	17.565,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The purpose is to make pupils from several European secondary schools to work together through an Erasmus+ project on the heritage topics.

So the students' age bracket will be from 11 to 16.

This project is without a doubt multidisciplinary as geography, history, languages, sciences arts and technology teachers can find an interest in it.

ITCE are considerably used through the creation of an application for cell phones or tablet computers.

It will also permit to discover the different education systems, to exchange on experiences and draw new teaching ways which could be used later in the different partners' countries.

Moreover, the local authorities being involved in this project insure it a real European extent which will allow to build in concrete terms the unity of all by discovering and highlighting the heritage of each one.

Every school will work on its city, its surrounding area but the exchange with the other schools will give to all the partners an overall outlook at a European level.

French will be used as the working language as a priority. Nevertheless the productions can be translated into English, Spanish or other languages spoken by the partners.

## ■ Σχολείο Ευρωπαϊκής Παιδείας

❖ EPlusLink number:	2014-1-FR01-KA201-008489_3
❖ Τίτλος σχεδίου:	La littérature de Jeunesse en Europe: les héros d'Hercule à Harry Potter
❖ Συντονιστής:	<b>COLLEGE VAUBAN - ECOLE EUROPEENNE</b>
❖ Εταίροι:	<b>Σχολείο Ευρωπαϊκής Παιδείας</b>
	European Schooling Helsinki
	Scuola per l'Europa
	Tallinn European School
❖ Χρηματοδότηση ελληνικού σχολείου:	40.975,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The five partners of this project are the European Schools of Strasbourg, Parma, Helsinki, Heraklion, and Tallinn. These fairly new schools, which go from pre-school to high school, are public schools connected administratively to the education ministry in their respective countries but with a pedagogical program common to all the European Schools. These schools promote the learning of European languages and each is made up of at least two language sections in which classes are taught by native speakers. In general, there is one class per grade in each language section. The project targets all students and teachers in the elementary and secondary schools, with all sections blended together. The learning of a minimum of three languages combined with a common educational program constitutes an asset that hasn't yet been fully exploited; pedagogic exchanges between schools are rare, communication between students inside this European school network is almost non-existent, and the notion of a European identity is still vague, since students define themselves first by their national identity and then by their affiliation to a linguistic section. What's more, it appears that after obtaining a European baccalaureate, graduates limit their choice of schools for advanced degrees to the countries where they did their secondary studies or to the countries of their linguistic section.

The objectives of this project are therefore numerous:

- to reinforce the European identity in students by steering them towards a discovery of a collective memory and common character in the cultures of European countries
- to promote and benefit from the richness of the multilingual educational collaboration among primary and secondary students and among teachers in the European School network
- to encourage teachers and students to regularly take advantage of and use the ITC, starting in primary school
- to teach students to communicate and work efficiently in a multilingual, multinational, and multicultural environment in order to prepare them for a wider range of options professionally or for post-baccalaureate training

To achieve these objectives, the five schools have chosen as their theme "Heroes in youth literature in Europe, from Hercules to Harry Potter".

Three main project outputs will form the structure of all reading, writing, translation, oral presentation, and onstage activities:

- creation of a database and a timeline, in the form of a slide show, in which the major characters of European youth literature will appear, according to the period in which their adventures occur
- invention of a modern European tale in five chapters, in multiple versions and multiple languages, all following a common thread
- presentation of a multilingual European show on the art of storytelling in Europe, staging in various forms the tales and other European stories as well as original compositions inspired by the heroes of European youth literature

These three main outputs will bring about tangible results:

- the database of European heroes and the timeline, which could serve other establishments working on the collective European memory
- the European multilingual show in Strasbourg, for the Festival of Europe in 2016, a result made possible by working closely together
- the modern tale, conceived as a travelling book, will be edited in digital format

The other tangible results are: films presenting the schools and cities, filmed performances of the students, and the Portfolio.

The intangible results will be:

- a better use by the students of their linguistic skills in other than an education context
- more natural practice reading and writing in different languages
- creation of a permanent exchange of best practices in language teaching at the primary and secondary levels in the European Schools
- the acquisition of experience in collaboration and cooperation, not only among primary and secondary teachers, but also among teachers in the same discipline from different schools, and among students
- improvement in the use of ITC in different disciplines

The impact will be of different types:

- increased autonomy and self-evaluation among students
- greater mobility geographically for students after graduation, for post-baccalaureate training, internships/work placements, or job hunting
- improved language skills for teachers and students
- improved proficiency in using ITC for students and teachers
- ability to get involved with and communicate easily in a multicultural team

In the long run, the potential advantages will be:

- more frequent long- and short-term exchanges among students, and even teachers, at the European Schools, with the possibility for the latter of teaching classes in tandem
- the building of a multilingual European platform of pedagogical resources and tools created thanks to these exchanges.



## ■ 1<sup>ο</sup> Γυμνάσιο Γαλατσίου

❖ EPlusLink number:	2014-1-FR01-KA201-008683_3
❖ Τίτλος σχεδίου:	The Culture Train
❖ Συντονιστής:	Collège d' Afareaitu
❖ Εταίροι:	1 <sup>ο</sup> Γυμνάσιο Γαλατσίου
	Carl-Russ-Schule
	Kauno Versvu vidurine mokykla
	Publiczne Gimnazjum w Czarnej
	YAVUZ SULTAN SELIM ANADOLU LİSESİ
❖ Χρηματοδότηση ελληνικού σχολείου:	32.730,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In order to unite its citizens, we think we need to build a feeling of belonging to Europe. De facto, Europe doesn't end at the borders of the Old Continent. Its presence at the heart of the Pacific Ocean is a reality that too many Europeans ignore. Moreover, early school leaving is a strong indicator of the difficulties our pupils have to cope with.

Building on the wealth and plurality of European cultures, we intend to give everyone the tools they need to develop their curiosity and their motivation, pillars of a successful schooling. In order to achieve this, our two main levers will be to improve their skills in English and ICT.

The record of our work will be made available on a dedicated Internet site as well as on the Erasmus+ dissemination platform. The board game «All on board!» which will result from the whole project will serve as a learning tool of European cultures and English language for other schools and cultural organisms.

At the start of the project, an initial diagnosis pointed out the items to strengthen in order to build a European identity. We have thus chosen four targets: mind-opening, mastering the English language and ICT, fighting early school leaving. The expected effects will result from the acquired skills and will generate motivation, curiosity, open-mindedness, and independence. In order to evaluate our actions, we have worked on defining indicators that will give a clear assessment both of quality and quantity.

The expected impact on pupils and teachers will be the capacity to incorporate to learning and practice the elements of a common culture derived from practical activities throughout the project. We should witness an increase in the use of ICT resources and of English language. In the long term, each one will aim to develop a European reflex, both in the establishment of reasoning patterns and in their feeling of belonging to Europe.

## ■ Γενικό Λύκειο Κρούσωνα

❖ EPlusLink number:	2014-1-HU01-KA201-002219_4
❖ Τίτλος σχεδίου:	One for all, all for GREEN
❖ Συντονιστής:	Sipkay Barna Kereskedelmi, Vendéglátóipari, Idegenforgalmi középiskola, Szakiskola és Kollégium
❖ Εταίροι:	Γενικό Λύκειο Κρούσωνα Agrupamento de Escolas Romeu Correia IES SANTA ANA Istanbul Coskun ortaokulu Istituto professionale di Stato per i servizi alberghieri e della ristorazione PAOLO BORSELLINO West College Scotland
❖ Χρηματοδότηση ελληνικού σχολείου:	27.970,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "One for all, all for GREEN" is based on the mutual interest of the participants towards more environmentally conscious life and is devoted to work on topics related to nature, green tourism and eco tourism. It is composed of seven countries: Hungary, Greece, Great Britain, Italy, Portugal, Spain and Turkey. All of the participating countries are aware of the dramatic situation caused by Global warming and are aware of the fact that transportation, travelling and tourism are also contributors to the greenhouse effect.

Our main goal is to analyse current trends in tourism and promote future trends which are intertwined with culture, traditions, environment and heritage. By involving international cooperation we will compare cultural and eco-tourism with standard tourism and will solve tourism related problems finding new creative methods and techniques.

The main issues are to provide students and teachers with a deeper understanding of responsible tourism and to widen their knowledge in subjects connected to culture, history, traditions, gastronomy, environment protection, English language and ICT while integrating students who come from different cultural backgrounds.

Doing the project tasks and activities (visiting each other's countries, making mini-tour guides and itineraries, creating presentations and booklets etc) will prepare our students to become open-minded, culture-conscious citizens and skilled travellers who are consciously protecting the value of their touristic environment.

International cooperation - common methods based on cooperative learning - will let us build a group and will promote collaboration. The project will put schools into the cooperation with local, national and international institutions and organisations and will encourage cross-curricular approaches. In order to get the partners to work towards a common purpose, staff will interact effectively with each other creating international teams and sharing experiences while providing unique opportunity for partners to input their own expertise and learn from each other.

The project will have both intangible results (new content learned by the participants, improved learning in relevant subject areas, new skills acquired) and tangible results (concrete products). We will use the outcomes as a measure of to what extent the project has contributed to the learning experiences of those involved and the quality of education on offer in the participating schools.

The partnership will have a positive impact on the participating institutions by building a community consisting of teachers and students who have a strong commitment to and sense of ownership in the project. By creating and carrying out several creative dissemination techniques and activities it will also enable a wider community (stakeholders, parents, school authorities, hotels) to benefit from our partnership in the long run.



## ■ 1<sup>ο</sup> Γενικό Λύκειο Ιλίου

❖ EPlusLink number:	2014-1-HU01-KA201-002231_6
❖ Τίτλος σχεδίου:	Preparing for life in the 21st century
❖ Συντονιστής:	<b>Budakeszi Nagy Sándor József Gimnázium</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γενικό Λύκειο Ιλίου</b>
	INS Joan Guinjoan i Gispert Isis "Guido Tassinari" Liceul Pedagogic Bod Peter Muratli Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	43.070,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We are planning a project on new, innovative and effective methods of teaching and learning. We have to realize that students are not the students of our generation where they sit and listen. Things have changed now, they want to explore and be an active part of the learning process. Confucius's old saying «I hear and I forget, I see and I believe, I do and I understand» is still true.

So our aim is to find new, motivational strategies, to familiarize students and the staff with different, more enjoyable teaching and learning techniques, to create the most appropriate atmosphere at schools in order to improve academic results. We would like to reach these goals by exchanges of good practices of the participating schools to get inspired from different methods in other countries as well as working out new, innovative approaches through the cooperation of the teachers and students of the partner schools. We would like to create international groups of our staffs organized on the basis of subjects taught by them and of course our students will take part in this project, too, as we want to see their ideas about how we can make our schools more attractive places.

The project will be ideal for fostering key competences in a lot of areas because of the wide range of subjects in the work plan, e.g. Maths and Sciences, Humanities, ICT, Languages and Arts. In order to reach our goals teachers should cooperate to create innovative ways of teaching and try the new methods they have found out. They will work on using innovative student-centered pedagogical approaches, new kinds of tasks for students to solve which can make teaching and learning more effective. Students should complete these different sorts of tasks and activities focusing on project based learning. As students will work in an international group, too, this new learning environment can help them develop a more positive attitude towards learning. It is a key point in this project which will be a motivating experience both for teachers and students. We want to support the professional development of our teachers in using new ICT methodologies in teaching. It is also essential for the teachers of our age to know and use English no matter what subjects they teach. This project will enhance ICT based teaching, learning, assessment practices as well as multilingualism in the teaching-learning process.

Hopefully, our project will have a great impact on our staffs, students and last but not least on our institutions. First, working on the project our staffs will improve the quality of teaching by gathering fresh teaching ideas and approaches. It will be possible to motivate students who are harder and harder to engage in traditional school activities and consequently their academic results will be better. The participating schools will carry out a European project which will help to attain a higher status to our schools. The results of this project will bring long term benefits to our schools as the teachers will get used to using innovative methods, they can share their experiences with their colleagues. In the course of the project through cooperation both students and teachers will learn how to teach, learn and live in multicultural Europe.

## ■ 2<sup>ο</sup> Γυμνάσιο Κισάμου

❖ EPlusLink number:	2014-1-HU01-KA201-002265_6
❖ Τίτλος σχεδίου:	Mit dem interaktiven Kulturkoffer durch Europa reisen
❖ Συντονιστής:	Vay Ádám Gimnázium, Mezőgazdasági Szakképző Iskola és Kollégium
❖ Εταίροι:	2 <sup>ο</sup> Γυμνάσιο Κισάμου 3 <sup>ο</sup> Γυμνάσιο Κηφισιάς Friedensburg-Oberschule Gimnazjum im.ks. Jana Twardowskiego w Chylicach Melikgazi Kayseri Lisesi Tabasalu Ühisgümnaasium
❖ Χρηματοδότηση ελληνικού σχολείου:	39.630,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Journey through Europe with Suitcase of Culture

Gist (of the project): The notion is to procure the students to a volunteer act of visiting museums, exhibition halls, or art galleries as centers and institutions of cultural activities both within their countries and in their overseas journeys. We have noted that our students do not take much interest in their own local culture and that they hardly visit such centers of their own accord.

The objective of our project for the youngsters is to arouse interest and awareness towards cultural activities and to motivate them to learn and get familiar to their own cultures. The students/youngsters should determine the way of displaying the exhibits in a more attractive way for the peer foreign visitors themselves by means of onsite observation and studying.

In the course of our project, first of all the essential information about the cultural activities of the cities involved in the project is going to be explored and collected. The centers such as museums, art galleries, or exhibition halls are going to be visited and then the digital frame of the project work such as film slides, commercial films, motion/audio videos is going to be determined. Finally the completed works are going to be shared on a common digital platform. The participant students of partner schools are going to determine the cultural activity to be done in the respective country. The participant students of the host country are going to accompany their visitors in their visits and prepare workshops for their foreign peers. At other times, the socialising activities such as dining out, or sightseeing tours are going to be organised by the participant school.

We are seven participant schools from Estonia, Poland, Hungary, Germany, Greece (Krete and Athens) and Turkey. We all have many students from low socio-economic families to whom we desire to convey the multi-European culture. We intend to get them regard both their own cultural inheritance and others' which they haven't had the chance to acquaint properly so far, and thus make them feel as part of the European Union and appreciate the collective values.

Another important objective in the long term is to motivate the youngsters for the mutual European future, to make them aware of their own responsibilities and take common action in the process of resolution.

Another essential point of our project is to present the dilettante European students and teachers with an "Open Education Resource" via web as an e-book in the form of an interactive suitcase form. In this way, sustainability of the project will be carried out.

## ■ 1<sup>ο</sup> Δημοτικό Σχολείο Ασβεστοχωρίου

❖ EPlusLink number:	2014-1-IE01-KA201-000307_3
❖ Τίτλος σχεδίου:	Raising Expectations through Erasmus+
❖ Συντονιστής:	<b>St. Michael's Boys School</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Δημοτικό Σχολείο Ασβεστοχωρίου</b>
	Agrupamento de Escolas Templários
	Björngårdsskolan
	ESCOLA LES ACACIES
	Tieplatzschule
	ZS sv. Cyrila a Metoda, Bernolakova 18, Kosice
❖ Χρηματοδότηση ελληνικού σχολείου:	16.130,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

We are in the second decade of the 21st century and in a time of great change, both in terms of how we learn and how we work. New and powerful technologies are changing the ways we learn and interact and engage with each other. These technologies, along with the increasing mobility of workers and industries, are also impacting on work practices and patterns. We have to provide an education that is relevant not just in static and local contexts – but in 21st century and international contexts. We are engaging in this Strategic Partnership to ensure that our schools are adapting to these great changes in our societies.

Our school communities are comprised of pupils from many different cultures and ethnic groupings, with many different needs.

Raising the self-esteem of these pupils is particularly important. Factors that raise this self-esteem are success and achievement. We believe that a European project featuring global citizenship will utilise these strengths to develop ideals of citizenship within our school communities, and to give a voice to those who are seldom heard. Pupils will learn about climate change, social justice, sustainable development, diversity, migration and globalisation. They will express their opinions more confidently, think more critically, and learn to respect others and to resolve conflict. They will reinforce their sense of identity, enhance their self-esteem, engage and participate in society, and learn that they too can make a difference.

We need to constantly develop the professional skills of our teachers. The possibility of engaging and networking with other teachers at an international level has the potential to be a life-changing experience, creating new dimensions and perspectives that will impact on teaching practices. We want teachers to utilise technologies that will benefit the pupils in our classrooms, to adopt best practices, to use creative and innovative methodologies to teach, and to constantly reflect on and evaluate their work.

We need to improve the ICT and digital competences of pupils. We live in a technological world and pupils are very familiar with many technologies. We will be taking more advantage of these existing skills and creating opportunities for pupils to communicate and collaborate, to use technology to improve their learning outcomes, to enhance the presentation of their work, and to be creative and expressive.

We need to further engage the parents and the local community with our school. We can avail of the expertise of parents and their support will also act as a motivating factor for pupils. Through engaging and participating with the wider community we develop the citizenship skills of the pupils and enhance their sense of self-esteem. We believe that participation in this Strategic Partnership will be a critical catalyst in moving our schools forward and in addressing these needs.

## ■ 1<sup>ο</sup> Δημοτικό Σχολείο Παραμυθιάς

❖ EPlusLink number:	2014-1-IT02-KA201-003230_4
❖ Τίτλος σχεδίου:	XX - XXI century jobs - Bridge the gap
❖ Συντονιστής:	<b>ISTITUTO TECNICO COMMERCIALE E PER GEOMETRI MARIO RAPISARDI</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Δημοτικό Σχολείο Παραμυθιάς</b>
	2 SOU "Akad. Emiliyan Stanev"
	Budapest XXII. Kerületi Budai Nagy Antal Gimnázium
	Hadimkoy Toki Anadolu imam Hatip Lisesi
	I.E.S. BRIANDA DE MENDOZA
	Miejski Zespol Szkol Nr 4 w Krosnie, II Liceum Ogolnoksztalcece im. Konstytucji 3 Maja
❖ Χρηματοδότηση ελληνικού σχολείου:	24.700,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "XX- XXI century jobs- Bridge the gap" wants to focus the students' attention on old and new jobs: their importance in our traditional heritage and in the social and economic structure of the communities.

The topic the project brings up is connected with the current social and economic situation and thanks to participating in the project, the students may find it easier to make the right choice of their future career path.

The project aims at awaking the students' interest in different cultures, improving the use of ICT, promoting tolerance, encouraging awareness of the labour market, preventing dropping out of school, improving students' linguistic and communicative competences, giving them a chance to cooperate with their peers abroad.

The project will be carried out by 7 schools: Italy, Turkey- secondary level- vocational training; Spain- tertiary level- vocational training; Bulgaria, Poland- secondary level- general education; Hungary- junior secondary level; Greece- primary junior level.

There will be 3 transnational meetings during which the partners will work out the schedule of the activities and methods of work, will present and share the products, will analyze and evaluate the work.

During the first year the students will be working on disappearing jobs and professions and on famous discoverers and inventors. They will study the impact of inventions and discoveries on the development of industry, trade and the emergence of new jobs and workplaces. They will also study the causes of the present economic crisis and the socio- economic factors influencing the job market. During the second year students will focus on jobs and professions developing now, on those which guarantee high salary and social status, on those which give young people employment prospects. They will look at contemporary inventions, gadgets, technical novelties and will examine their impact on job market and everyday life. They will also have a look at rare, weird and extreme jobs and will analyze which jobs and professions are done by foreigners living in their regions. The students will also try to predict and visualize jobs and inventions of the future.

During the realization of the project 6 of the participating countries will organize short term training activities, during which students and teachers will have a chance to familiarize themselves with jobs, crafts typical of the partner countries, e.g. painting on pottery, embroidery, making glass objects, decorating glass, marbling, weaving, making pottery.

The results of the project will include: project logo, lip dub video clips, website/blog, multimedia presentations, video films, brochures, analyses, reports, exhibitions, thematic mini dictionary, articles, business plans, illustrated mini guide about modern inventions, lesson plans, special issue of the school magazine, collection of stories.

The achievement of the project goals will have a positive impact on the whole school and local community and will be used in cross-curricular activities as part of future job-oriented plans.

## ■ 1<sup>ο</sup> Πρότυπο Πειραματικό ΓΕΛ Θεσσαλονίκης «Μανόλης Ανδρόνικος»

❖ EPlusLink number:	2014-1-IT02-KA201-003237_4
❖ Τίτλος σχεδίου:	EUROPEAN SCHOOL PARTNERSHIP FOR SUSTAINABILITY
❖ Συντονιστής:	I.I.S.S. "S. Trinchese"
❖ Εταίροι:	1 <sup>ο</sup> Πρότυπο Πειραματικό ΓΕΛ Θεσσαλονίκης «Μανόλης Ανδρόνικος» Ataköy Cumhuriyet Anadolu Lisesi LICEUL TEHNOLOGIC "SFANTUL PANTELIMON" Móricz Zsigmond Református Kollégium, Gimnázium, Szakközépiskola és Általános Iskola Sumarska i drvodjeljska skola Karlovac
❖ Χρηματοδότηση ελληνικού σχολείου:	20.180,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Six secondary schools located all over Europe, coordinated by the Italian partner, sharing the same environmental issues, have decided to apply for the Erasmus+ project "European School Partnership for Sustainability".

Each partner school will directly involve more than 50 students, aged 17/18 years, with the aim to develop in them an environmental conscience and, as a result in the future, to achieve a number of positive effects like reduced usage of resources, reduced waste and greater energy savings.

Thus, we will carry out activities which will lead to reaching our objectives. The main activities are: various surveys regarding water and energy consumption in all families; questionnaires about waste, research about pollution, traditional and alternative renewable sources of energy and organic food consumption, field trips, art exhibitions displaying things made of recycled materials.

The materials produced will be a brochure, a webpage and a CD with the results of all the surveys carried out. We will also make leaflets and posters to promote our goals.

Through the activities we hope to make our pupils eco-friendly consumers and promote similar behaviour in their families and communities creating impacts and effects on behaviours and lifestyles, on both local and global environments, and in both the short and the long-term.

Students involved will establish personal contacts with mates from other countries inducing in them the feelings of mutual respect and facilitating the elimination of prejudices. By having contact with other cultures, they gain knowledge both their national cultures and these of the partners, and will find similarities that unite them and, of course, differences that enrich them.

Some of these students will even have the opportunity to have real exchanges with other European students and to be hosted in their families sharing daily life, habits and values. They will also have the chance to take an active part in volunteer actions in a transnational setting.

The project period will be interspersed with a wide variety of project work based on interdisciplinary activities carried out in different fields (Science, History, Citizenship, Law, ICT, Foreign Languages). Students will look for information independently or with the help of teachers. This collaborative work, based on transversal skills and practical entrepreneurial experiences will help pupils with basic skills, those at risk of leaving school early, thus promoting young social inclusion and well being. While the objectives will encourage students and teachers from partner countries to work together on an important issue for all: Changing lifestyles in order to protect environment and integrating environmental education with the school curriculum.

Questionnaires, surveys, conferences with experts and the local communities will help the target groups to reach a higher awareness while a project website, the Erasmus+ corner in each school website, posters, videos, powerpoints presentations and DVDs will have the aim of summarising activities and to disseminate them to other students, teachers, parents and the local community.

Beside six transnational meetings will be held, two with teachers (at the beginning and at the end of the project) and four as students/teachers workshops.

Lastly each partner school will organise a final "Open Erasmus+ Week" to show all results and outcomes to students from other schools and the local communities with a final meeting with local authorities, environmental associations and journalists about what measure may be taken in order to give sustainability. Moreover, the project's website will be maintained for other three years of dissemination.

However, we believe that the change in individual lifestyles such as recycling habits, water and energy saving, cooperating with volunteering actions, will be continued by students, families and the local community. While the "Local Agenda 21" drawn up by all students will become part of the school curriculum and will help future students to reach awareness in environmental issues so as to keep the project's outcomes alive.



## ■ Λύκειο Αγίου Νεοφύτου

❖ EPlusLink number:	2014-1-IT02-KA201-003362_2
❖ Τίτλος σχεδίου:	Breaking The Code: a Pathway to Success
❖ Συντονιστής:	Liceo Giordano Bruno
❖ Εταίροι:	Λύκειο Αγίου Νεοφύτου IES Maestro Diego Llorente MEV Koleji Ozel Guzelbahce Fen Lisesi Εκπαιδευτήρια Θεοδωρόπουλου
❖ Χρηματοδότηση ελληνικού σχολείου:	31.230,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Context /Background

All the partners of this project are schools of the European mediterranean area which share a set of common problems in the everyday teaching activities: their students often fail to grasp the meaningful information for lack of interest and poor attention (such as poor results in scientific subjects, inability to use maps or notes in a meaningful way). The number of low achievers in scientific subjects should be not underestimated (especially girls).

### Objective

As the mission of all the partners is to improve the quality of their teaching/learning activities, we all want to take advantage of this project to implement a sort of a bottom up approach to improve the quality of our teaching and learning offer. The general common approach will be holistic and mainly inspired to educational philosophy, discovery and experiential learning.

The main aims are:

- to improve the performances and the willingness to take risk of low achievers, lowering their resistance thanks to combination of enjoyable and engaging activities
- to implement activities which are based on critical thinking and creativity
- to raise the level of competence in English as ESL and hopefully in a third language
- to get the outmost of ICT blended resources
- to promote the added value of sport in education
- to boost active European citizenship, cultural tolerance and awareness

### Profile

The students age range goes from 14 to 19. They all attend high schools and most of them are prospective university students. The subjects covered are: Maths, Physics, Chemistry, ICT, Physical Education, Geography, History, Arts, English, Spanish and French. There will be a number of collaborations with University departments in Turin, Chania and Izmir, teachers trainers associations (Iend, British Council, AIG, association of geography teachers,) Maths associations in Italy, Greece, Turkey and Spain, the Cern In Geneve, Europe Direct Agency in Turin, publishing companies in the field of education, Sports and Coffee brands companies.

### Description of activities

The range and the number of the activities planned is very high. Some partners have opted for a thematic cluster of activities such the Spanish partner with 'the Reales Alcazares' or the Turkish one which have focused the actives on Maths integrated with ICT and creative thinking practice. Other partners have focused more on the methodologies and approaches (such as the Scratch and Robotics activities in Greece, The Marathon game inspired to Alan Turing, The compass activity about Quark, the pun word games in Italian and English of "do yo tube in Turin Tube?", proposed by the Italian school, the cryptography activity with credit cards Maths and the paperless classroom proposed by the school in Cyprus. The list and the variety is really very rich and worth to be experimented.

### Description of expected results

One of the project's aim is to share the 'good practices' among teachers, that's why we will share the 'good ones'.

The activities planned will be implemented in the curricular activities of the schools. All of them will be free available on the website of the projects and other educational platforms. The most valuable will be grouped together and published on paper brochure and if possible in a sort of ebook format. They will be the outcome of joint activities among teachers of the same subjects. Some activities will be available on dedicated websites (like the MIT one) on FB professional groups and other social networks. There will be also a photographic exhibition which we hope could stem in a series of follow ups and a visit to CERN in Geneve to present the outcome of a workshop.

#### Potential long term benefits

We believe that spreading the word about the philosophy of the project, its outcomes, its success, strength and also the analysis of critical points and stages, the assessment results and teaching, will raise the quality profile of the schools and will create opportunities to extend the project and develop new partnerships. This will provide a good reason for all the partners involved to invest time and effort in dissemination and follow up.





## ■ 2<sup>ο</sup> Γενικό Λύκειο Άρτας

❖ EPlusLink number:	2014-1-IT02-KA201-003368_4
❖ Τίτλος σχεδίου:	A Virtual Intertextual Tour across Ancient Entrepreneurship
❖ Συντονιστής:	Istituto di Istruzione Superiore N.Machiavelli
❖ Εταίροι:	2 <sup>ο</sup> Γενικό Λύκειο Άρτας
	Hotelová akadémia
	IES CANARIAS CABRERA PINTO
	Laniteio Lykeio
	Oerestad Gymnasium
	Ryhäjoen lukio
❖ Χρηματοδότηση ελληνικού σχολείου:	33.050,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

AVITAE: "A Virtual Intertextual Tour across Ancient Entrepreneurship" aims to increase students' awareness of our common European roots, with a particular focus on the birth and development of the European entrepreneurial spirit. The seven partner schools are both secondary (6) and vocational (1) schools, spread across Europe: they are located in Cyprus, Greece, Italy, Denmark, Slovakia, Finland, and Spain (Canarias).

The students taking part in AVITAE are aged 15-18. They will be involved in a variety of activities: they will seek, select, read and analyse old texts, exploit other kinds of sources, such as maps and pictures, interview historians, attend lectures, visit workshops, museums and ancient sites, always following a teamwork modality to share research results with their partners; they will produce texts, presentations, short films, animations, games, interactive maps and plans, they will run art competitions, and finally they will translate into action what they have learnt from their "tour across ancient entrepreneurship", trying to build their own business inspired by ancient civilizations.

Six short-term exchanges will take place to let students work side by side, exchange ideas, share and discuss the results of their work and acquire a better and more direct knowledge of their partners' heritage and history of enterprise culture. The AVITAE website will be created, first as a virtual meeting place for students and teachers, and then as the project's main tool for sharing and discussing ideas, choices and outcomes; the website will also host and publish both transitional and ultimate materials to encourage dissemination.

AVITAE aims to promote an innovative approach to Europe's classical heritage, and to enhance cooperative learning and enterprise culture in the young in order to make them more aware of their common roots, and more communicative and better employable individuals in the labor market.

## ■ 3<sup>ο</sup> Γενικό Λύκειο Κατερίνης

❖ EPlusLink number:	2014-1-IT02-KA201-003377_2
❖ Τίτλος σχεδίου:	Bridges
❖ Συντονιστής:	ISTITUTO ISTRUZIONE SUPERIORE ENRICO FERMI
❖ Εταίροι:	3ο Γενικό Λύκειο Κατερίνης LP SERMENAZ Nazilli Menderes Anadolu Lisesi Scoala Gimnaziala "Petre Dulfu"
❖ Χρηματοδότηση ελληνικού σχολείου:	31.940,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The topic of this project will be: Employment after School in Europe.

In these years the whole Europe, our countries and our home cities have been involved in a job crisis never known before and especially young peoples have great difficulty in finding a job. This project promotes key competences in an international work oriented framework.

A French school from Rillieux la Pape, a Greek school from Katerini, a Turkish school from Nazilli, a Romanian school from Baia Mare and an Italian school from Formia are involved in the project.

All participants will be able to recognize similarities and differences in the several schooling systems, professions and everyday life and will be given the tools to work in all European countries.

In our project students will be able to recognize the competences required in other countries for the same profession. This kind of experience can help students to remove the barriers and open the boundaries through an effective knowledge about other countries' professional work.

The first action was to open an eTwinning project called «Monopoly», and a google site where all partner countries are involved.

In preparation of the project, in each school involved in the project there will be done in September a 20 hour English course for students involved in the project and in October a 20 hour training course focused on how to create a company. Besides, in September, teachers and students will create on line their Europass Curriculum Vitae and their language Passport.

In the project we will have 2 transnational meetings and six meetings with students (in which learning, teaching or training activities will be carried out). Each school will be represented in every meeting by two teachers. They will have to do a detailed activities' plan during the first meeting and to revise the project and prepare the self-assessment questionnaire during the second.

The most important action to carry out will be a competition among grouped students.

Our idea is to show the partners the job possibilities in the different countries in order to give students the necessary competences which could allow them to find a work there or to create a brand new company. Students will be grouped and, according to their hobbies or their ideas, they will make a competition in which they have to create a new company, (or enterprise, or cooperative), specifying the focus, the name, the type of organization, the social status, the budget needed and so on. The best idea will be rewarded. The topic of the competition will be different in each meeting, and each host partner school will decide it.

To give to students these competences, one meeting in each country will be needed. Six students and two teachers will take part in each one.

In each meeting there will be two seminars: a first one in which a host country's job consultant will explain to the foreign students and teachers his country's job problems and opportunities and a second one in which a host country's job consultant will explain to the foreign students and teachers the employment rules in his country.

Also during the project a multi-language lexicon will be worked out: in each meeting common words will be translated from the English language into the host partner's language and all foreign students will learn them. So during the meetings students will have the opportunity to work in multinational groups, speak English, learn some key words and expressions of other languages.

As dissemination of results at the end of each meeting, each host country will have a final ceremony in which already performed activities and results will be shown to all the host school students, to their families, and to the invited local authorities, local TV and newspapers.

The most important project activities and results will be shown in the web site of the project, and in the web sites of the schools involved in the project too.

There will be an effective evaluation of the project activities and its results, through the application of pre and post questionnaires.

After the first year, participant students and teachers will also be given a questionnaire of self-assessment. So it will be possible to see the weak parts and make some changes in the plan for the following activities.

## ■ Μουσικό Σχολείο Τρίπολης

❖ EPlusLink number:	2014-1-IT02-KA201-003514_6
❖ Τίτλος σχεδίου:	Employability - "A challenge for youth - Dreams and Reality"
❖ Συντονιστής:	<b>ITIS LEONARDO DA VINCI</b>
❖ Εταίροι:	<b>Μουσικό Σχολείο Τρίπολης</b> IES VIRGEN DE LA CABEZA Liceul Tehnologic Nicolae Balcescu Lycée Camille-Sée Sagmalcilar Anadolu Lisesi The Oldershaw Academy
❖ Χρηματοδότηση ελληνικού σχολείου:	26.975,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project aims to deal with the problems of the first inclusion of young Europeans in the labour market at the end of their studies.

It will last two years, to create a «snapshot» of the relationship between the future workers and the real labour market for European citizens near to their first job, according to the different geographical and socio-economic areas in Europe: from this snapshot it is expected to emerge desires and expectations of potential new workers and the adherence between desires/expectations and the reality of the first job.

In reaching the final aim, the different phases which the project covers will enable the achievement of significant and meaningful conceptual halfway objectives such as:

- the analysis of the work situation before and after the economic crisis in the European countries represented in this project
- the adequacy of the school in terms of students' education for the professional world
- the marketability of different university and high school degrees and the average time of work expectancy
- the adequacy of the school regarding the expectations of the students
- the students analysis and evaluation of the time to get a job in the short term
- the level of self-esteem related to one's own potential professionalism
- higher level apprenticeships and Vocational apprenticeships through training courses Additional cross-cutting objectives of the project are:
- to strengthen the English language skills of the students as well as the staff involved
- to enhance the computer skills, and more generally the use of new information technologies
- to fight the school drop-out and improve retention levels of students
- to broaden students' horizons and get into contact with other environments so as to become as competitive as all European young people

The project involves seven European schools from the following countries: Turkey, Italy, United Kingdom, Romania, France, Spain and Greece. The experience of the economic situation in the countries participating in the project, will give a broad vision and as comprehensive as possible of the work situation in Europe.

The project will be developed through different stages which the schools involved will run simultaneously, with a joint work event at a distance. The students involved will do research on the employment situation for their own country of origin, before and after the economic crisis, in order to make a comparison and have a vision of the real and practical problems.

During this operational phase students will contact and visit the most representative institutions for the promotion and support of Policies in the field of employment. They will contact all the organizations and associations that have tracked the lives of small and medium-sized enterprises during the crisis, such as trade unions, local newspapers, trade associations. The purpose of this phase, in addition to the collection of certain data, reliable and consistent, is to stimulate the students involved and pay particular attention to the problem of employment and encourage them to develop their own point of view regarding the crisis and their position in terms of potentiality and expectations in the context of professional opportunities.

At the end of these steps, all the work done will be embodied in creative works which, through events (eg conferences or seminars) will be made public in order to share the results, or during school days to spread among other students and teachers of the school the project and its purpose. A designated time for sharing and discussion of the results of the project will be a priority in every country involved.

At the end of the project a document will be prepared which will identify the proposals to reduce unemployment and school drop-out: this document will be sent to the Department of Education and Community policies of the European Parliament.

English will be the working language, in order to develop and enhance skills of students regarding the language most commonly used in the European Community. The participants' attention will also point to develop computer skills through the use of tools such as mobile phones (smartphones), computers, tablets as well as communication tools such as social networks, video conferencing, instant messages. The project will have a European dimension and it will focus on the objectives required by the EC: helping to increase the employment rate as well as educating for entrepreneurship, the use of ICT and educational resources at a distance.



## ■ 18<sup>ο</sup> Δημοτικό Σχολείο Χανίων

❖ EPlusLink number:	2014-1-IT02-KA201-003545_6
❖ Τίτλος σχεδίου:	Playing together in our European dream city
❖ Συντονιστής:	Istituto Comprensivo Anzio I
❖ Εταίροι:	18 <sup>ο</sup> Δημοτικό Σχολείο Χανίων
	Friedrich - Staedtler - Schule
	Kirkonkylän koulu
	SANT JORDI
	Vrije lagere school Sint-Dimpna
❖ Χρηματοδότηση ελληνικού σχολείου:	21.015,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project «Playing together in our European dream city» involves 6 schools from Italy, Germany, Belgium, Crete, Spain and Finland that will use ICT and Social Media, innovative practices and methodologies, founded on collaboration, to develop a greater awareness of Europe and a European sense of identity. Working with countries from Europe will provide the «real» experience, a powerful learning tool. Through the project the participating schools will encourage the languages learning necessity, the ICT creativity prospect and the method of students teaching other students.

The concrete objectives are:

- to promote cultural awareness and creativity throughout the whole of our partner schools communities
- to gain knowledge and develop expertise in new educational approaches and innovative teaching methods (the use of CLIL method, use of ICT tools, approach for preventing bullying at school)
- to develop ICT skills and use the flipped-classroom
- to get European sense of identity and improve English language skills
- to express creativity through different forms of art (painting, sculpting, photography, dancing, music)
- to develop practical skills and research skills
- to develop openness and tolerance and promote the idea of an active European citizenship
- to set the foundations of learning how to learn through collaboration (eTwinning)

Since we are working with children aged 6-12 including SEN students, we plan to achieve these goals starting from the study of their hometown and, using a spiral approach, progressively to widen their cultural horizons studying their own region and their own country and comparing their main features with those of the partners cities/countries. Comparing the positive and negative aspects of their own city/country/culture and those of the partners they will arrive at a shared model of a «dream city/country» inspired to the European values.

Each year the children will produce educational paper-based and digital games about their own town/region/country to make their European friends get acquainted with their environment and culture; factfiles, PPTs, pictures, videos, texts and reflections to be posted and shared on the partnership website. At the end of the third year the children of all schools involved will also produce a 3D model of their «dream city/country» and a final paper-based/digital game «Europoly» taking into consideration the best aspects of each country to express their view of a more sustainable urban life and who wins will get more and more European friends.

The teachers of the partnership will set up and update partnership website, will produce CLIL modules, videos for flipping classrooms and shared assessment and evaluation materials.

The expected results for students and teachers are:

- greater knowledge of their own country and those of the partners
- greater awareness of Europe and a more positive attitude towards European values and cultural diversity
- increased competence in English language, in using ICT and CLIL methodology
- improved basic life-skills and competence necessary for personal development and for active European citizenship
- stronger motivation for long-life learning

The partnership is also intended to have an impact on the schools as a whole, developing the European/international dimension of education, promoting innovation in teaching and school management, improving cooperation between teachers, strengthening interdisciplinary approaches in the curriculum.

Through the use of Skype, eTwinning, social networks the partner schools will establish lasting contacts among them and other schools from European countries to share experiences and collaborate in the future.



## ■ 4<sup>ο</sup> Γενικό Λύκειο Καλαμάτας

❖ EPlusLink number:	2014-1-IT02-KA201-003617_2
❖ Τίτλος σχεδίου:	Tourism for Teenagers
❖ Συντονιστής:	Liceo scientifico statale Giuseppe Peano
❖ Εταίροι:	4 <sup>ο</sup> Γενικό Λύκειο Καλαμάτας Gymnazium pod Svatou Horou, Balbinova 328, Pribram II INSTITUTO DE EDUCACIÓN SECUNDARIO DE POIO Zespol Szkol Ogolnoksztalcacych nr 4 z Oddzialami sportowymi im. Polskich Olimpijczykow
❖ Χρηματοδότηση ελληνικού σχολείου:	31.530,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Tourism for Teenagers” is a pupil-centred project and it aims at involving students of five different schools, making them aware of the importance of their cultural and historical heritage. We want them to understand that cultural diversity is important but also that different identities have the same values and sometimes a common or similar background.

This will be done by encouraging our pupils to become “tourist guides” to the pupils coming from the other four countries, by letting them select what they consider historically and culturally relevant in the area where they live.

The five participants are secondary schools from Italy, the Czech Republic, Spain, Poland and Greece. Each school has some specific experience in the world of partnerships and exchanges, and they all belong to countries that have had serious economic problems in recent years. Each school will also invite local authorities to participate in the project, considering the fact that they might be interested in the development of tourism in their areas.

The activities during the project will be divided as follows:

- 1) Local activities: in each school the programme of the visits to the local cultural/historical/natural sites will be prepared by students under the supervision of the teachers; local authorities will also be involved. The programmes will also include presentations, short movies, leaflets, games, sports activities and any other thing that the students may envisage, considering that the target of the project is teenagers like them.
- 2) Transnational meetings among partner schools: each meeting will be attended by some accompanying teachers and selected pupils. Here the local students will “guide” the others to the local cultural/historical sites and will present all the material which they have previously prepared. During the meetings the data gathered at the beginning of the project will be compared and this will help students understand the similarities and differences between their culture and the one they are visiting, and also the differences between what they expected to find and reality.
- 3) Language and ICT lessons will be held in each nation. Some of the language lessons will be held during short term exchanges of students in Spain, Greece and Italy and the ICT lessons in Poland and Czech Rep.
- 4) During the whole project teachers, students and local authorities will keep in touch by e-mails, social networks and e-twinning. All the materials produced during the project period will be published on the project website, and all activities will be strictly time defined.
- 5) The project will be monitored constantly through questionnaires in order to see if it might be necessary to adjust it in the course of events. The evaluation of the final product will be obtained through satisfaction questionnaires, tests and comments from all the subjects involved in the dissemination of the results (parents, local authorities, other schools).

The comparison of similarities and differences will make the cultural connection between nations clear to the pupils and more in general to everybody involved in the project. The recognition of surviving cultural diversity in a common framework will be the leading idea of this project. This process will involve reflecting on how we interact at a social level, and how this process brings a wealth of stimulating ideas.

The ultimate aims of the partnership are: 1) to create a final product which might be useful to other schools and groups of young people in different European countries, so that they might decide to continue it by adding new materials helping it to become a “lifelong learning project”; 2) to allow our pupils to come into contact with the working environment of the world of tourism and entertainment, which might help them get some specific skills required by the labour market.

## ■ Γενικό Λύκειο Σητείας

❖ EPlusLink number:	2014-1-LT01-KA201-000519_2
❖ Τίτλος σχεδίου:	ONE DROP FOR THE LIFE
❖ Συντονιστής:	<b>Kauno Sanciū vidurinė mokykla</b>
❖ Εταίροι:	<b>Γενικό Λύκειο Σητείας</b>
❖ Χρηματοδότηση ελληνικού σχολείου:	21.200,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Project theme: "One drop for the life". The field of the project will be water ecology. Partners will be Lithuania and Greece, but pupils will communicate in English. Teaching materials with basic elements of objective languages will be prepared in Lithuanian and Greek and translated in English.

Before the exchange visits pupils will collect material about drinking-water, water resources, ponds and their pollutions, folklore and mythology about water. Also, pupils will make surveys and researches. Using this material, a mini thematic dictionary will be prepared in Lithuanian, Greek and English languages. In the exchange visits pupils will visit famous water ponds in every country, will get acquainted with the water consumption and its quality. All together will seek for solutions how to save and protect water in order to live in a safe and clean world. Students will work in groups and make presentations about water resources and their protection. The presentations will be showed and displayed in the final conference-performance "What does one drop mean for you and me?"

Students' parents and all school community will be invited and involved into the conference. In Lithuania project participants will have the opportunity to visit the laboratories at Aleksandras Stulginskis University (which is a partner of Kaunas Sanciai Secondary school), Faculty of Water and Land Management and do the practical analysis of water. All project material will be used to prepare an e-book. Project work and activities will be evaluated by school community and the gained experience will be disseminated with other schools. Both schools will provide a continuous program.



## ■ Εκπαιδευτήρια ΠΛΑΤΩΝ Μ.Ε.Π.Ε.

❖ EPlusLink number:	2014-1-LT01-KA201-000522_5
❖ Τίτλος σχεδίου:	We are the world, we are the children
❖ Συντονιστής:	<b>Gedminu progimnazija</b>
❖ Εταίροι:	<b>Εκπαιδευτήρια ΠΛΑΤΩΝ Μ.Ε.Π.Ε.</b>
	COLEGIUL NATIONAL SPIRU HARET
	Karsiyaka Ortaokulu
	Osnovna skola Jure Kastelana
❖ Χρηματοδότηση ελληνικού σχολείου:	30.800,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The 21st century brought a lot of disagreement among generations. Diverse generations see the same things differently as a result of generation gap. It is a considered opinion that the youth will not be strong enough for challenges and struggle for human values. The concept of the project – to search for the stories of success how children changed the world in the history of nation; saved people, weren't lost in extreme situations, protected and struggled for human values. Working on this project, we have an intention to inspire the students - our rising generation - to act presently and change the world today; despite of, a young age, nation, race, social status, beliefs, and influence of other circumstances. The substance of the project – to prove a self-realization in acquiring and improving social, linguistic, communicative, cognitive, initiative and creative, cultural, individual competences and skills. Acquiring these competences, students will develop their attitudes towards values, will become more tolerant to history, other generation, will be open to other cultures and views, will develop self-confidence and trust to others. We hope our project partners will be active in creation strong Europe, in the aspect of collaboration, communication, mutual respect and appreciation. Participating members from a Partner Country while working on this project will search for historical facts in their region about the young people's accomplished achievements that changed their life or someone else's life as well. The collected stories will be conveyed using various modern expressions of art, forms appealing to young people such as street dances, theatre, music, art, IT.

The project partners will create a project website, communicate using Skype program, send e-mails, collaborate in a virtual space Edmodo while using online TV programmes. The stand "Living history" will be made in each partnership school where the material of the project is displayed and added constantly.

Students, supervised by teachers from each project partner school, will prepare the presentations of the collected stories, and they will be conveyed using various modern expressions of art. They will produce the educational-methodical e-book "Children also can change the world". The teachers of History, Native language, Ethics, Art of all countries will publish lesson plans, lesson handouts and methodological recommendations in the e-book. The educational-methodical e-book "Children also can change the world" will be produced in project partners' Native language and English. The project partners will produce a collective DVD with captions in English which includes presentations of stories collected during the project. The lessons of History, Native language, Ethics, English, Art and other activities (educational activities, creative workshops) will be organized during Learning/Teaching/Training events. Students will participate in forums, discussions, meetings with social partners, will cooperate in creation common projects, and present them. Teachers will conduct and participate in seminars and final conference.

Moreover, students who have learning difficulties and experience social isolation, live in child caring institutions, have behavior problems will be involved in the project activities.

It will be useful in acquiring new language and IT skills, new methodology and experience in the open lessons. The experience will be useful in our later work for integration the European dimension in the school curriculum. The lessons, workshops done during the meetings is the practice for students to act positively, change their worldview, form moral values, enrich historical memory.

The project also resulted with the knowledge of tolerance towards other culture, generation, students who experience social isolation, its beliefs, traditions and social differences breaking stereotyped conceptions as well as distinguishing the similarities of partner countries.

## ■ 8<sup>ο</sup> Λύκειο Αθηνών

❖ EPlusLink number:	2014-1-LT01-KA201-000620_3
❖ Τίτλος σχεδίου:	LET'S STOP VIOLENCE AT SCHOOL THROUGH ART, SPORTS AND LITERATURE
❖ Συντονιστής:	Siauliu Vijoliu vidurine mokykla
❖ Εταίροι:	8 <sup>ο</sup> Λύκειο Αθηνών
	Agrupamento de Escolas de Vila Pouca de Aguiar Sul GOKSUN ANADOLU LISESI
❖ Χρηματοδότηση ελληνικού σχολείου:	28.570,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project aims to reduce violence and bullying in our schools by creating opportunities for social interaction and inter cultural dialogue among the young people from partner countries. On account of all these, the students will be engaged in researching and collecting material to be exchanged and analyzed. The assertion of our own cultural identity in respect of each, is extremely important especially in era where the phenomenon of globalization is leading our younger generations almost to forget about their past origins and to level cultures.

It is also very important to stress that the project activities will be aimed at promoting and enhancing positive behaviors while preventing the negative ones. This is an age in which bullying and violence are becoming an increasingly urging problem, to be solved both at school and outside it.

That's why, at the heart of the project, there'll be the following **fundamental points**:

- the continuous evaluation of both the recovery of the cultural characteristics of each participant country through its traditional arts and the interference due to globalization
- the promotion of basic skills, ICT skills and foreign language skills
- the idea of the school as a place of excellence in constructively learning and participation in civic life
- in a way, violence is affected by poverty and social exclusion so that our Project will has a positive approach on this case
- the desire to collaborate with local and regional institutions
- we give big importance of prevention of early school leaving and increase of university students so we will study on the case by the teachers connected with our project's activities

Activities will aim to promote and enhance positive behaviors while preventing negative ones. We are aiming to involve about 900 pupils, some of whom have special needs, in our project.

Our project has four partners from four different countries representing, thus, one third of the European Union member states. We will include and impact students/teachers/families/other stakeholders. There will be about 64 mobilities of teachers, 64 students and 16 accompanying teachers in learning/teaching/training activities.

#### Methodology

Schools have common tasks, specific tasks in the project and different sub-topics for each project meeting. Coordinator school has one sub-topic but partner schools has two sub-topics. Every school will work on sub-topics beforehand in means of organizing activities in the schools. The meetings will be arranged an international atmosphere for the activities will be done by participation of pupils and teachers. After the meeting, dissemination activities will take place in every school.

A Methodology book "Overcoming the risks of early school leavers and improving basic skills" will be created consist of the guidelines of overcoming the risks of early school leavers and improving the basic skills of those students. The book will be published and will be put into the library of the school and if possible (if can be found sponsors) the book will be printed in more number and delivered to parents and community.

At the end we are expecting to achieve:

- preventing students from violence and bullying
- improving of key-competences, including basic skills and transversal skills particularly entrepreneurship, languages and digital skills
- preventing early school leavers and social exclusion

- developing knowledge among students and teachers of the diversity of European cultures and languages and its value
- European countries will be learned
- pupil`s social and artistic skills will be developed
- preventing youth violence
- intercultural dialogue between different countries will be increased
- increasing the ability to solve conflicts harmoniously through dialogue



## ■ 4<sup>ο</sup> Γυμνάσιο Θεσσαλονίκης

❖ EPlusLink number:	2014-1-LV01-KA201-000431_3
❖ Τίτλος σχεδίου:	How to Make Education Process Attractive to the Teenagers of the 21st Century?
❖ Συντονιστής:	Grobina gimnazija
❖ Εταίροι:	4 <sup>ο</sup> Γυμνάσιο Θεσσαλονίκης
	Bartuvos progimnazija
	IIS Liceo "Bocchi-Galilei"
	Kavaklidere Ortaokulu
	Stadtteilschule Mümmelmansberg
❖ Χρηματοδότηση ελληνικού σχολείου:	27.025,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

There have been a great number of changes in education systems worldwide recently. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools.

The learners of the 21st century need innovative methods in teaching process. Students say they are motivated by solving real-world problems. They often express a preference for doing rather than listening. In this century:

- learning has risen to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulas inside a realistic and highly social context
- critical thinking has become a necessity in the learning process
- students must know how to use a variety of resources
- collaboration has become an integral
- learners must reflect on their learning, both individually and as a team
- interdisciplinary perspective has entered education
- students must get accustomed to integrated assessment that reflects real-world evaluation processes
- students must be competitive in a global job market

These demands make teachers change their teaching methods in the lessons and out of class activities. Project partner schools each has good experience that can be shared with the others. But education methods develop and new – more innovative ones - are needed in the 21st century school.

The main objectives of the project «How to Make Education Process Attractive to the Teenagers of the 21st Century?» are:

- to improve the capacity of the partner school staff based on the needs of the 21st century
- to modernize the study process
- to work out a manual "A Guide of a Modern Teacher" consisting of innovative methods on interdisciplinary teaching
- to pilot the created courses in all the participating countries
- to identify and analyze good practices of the partner schools in the field of teacher training
- to strengthen mutual understanding among European nations through getting to know the cultures of the participating countries.

Six (6) partner schools – Grobina gymnasium (Latvia), Bartuvos progimnazija (Lithuania), Stadtteilschule Mümmelmansberg (Germany), IIS Liceo «Bocchi-Galilei» (Italy), 4 Gymnasio of Thessaloniki (Greece) and Kavaklidere Ortaokulu (Turkey) - will participate in the project. Each school has its strengths and best practices to share with the partners. The project will work in 2 directions – sharing good practices and creating innovative methods how to make the teaching process more attractive.

There will be 6 training/learning/teaching activities:

- creative methods in organizing students' out of class activities and career education
- creative methods in the work of school psychologists

- creative methods in teaching exact subjects
- integration of subjects (CLIL)
- creative methods on inclusive education and peer teaching
- creative methods in teaching humanities

Teachers will work together to create new teaching methods in different school subjects. The created methods will be piloted by students and improved in case of need. After each training/ learning/teaching activity teachers of all schools will work with both methods – the traditional and the created innovative – to compare the students academic success and interest in the subject. The results will be placed in the project webpage 'News from the schools'.



## ■ Γενικό Λύκειο Μακρακώμης

❖ EPlusLink number:	2014-1-NL01-KA201-001069_10
❖ Τίτλος σχεδίου:	21st Century Europeans, power to the pupils
❖ Συντονιστής:	R.-K.Sg. Canisius
❖ Εταίροι:	Γενικό Λύκειο Μακρακώμης
	Agrupamento de Escolas Dr. Correia Mateus
	Gimnazjum im.Adama Olbrachta Przyjmy - Przyjemskiego w Sierakowie
	Gymnazium - Gimnazium, Horesska 18, Kralovsky Chlmec
	Henfling-Gymnasium
	Horten videregående skole
	Instituto de Educación Secundaria Los Montecillos
	Sadika Sabanci Ortaokulu
	Zakladni skola a Materska skola Breclav, Kupkova 1
❖ Χρηματοδότηση ελληνικού σχολείου:	25.340,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The current way of life in the 21st century should be reflected in the educational process and school life in general. Therefore the 21st century life requires the development of some special competencies of both pupils and teachers. The teacher has become a facilitator, the pupils have gained more control and also responsibility over the learning process. Children are motivated to develop their creativity and social and communicative skills. On the most general level we are aiming to support and develop pupils' and also teachers' leading skills, creative and innovative critical thinking, sense of cooperation and team work, problem-based learning and, of course, intercultural learning, respect to other cultures and nations and language skills in this project.

Through international cooperation of the pupils and teachers we are aiming to incorporate European dimension into the educational process and depict the ideal class of the 21st century where the relationship between pupils themselves and between pupils and teachers are based on communication, mutual cooperation, tolerance and respect. Pupils should be aware of their individual talents, skills and competences and teachers should ensure a real feedback for them and choose their learning and educational approaches and styles accordingly.

The main goal of the project is stating the crucial contemporary skills of both pupils and teachers which are necessary for the successful and mutually satisfying educational process in the 21st century and further development of these crucial skills via project activities and international cooperation where all each participant gets equal space. The project activities will encourage the pupils and teachers to share their experience and communicate in English using social networks and the Internet, to use social media for enriching educational process, to use ICT effectively in teaching-learning process and also for establishing pupils' global awareness.

As these crucial skills of the 21st century which is the project focused on we understand:

**ONLINE COLLABORATION** - Wide sharing knowledge and ideas among all project partners, working and learning effectively and efficiently in an international teamwork through ICT and social media.

**CO-CREATION and KNOWLEDGE CONSTRUCTION** - Combining and incorporating new information and insight with knowledge gained via ICT and social media.

**WORK-PLANNING SKILLS** - The intercultural cooperation and project group work leading to the particular and sustainable products and outcomes.

**CROWD-SOURCING, PROBLEM-SOLVING and CREATIVITY** - Creative and innovative approach to solving of the problems using the power of the community.

**DIGITAL INFORMATION LITERACY** - Development of the personal informational startegy in a meaningful critically evaluative way.

**GENERAL INFORMATION LITERACY** - Use of information in the context and correct hierarchy of information while living in a forever-changing media landscape.

**CONTENT CREATION** - Development of the online contents, learning to transfer the message online and understanding to the media use.

The main final outcome, the project website, will summarize all project work and will be publicly accessible after the end of the project funding. It might serve as a great source of educational and methodological materials for teachers and pupils all over the world.

## ■ Σχολή Μωραΐτη

❖ EPlusLink number:	2014-1-NO01-KA201-000399_4
❖ Τίτλος σχεδίου:	Unsere Chancen in Europa - Our chances in Europe
❖ Συντονιστής:	Malvik videregående skole
❖ Εταίροι:	Σχολή Μωραΐτη
	Istituto Tecnologico in lingua tedesca Brunico
	Kelmes rajono Vaiguvos Vlado Simkaus vidurine mokykla
	Realschule am Goldberg
❖ Χρηματοδότηση ελληνικού σχολείου:	51.830,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our chances in Europe

We want to reduce the number of early school leavers and we want to open doors for young people into the labor markets of other European countries.

In times of economic change it is increasingly important for young people to orientate themselves in the European world of work and not only to look at the local or regional possibilities of work.

In this context, we want to help our young people to make a better transition between school and the professional world.

We would like to contribute by showing potential training and employment opportunities in the partner countries through joint activities of the partner schools and by encouraging and strengthening intercultural competence and multilingualism among young people.

As a concrete product of our work, a bilingual guide for applicants (German / English) is worked out for the young people in the partner countries. This is to appear in book form and as updatable network performance.



## ■ 105° Δημοτικό Σχολείο Θεσσαλονίκης

❖ EPlusLink number:	2014-1-PL01-KA201-002785_6
❖ Τίτλος σχεδίου:	In the Paradise Garden of Europe
❖ Συντονιστής:	Szkola Podstawowa Nr 23 im. Marii Dabrowskiej w Elblagu
❖ Εταίροι:	105° Δημοτικό Σχολείο Θεσσαλονίκης
	1° Circolo Didattico G. Settanni
	Associação Jardim Escola João de Deus
	Centenáriumi Általános Iskola és Szakiskola
	COOPERATIVA DE ENSEÑANZA PADRES DE ALUMNOS SAN MIGUEL DE ARALAR
	POLYTECHNISCHE SCHULE GMUNDEN
	SCOALA GIMNAZIALA NR. 103
	Ventspils 2.pamatskola
❖ Χρηματοδότηση ελληνικού σχολείου:	19.400,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "In the Paradise Garden of Europe" is aimed at the pupils, also the disabled, the teachers from European schools and the local communities connected with them. The tasks are adjusted to their needs and possibilities. "Paradise Garden of Europe" it is for us a small area of primeval nature with its richness of flora and fauna, often not really know, a safe diverse and ideal place to reach the life goals, without communication and cultural barriers.

Nine countries have been involved in the project. These are primary schools, high junior schools and a vocational school from Poland, Latvia, Austria, Italy, Spain, Portugal, Hungary, Greece and Romania.

We want the project participants to show their creativity and creative interpretation in this field. Each of the partner will get familiar with its "paradise garden" and then will demonstrate it to the rest of the participants. We will mutually create a notion about "Paradise Garden of Europe", which will be a summary of our activity. We will carry out educational lessons with a participation of the teachers and students from the partner countries. The teachers will exchange their experiences, will prepare innovative, lesson summaries which will be mutually carried out. Art-literary competitions, vernissages, happenings, educational projects, debates, will be held in order to get information relating to the places and their role in the life of local communities. We will promote those places by preparing environmental publications. We will get acquainted with our paradise gardens in a multi – sensory way depicting European natural landscapes, we will show a mutual dependence of a human being and the Nature. The participants will also get to know the most outstanding artistic, musical and literary works referring to Nature beauty. We will use art to express ourselves emotionally. We will aspire to develop abilities to express and recognize emotions by organizing classes in interpersonal communication and socially – minded conduct development.

The project goals are: developing cooperation between the project schools, enriching teaching and innovative skills, arousing curiosity, getting to know the surrounding world, shaping activeness conduct, developing language, interpersonal, communication, ITC skills, getting to know the natural and cultural diversity, shaping ecological conduct, create a sense of being an European citizen, shaping empathy, respect, tolerance and acceptance of cultural dissimilarity conduct, developing key skills. They will be achieved by means of innovative and active methods such as: a work group, project realizations, a brainstorm, mental maps, decision trees and others. Elements of social therapy, art therapy and multi-sensory getting to know the world will be introduced to the project.

The Internet data base will be prepared and it will serve to disseminate the project results among Internet users. The final products performed and collected in school libraries, on educational webpages, disseminated among teachers in other schools and pedagogy students will serve them to enrich an educational base, to develop a general knowledge about the project countries. The students will establish individual contacts with their project peers and will continue doing them after the project is over. The teachers and the students via mutual contacts will get to know a specificity of educational systems in the countries and the knowledge they will acquire will transfer onto own ground. Due to it they will improve a teaching – learning process in the project countries. Owing to the contacts with other countries, we will take advantage of the experience of these countries in the field of psychological-educational assistance.



## ■ 12<sup>ο</sup> Νηπιαγωγείο Γλυφάδας

❖ EPlusLink number:	2014-1-PL01-KA201-002796_2
❖ Τίτλος σχεδίου:	We are equal, we have the same rights!
❖ Συντονιστής:	Przedszkole Miejskie Nr 163
❖ Εταίροι:	12 <sup>ο</sup> Νηπιαγωγείο Γλυφάδας
	Āmot skule
	CEIP Valdemembra
	ISTITUTO COMPRENSIVO PIAZZA COSTITUENTE ACQUAPENDENTE VT
	Kelmes "Kulverstuko" lopselis-darzelis
	NARLIKUYU ILKOKULU
	ODZ"Slaveiche"N17
❖ Χρηματοδότηση ελληνικού σχολείου:	20.825,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project is based on the Convention on the Rights of the Child ratified by the United Nations. It is the most important act protecting needs and interests of children. All children regardless of their age, sex, nationality, language and religion have a right to a harmonious development in all possible material and spiritual areas so as to be prepared for life in a society as happy adults.

Children should be aware of their rights. There is no age limit from which children begin to understand their rights. This knowledge is gained in a long-term process and at first is more instinctive than acquired. Children who understand their rights are also aware of rights of the others and for this reason learn tolerance and acceptance. We believe teaching children about their rights will help them to deal with conflicts without violence, find solutions to difficult situations, set and obey the rules of communication among peers and build their self-esteem.

Taking the Convention on the Rights of the Child into consideration, each of the partner schools will choose problematic issues characteristic to their local communities and school life. We will share information about local and national institutions in each country that fight for the rights of children. This will give us a possibility to assess our own reality and compare the ways the children's rights are respected in different parts of the Europe. We also think that the project will help to fight against stereotypes, prejudices, learn about other cultures through a direct contact of its representatives and also through foreign language development.

## ■ Γυμνάσιο Πτελεού

❖ EPlusLink number:	2014-1-PL01-KA201-002831_4
❖ Τίτλος σχεδίου:	SAVE TODAY - SURVIVE TOMORROW
❖ Συντονιστής:	I Spoleczne Gimnazjum im. Unii Europejskiej w Zamosciu
❖ Εταίροι:	Γυμνάσιο Πτελεού
	Agrupamento de Escolas Dr. João Araújo Correia
	Gaziantep Sabahattin Zaim Sosyal Bilimler Lisesi
	ISTITUTO COMPRENSIVO STATALE 1 DI LAVELLO
	Realschule St. Georgen
	Százhalombattai Széchenyi István Szakközépiskola és Gimnázium
❖ Χρηματοδότηση ελληνικού σχολείου:	36.410,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project 'Save Today, Survive Tomorrow' is to deal with environmental issues as disrespect for natural environment, excessive use of raw materials and energy and overconsumption are problems of our times. Students lack entrepreneurial experience and knowledge concerning ways of recycling and using energy efficiently. They are poor at managing their time, home budgets and energy usage while teachers lack competence in teaching these issues. The partner schools are situated in areas where not all ways of obtaining energy from renewable sources are fully used and where education in the field of recycling is necessary. In some regions the unemployment rate is high and young people tend to leave the region because of poor employment perspectives so the project activities are of special importance to young people from regions neglected economically.

Transnational meetings and short-term exchanges will make it easier for the target groups to exchange ideas and practical experience. Each partner to the project comes from different economic background, has different facilities but shares the same objective of increasing student scientific knowledge and entrepreneurial skills to enhance their chances of employment in European countries. Through mobilities students and teachers will gain entrepreneurial experience and reduce consumerist attitude towards life and environment. Students will develop skills of creative problem solving through international team work and become more responsible for common European heritage realizing that despite cultural diversities we all have the same goal as responsible European citizens. This will contribute to bigger employment opportunities in the future.

What is more, teachers will gain new competence to teach entrepreneurship and scientific subjects in innovative way. Students will acquire new and improve their existing IT skills while searching for relevant data and presenting results in different computer programs. The participants will improve linguistic skills. This will facilitate creating new EU program projects in the field of education through exchange of good practices and results. Cooperation of international groups will also break down barriers and prejudices between nations.

The participants in the project will be 24 students from each partner school and at least 30 students who will be addressed during project students' presentations or workshops, 6 teachers from each partner school who will be directly involved in project implementation and at least 6 more taking part in local activities; representatives of other schools; students' parents.

The activities will take place at local, regional and international levels. Workshops for teachers on how to teach interdisciplinary entrepreneurial skills, research done by students on most effective ways of saving energy and green energy sources, workshops prepared and led by students for local communities, series of workshops using activating methods of teaching/learning and studies conducted during mobilities are to foster innovative approach to promoting green energy and business ideas in countries with different economic and cultural background. Cooperation with local power stations, dams or waste management plants combined with seminars on newest technologies used for energy saving, workshops on integrating scientific subjects, led by local specialists from educational centres, will enhance the participants' knowledge and become the basis for future cooperation in the field of environment protection.

Tangible results of the project will be available for partner school communities and will be a useful source of information for other students, teachers, parents, other community members even after the project completion. The project results will be disseminated at local, regional and European levels to make sure our ideas are available for everyone. Erasmus+

dissemination platform will help to show the impact and outcomes of the project, sharing good practice and experience within schools, communities and regions, allowing others to learn from it. The Erasmus+ data base will enhance the use of project results with other structures and individuals for maximum impact. The project will bring longer term benefits. Activities promoting environmental issues and fostering entrepreneurial skills will be part of school curricula. Students will use skills gained while participating in the project, they will plan their home budget economically, apply anti-consumerist approach in their everyday activities by using energy economically, interpret different data using new IT skills and they will use more advanced English vocabulary. Schools will continue their cooperation with local institutions and project partners. Project online groups will still be active making background for further intercultural discussions and future international cooperation. Students will become familiar with culture and natural heritage of other countries.



## ■ Γενικό Λύκειο Αλικιανού

❖ EPlusLink number:	2014-1-PL01-KA201-002868_5
❖ Τίτλος σχεδίου:	Up to the future with science, technology, languages and key competences
❖ Συντονιστής:	Zespol Szkol Ogolnoksztalcacych Nr 11 w Gliwicach
❖ Εταίροι:	Γενικό Λύκειο Αλικιανού
	Arif Molu Teknik ve Endüstri Meslek Lisesi
	Birzu Kastonu pagrindine mokykla
	Istituto Istruzione Scolastica Superiore "Carlo Alberto Dalla Chiesa"
	NGHNI 'Konstantin Preslavski'
❖ Χρηματοδότηση ελληνικού σχολείου:	47.705,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Today the world demands a lot from us. We are witnessing a continuous transformation and development of societies. Citizens need to be active and flexible towards the changing conditions, which is also reflected in the labor market.

Preparing for being responsible and continuously active is one of the school's tasks. In order to meet the expectations schools need to train key competences and cross-sectional skills, which allow to achieve the objectives of Europe 2020 strategy.

Therefore, the project is aimed at high school students, since they will soon become potential candidates for employment. To be fully qualified staff they should be made aware of the value of lifelong learning (personal and professional development) also in colleges and higher education.

The project «Up to the future with science, technology, languages and key competences» aims to improve the educational activity of the participating schools. Exchanges of staff during transnational project meetings and sharing examples of good practices will impact on reducing disparities in education. All participating schools will be able to introduce innovative forms and methods of teaching in their institutions.

Discussions and workshops will result in improving teachers' qualifications in various fields – mainly related to subjects they teach and work-related educational collaboration with students who have specific educational needs and interaction with parents. Outdoor games, field research and all educational activities will enable the participants to integrate and develop their communication skills.

Students will expand their knowledge of geography in areas such as cartography (making measurements using GPS); meteorology (studying the changes in temperature and other atmospheric phenomena); soil science (making a soil pit and testing soil characteristics: color, coloring and thickness); demographics; information technology, mathematics and statistics (collecting data from various multi-lingual sources, charting, development of data using, inter alia, spreadsheet and multimedia presentations. The results will be presented in a digital way/media – films, multimedia and Pecha Kucha presentations, website, photo blog, multilingual dictionary of scientific terms.

Through workshops and specially prepared practical activities, participants will develop their rhetorical skills, listening and reading comprehension, writing skills, foreign languages, ways of dealing with stress and learning strategies.

The content within the project is complementary to the school curriculum. The project will result in learning about European cultures and promoting visited regions. By doing so we have a chance to educate the citizens of Europe that are: self-confident, open-minded, communicative and respectful of each other. Personal and civic competence will be increased.

The project will improve the relevance of the educational offer and schools' prestige, which will also be observed in the years following the completion of the project. The effects of work will be disseminated not only in the local environment, but also national and international (placed in the media). All project activities will contribute to the promotion of the school, and the European Union (European programs) in the local community and region.

## ■ 8<sup>ο</sup> Έξιο Πρότυπο Πειραματικό Δημοτικό Σχολείο Πανεπιστημίου Πατρών

❖ EPlusLink number:	2014-1-PL01-KA201-002907_9
❖ Τίτλος σχεδίου:	Discovering Europe
❖ Συντονιστής:	Szkola Podstawowa Nr 2
❖ Εταίροι:	8 <sup>ο</sup> Έξιο Πρότυπο Πειραματικό Δημοτικό Σχολείο Πανεπιστημίου Πατρών CATTON GROVE PRIMARY SCHOOL Escola El Castellot Grund- und Mittelschule Dinkelscherben Istituto Comprensivo Li Punti Openbare Daltonschool De Gondelier Osnovna sola Krize Pielaveden Yhtenäiskoulu, Pielavesi Scoala Gimnaziala Alexandru Vaida Voevod
❖ Χρηματοδότηση ελληνικού σχολείου:	35.525,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The title of our project may at first sound like a paradox. There is, after all, no such event in history books as discovery of Europe, since it was mostly the Europeans who travelled around the world in search of new lands, new routes and new means of achieving their goals.

With this project, primary and lower secondary schools from ten European countries want to make the best of this tradition. All participants intend to set off for a journey during which they will discover something valuable and worth sharing with whole educational community.

Students will discover new lands and make new friends. Although no great distances separate them, they know very little about their neighbours. To change this situation, they will help one another learn about their countries and people and share their cultures. While doing this, they will hopefully discover something more: motivation and sense of responsibility for their education, their own potential and creativity, importance of learning foreign languages and value of teamwork and cooperation.

Teachers intend to explore new routes in teaching, to avoid such dangers as boredom, stagnation and discouragement, which threaten both their students and themselves. They want to find new means to achieve their ultimate goal: cultivating and nurturing children's natural enthusiasm for learning, curiosity and creativity, which, though possessed by each child entering school for the first time, are often seriously diminished after just a few years of formal education. They will explore methods that will enable them to better equip children for their further education and future work and that will help in particular those students who fail to achieve satisfactory results in the traditional lessons.

We have guidelines for our search. We think the solutions lie in allowing students more power in decisions concerning their own learning and in letting children learn by working in teams on performing practical, creative tasks. We see the need of increasing in our schools the utilization of modern tools of ICT, loved by all children. We would also like to reinstate the element of fun in learning, so often banned from our schools.

Therefore, we decided to explore in our project methods based on the theory of constructivism, in particular PBL (project based learning) and webquest. As we know better than anybody that the best way leading to truly learning and understanding something is trying to teach it to somebody else, we also decided to explore the methods of peer-learning and learning-by-teaching in our work with the students. Those four methods lie at the base of all activities in our project. In our search for better routes in teaching, we are going to blend them together in an innovative method of «modified webquest», which will be implemented through the main group of project's activities.

Activities of another group, based on collaborative tasks performed on eTwinning platform, will facilitate the process of teaching and learning English as foreign language through providing the much desired communication context. Besides the activities based on virtual cooperation, we will also implement the targeted methods through activities involving direct, face-to-face communication and collaboration of children from different countries during transnational learning meetings. To fully utilize the potential of international cooperation for enhancing the European dimension of our schools, we are going to concentrate all project's activities on the topics concerning geography, natural environment, history and culture of partner countries.

Like every well-designed expedition, our project is going to bring tangible profits: numerous teaching resources based on the methods targeted by our project, in form of websites and ICT materials. The resources resulting from the project (webquests, study materials and activity scenarios) will be available to be re-used after the end of the project, but they will also serve as templates for the teachers, helping them develop new activities based on the targeted teaching methods. We intend the resources to be of use not only for the participating organizations, but for other teachers and schools as well. Therefore, they will be published on the Internet as public teaching resources and disseminated through eTwinning platform, through dedicated project information websites and through national and international portals for teachers.



## ■ Δημοτικό Σχολείο Περιβολιών

❖ EPlusLink number:	2014-1-PL01-KA201-002982_2
❖ Τίτλος σχεδίου:	21st Century Skills: Pathway for School Innovation
❖ Συντονιστής:	Szkola Podstawowa nr 30
❖ Εταίροι:	Δημοτικό Σχολείο Περιβολιών CEIP Benalúa Istituto Comprensivo "San Giovanni Bosco -F. De Carolis" Jardim Escola Monte Flor Lda Kälviän Kirkonkylän koulu KONYAALTI KOLEJI OZEL MUZEYYEN CELEBIOGLU ILKOGRETİM KURUMU Primary School of Episkopi
❖ Χρηματοδότηση ελληνικού σχολείου:	33.865,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Living in the XXI century, we witness many radical changes evolving in almost every area of our lives. As teachers, we consider important the crucial transformations happening in fields connected to teaching and learning. That is why the contemporary school should be able to successfully tackle complex tasks, as well as new challenges.

In order to get the interest of the student, we need to implement various tools that are different now than in the XX century. Now teachers, parents and children have gained access to the new world of education that integrates the abundance of interactive and social tools or techniques. The traditional chalk and board, and a good teacher may not appear anymore as a guarantee of the effectiveness of the educational process. In the information society, the new student requires a completely different approach to teaching, that will allow them to progress and convert into the knowledge information given. The aim of the project is to change "digital natives" into competent students.

What is more, young people are becoming global citizens, hence the ability to adjust in a multicultural world is increasingly important. With the development of the world we must develop personally as well, mostly in terms of improving students' communication skills that are nowadays so crucially useful. Multicultural education should be at the heart of the teaching process. Speaking foreign languages, understanding and appreciating other cultures and working towards shared goals with counterparts from different backgrounds are the abilities that can save our youth from alienation, isolation and anonymity.

Students in this project will have the opportunity to gain new experiences, create the final products, improve key life skills and embrace new attitudes to many issues such as their education, school environment, culture and social lives.

Amelioration of digital skills and literacy of the teacher will enable them to bring into the class new stimulating methods, increase of the self-confidence and most importantly the experience of carrying lessons crafted for developing specific student's abilities that would be more difficult to gain through traditional learning. If we want to teach 21st century kids we cannot use 19th century approaches. Kids will not connect school to real world.

The teachers will become competent to creating the interactive experiences for the students. They would be able to look up to the good examples of using the ICT which will be demonstrated during visits.

The school will provide effective teaching methods and tools whereas the students will be more motivated to improve their competences and abilities. The school will gain appreciation from both the local community and the education authorities.

## ■ 2<sup>ο</sup> Γενικό Λύκειο Βριλησίων

❖ EPlusLink number:	2014-1-PL01-KA201-003203_5
❖ Τίτλος σχεδίου:	International high 5: Personal Career's Portfolio
❖ Συντονιστής:	<b>Powiatowy Zespól Szkol w Obornikach Slaskich</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Γενικό Λύκειο Βριλησίων</b>
	Goksen Mustafa Yucel Anadolu Lisesi
	IIS ETTORE MAJORANA
	Kaisiadorys Algirdas Brazauskas Gymnasium
	Liceul Teoretic German Johann Ettinger
❖ Χρηματοδότηση ελληνικού σχολείου:	39.425,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Project titled "International high 5: Personal Career's Portfolio" is a strategic partnership linking schools from 6 countries: Poland, Lithuania, Turkey, Italy, Romania and Greece and being expected to last for 2 years. The main aim of the project is to develop by teachers a common format of Careers Portfolio for youth (14-19 years of age) along with the cycle of practical workshops and creative tasks, to be carried out in school. The youth, participating in various activities and practical international workshops (in a local school and in international meetings), will have the opportunity to gain new experiences, which will be described in the Portfolio Career. Project tasks will focus on deepening self-awareness of young people (discovering talents, professional skills, internal demotivating factors, reflection on the self development) and providing with the relevant theoretical and practical knowledge in the context of planning career development path.

The task of teachers in this project will not only be to develop the format of the portfolio (to determine the form, content and evaluation while respecting the individuality of each student), but also to create interesting and involving workshops to portfolio, which in the future will be at other teachers and students' disposal. Teachers will also participate in the discussions and workshops concerning the need to make changes and approaches to working with youth, the need for continuous training and the issue of burnout. One of the key aims of the project will also be to develop skills related to social/economic entrepreneurship and the use of modern communication technologies. As part of the project there will be held one transnational project meeting in Poland in October 2014 and 6 youth exchanges together with the teachers during which the participants will learn unique solutions connected with professional counseling in visited countries and solve portfolio tasks.



## ■ 1<sup>ο</sup> Δημοτικό Σχολείο Θρακομακεδόνων

❖ EPlusLink number:	2014-1-PL01-KA201-003331_5
❖ Τίτλος σχεδίου:	The world in our hands- we can work it out
❖ Συντονιστής:	Szkola Podstawowa nr 33 im Marii Kownackiej
❖ Εταίροι:	1 <sup>ο</sup> Δημοτικό Σχολείο Θρακομακεδόνων A' Dimotiko Scholeio Idaliou Colégio Astória, SA DUYUM ISITME ENGELLILER ORTAOKULU Ecole Saint-Exupéry specialenheten laholms kommun Szkola Podstawowa nr 34 im. Aleksandra hr. Fredry Vuorentaustan koulu
❖ Χρηματοδότηση ελληνικού σχολείου:	45.180,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project entitled «The World in our hands - we can work it out» is the result of a preparatory visit held in Duyum Isitme Engellier İlk ve Orta Okulu Müdürlüğü in Bursa, Turkey in January 2013. The idea came from the Beatles' song «We Can Work it Out» which means, together, using active methods, we can overcome the problems raised in educating children and children with disabilities. This project will teach us social skills which we can achieve by using active learning methods. The key skills needed will be taught in all partner schools; we want to share our knowledge and together prepare teaching materials for civic education, materials about active learning methods and games pedagogy. The main aim of teaching staff is developing teaching methods and gaining new knowledge by the opportunity to work with such mixed international team. Our aim is to create our students the opportunity to learn in informal way during mobilities abroad, motivate them for learning foreign languages, gaining multicultural skills and develop students' basic skills in mathematics and literacy. Students will discover their personal learning style by taking part in lessons which will be based on intellectual output about learning styles.

We aim to provide a happy and inclusive, caring and secure environment where pupils have a voice, equality of opportunity and where racial harmony permeates throughout all areas of school life and after can be passed to their daily life. We also ensure cooperation among teachers and pupils where they develop a sense of their own worth and emerge with enhanced self-esteem and confidence, thus exploring their full potential. The objective will be to find the ways through which positive reinforcement and praise is given and independence enquiry and initiative are encouraged.

We are a team of 9 countries who have been working together at the same subject which interest all participants: active methods, social skills, game pedagogy but above all we want to share our innovative teaching approaches. School 33 is a coordinating school, has previous experience in realizing Comenius and will support and help all participating schools to carry out the project. Primary school 34 from Poland will support the coordinating school as well as the teaching staff will bring new innovative advanced ICT technologies. Partners from Finland and Sweden have a big knowledge concerning active learning and group dynamics. It'll help us to prepare innovative pedagogical materials. Swedish school works with disabled students with autism so they'll support us with knowledge how all of us can work and what kinds of methods to use while working with such students. Turkish partner works with disabled students - hearing problems so they will bring specialism in this issue. French partner has a previous experience in game pedagogy. Greek, Swedish and Turkish partners have never taken part in such projects so the project will enable them to learn and gain new valuable experience. Portuguese school will bring knowledge in multiple intelligence, IT and creation of egames.

Such international team will share good practise which will be essential to create high quality projects' activities and results. The main are: project website with bank pedagogical bookmark, eTwinning project's website, board games, egames, ebook called 'European educational games', «Active learning by Erasmus+ team»-publishing the book, mini dictionaires, cook book, English, Maths and Mother Tongue Teaching Materials.

IMPACT - Teachers: language skills, mastery of ICT, using new teaching methods, management skills.

Students: improve their basic and literacy skills, English, ICT skills, discover personal learning style.

## ■ Δημοτικό Σχολείο Πελενδρίου - Περιφερειακό

❖ EPlusLink number:	2014-1-PL01-KA201-003429_11
❖ Τίτλος σχεδίου:	Building potencial of school in areas of healthy lifestyle and protecting environment the way of balanced students' development
❖ Συντονιστής:	<b>Szkola Podstawowa w Siedlcu Duzym</b>
❖ Εταίροι:	<b>Δημοτικό Σχολείο Πελενδρίου - Περιφερειακό</b>
	Agrupamento de Escolas Nuno de Santa Maria Bikernieku pamatskola C.E.I.P. Isabel la Católica Filip Sakelarievich ISTITUTO COMPRENSIVO STATALE VARESE 5 "DANTE ALIGHIERI" Korgeneral Lutfi Akdemir Ilkokulu Δημοτικό Σχολείο Μύτικα Scoala Gimnaziala "George Valsan" Zakladna skola s materskou skolou Stefana Durovcika,Palin 104
❖ Χρηματοδότηση ελληνικού σχολείου:	24.110,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Background of the project

The aim of our project is to build potential of school in areas of healthy lifestyle and protecting environment, what will be the way of balanced students' development. In our Erasmus+ project there are 11 countries: Poland - the coordinator, Spain, Turkey, Italy, Latvia, Cyprus, Bulgaria, Greece, Portugal, Slovakia and Romania. Our primary school children have healthy problems, as obesity (30%), underweight (10%), bad eating (60%), tooth decay (70%), diabetes and hypertension (3%), lack of knowledge about protecting environment, addiction to tv and computer, lack of physical activity, emotional problems, no knowledge about First Aid.

### Objectives of the project

The main objective of this project is to develop teachers and school staff competences, through different international and national trainings and seminars. We will create the international school programme containing elements of healthy lifestyle, protecting environment and increasing sense of initiative and entrepreneurship among students. Its implementation will decrease the number of obesity, diabetes, hypertension, tooth decay and allergies among children. It will enrich the school's variety of additional PE classes (karate, aerobic, dancing, table tennis, swimming, football and volleyball), Science, healthy and culinary workshops. Teachers and students will be competent in First Aid and coping with difficult emotional problems.

### Number and profile of participants

In our project will take part all teachers from our primary schools (especially PE, Science teachers), school cooks, students and their parents.

### Description of activities

In our project there are planned 4 international trainings for teachers (about healthy lifestyle, functioning of human body, need of nutritional values and calories from food by primary school children, PE activities, protecting environment, recycling and saving natural resources, eco vegetables, fruit and herbs in our life, ways of strengthening the immunology. We are also planning 4 transnational project meetings, where we will discuss about the plans, drafts and final versions of final products, as well as, exchange the experiences and ideas for the project activities. There are also planned 4 students mobilities, where children can train themselves in healthy lifestyle and protecting environment and realize the international film of fiction with them, as actors. At schools we will organize many national trainings and seminars with dentists, local doctors, chemists, psychologists, gardeners. We will organize many activities and workshops for children.

### Short description of the results

The main results will be - the international school programme containing elements of healthy lifestyle, protecting environment and increasing sense of initiative and entrepreneurship among students, dictionary of basic expressions and terminology connected with projects and education in European countries, international film of fiction with our students as actors, leaflets about school habits and protecting environment, PPP and plan lessons prepared by teachers as didactic materials. They all be OERs. After the project teachers will be more competent in healthy lifestyle and protecting environment fields, linguistic, ICT, intercultural, entrepreneurship, innovative thinking. Students will gain new competences in areas of healthy lifestyle, protecting environment, intercultural, linguistic. They will become more confident and responsible for their future life.

### Impact

The project will impact on teachers and students (they will be more open to innovations, new changes, eager to work in the international groups, eager to change their lifestyles), students' parents, local educational government, local primary and secondary schools, regional, national and European healthy and environmental organisations, which will be informed about project activities and results.

All project activities will be continued even after the EU funds will end.



## ■ 1° ΕΠΑΛ Πειραιά

❖ EPlusLink number:	2014-1-PL01-KA201-003561_5
❖ Τίτλος σχεδίου:	E-Learning in school practice in modern secondary schools across Europe: Let us take up the challenge together
❖ Συντονιστής:	Zespół Szkol im. Marii Skłodowskiej-Curie w Działoszynie
❖ Εταίροι:	1° ΕΠΑΛ Πειραιά Gymnazium, Velke Pavlovice, Pod Skolou, prispěvkova organizace INSTITUTO DE EDUCACIÓN SECUNDARIA "MARÍA MOLINER" Scoala Gimnaziala "Ion Tuculescu" Uzunkopru Mimar Muslihiddin Mesleki ve Teknik Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	24.862,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project titled: «E-Learning in school practice in modern secondary schools across Europe. Let us take up the challenge together» coordinated by Zespół Szkol im. Marii Skłodowskiej-Curie in Działoszyn, Poland is composed of 6 European schools. The others are: Instituto de Educacion Secundaria «Maria Moliner» (Spain), 1 Epal Peiraia (Greece), Uzunkopru Teknik ve Endustri Meslek Lisesi (Turkey), Gymnazium, Velke Pavlovice, Pod Skolou, prispěvkova organizace (Czech Republic), and Scoala Gimnaziala «Ion Tuculescu» (Romania). The most relevant priorities addressed by our project are: **1.** Promoting the professional development of staff and youth workers in ICT methodologies **2.** Revising and strengthening the professional profile of the teaching professions **3.** New innovative curricula/educational methods/development of training courses and **4.** Open and distance learning.

The main goals of the project are: to strengthen conventional, traditional teaching by implementing innovative e-learning tools and methods, to raise the quality and efficiency of secondary school education, to improve students and teachers' IT skills, to improve the accessibility to lifelong learning. The purpose of the project is also the cooperation for innovation and the exchange of good practices among schools at international level and the contribution to development of new skilled human resources in participating schools through planned teaching/learning/training activities for teachers and students which will be held in Spain and Greece. The Project Management Committee consisting of school coordinators establishes quantitative and qualitative indicators and assurance measures to monitor the project development and to guarantee a balanced distribution of project tasks, activities and mobilities between all the partners.

The project includes construction of two intellectual outputs:

1. E-learning Moodle platform. The role of Moodle is to gather and support the construction and organising courses and didactic materials. Its task is to provide access and to monitor the activities of users in different courses.
2. Basic English online Course which focuses on the uses of technological English as basic language in e-learning technology. Students and teachers will also have the opportunity to search on the Internet for a wide variety of authentic language materials, review ESL/EFL websites, and learn to incorporate computer technology to enhance their language skills. The project will deliver many other results such as: two handbooks (training materials) for teachers about e-learning and Moodle platform, Open Source Library and learning materials for students (to be used before exams, tests and for everyday use). Students from the partner countries will have two joint learning/training activities about e-learning and Moodle platform in Czech Republic and Greece.

The project involves local people and educational authorities. The assumptions of the project are very innovative and establish huge investment in people from wide range of the project addresses.

## ■ Εκπαιδευτήρια «Ο Πλάτων»

❖ EPlusLink number:	2014-1-PL01-KA201-003564_2
❖ Τίτλος σχεδίου:	A healthy mind in a healthy body
❖ Συντονιστής:	Szkola Podstawowa z Oddziałami Przyszpitalnymi nr 9 im. kmdra por. Stanisława Hryniewieckiego w Słupsku
❖ Εταίροι:	Εκπαιδευτήρια «Ο Πλάτων» Kireçhane Ortaokulu Scoala Gimnaziala, Comuna Cazasu, Judetul Braila Silutes r. Saugu Jurgio Mikso pagrindine mokykla
❖ Χρηματοδότηση ελληνικού σχολείου:	14.625,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The primary focus of the project titled "Healthy mind in a healthy body" is to promote a healthy lifestyle through proper diet and physical exercise among children. The project aims to shape new healthy behaviours, and develop habits and skills that will help children to take care of their own health. This will be achieved by inspiring pupils to take up pro-health activities, both at school and at home, developing their interests in areas concerned with health protection and improvement, encouraging children to take up new active forms of leisure, such as various sports, and inviting their peers to do them, and by educating children to recognize, avoid and/or counteract health hazards.

The project envisages the following activities: art competitions, thematic online newsletters, P.E. lesson scenarios, online quizzes and crosswords on healthy diet and active leisure, meetings with diet specialists, medical doctors, sportspersons, friends/parents/grandparents leading an active lifestyle, joint preparation of school menus, drawing maps and preparing folders of places with sport facilities and spots in the open air where one can actively spend their free time, educational activities aiming at promoting pro-health actions, helping to recognize health hazards and developing behaviours that could help avoid or counteract them.

Realization of the project involves use of modern ICT for accomplishment of project tasks, promoting and making available project products/outcomes. Participants will have gained new skills in learning and teaching, both for acquiring and/or broadening, but also transfer of knowledge as well as evaluation of the progress made. The project will integrate participants from partner institutions by means of ICT (forums, website, blog, videoconferencing). Participants will have honed their language competence in English and other European languages, computer skills and learning methods. Realization of project tasks will help develop social and civic competence and raise the awareness of the necessity to adopt a healthy lifestyle.

## ■ 7<sup>ο</sup> Γυμνάσιο Κέρκυρας

❖ EPlusLink number:	2014-1-PT01-KA201-000912_3
❖ Τίτλος σχεδίου:	A Identidade Europeia através da Arte
❖ Συντονιστής:	Instituto Educativo do Ribatejo S. A.
❖ Εταίροι:	7 <sup>ο</sup> Γυμνάσιο Κέρκυρας
	Collège André Malraux Compiègne
	Gimnazjum nr 4 z Oddziałami Dwujęzycznymi im. Zygmunta Wilkonskiego
	Istituto Comprensivo di Porto Viro
	Zakladni skola a Materska skola T.G.Masaryka Drasov, okres Brno-venkov
❖ Χρηματοδότηση ελληνικού σχολείου:	51.330,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project «European Identity through Art» focuses on the analysis of two types of artistic language of the human being: architecture and painting. Firstly, it's intended to do an artistic retrospective of the European architecture in different historical periods: Classic art and Romanic style, Gothic, Renaissance, Baroque, Rococo, Neoclassical and Romantic, in order to enhance the common artistic influences in the European territory, according to the artistic production of each partner. Secondly, it's supposed to do an historical and pictorial analysis of a painting from a representative painter from each partner country, from the modern or contemporary period, to be reproduced by the students, having in mind a personal creation of art and the establishment of artistic dialogue.

The aims of the project are related to the increasing historical and artistic knowledge of the participants, the awareness of the European historical and cultural patrimony, the promotion of the European dimension, the improvement in History and Art teaching, the acquisition of linguistic competences and ICT skills and the prevention of early school leaving.

The participants will be teachers and students from six European countries. The teachers will create, in each school, a multidisciplinary team, that will work with the other partners and the coordinator school, having the support of the headteachers. The students will be from year 5 to year 9, including the ones with fewer opportunities (economic and geographical barriers and learning disabilities).

There will be a transnational project meeting in Portugal at the beginning of the project, to approve documents and discuss common methodologies. In two years there will be six mobilities, crucial moments to present the work that has been done: Italy (Classic art), France (Romanic and Gothic style), Greece (Renaissance style), Czech Republic (Baroque and Rococo style), Poland (Neoclassical and Romantic style) and Portugal (modern and contemporary painting).

In each school there will be an Academy for students, where the participants will choose and analyze the paintings, study the artistic styles and also do school trips to representative national monuments, so that students can develop their knowledge and prepare the presentations to show in the mobilities. Furthermore, there will be preparatory cultural meetings, linguistic preparation meetings and meetings with parents and students involved in mobilities or host families that will be done in each partner school.

The final products of the project will be an interactive timeline of European art, an identity card of each country and a European identity card, a cooperative production of a painting, didactic materials for History and Art classes and a website.

The dissemination of the project will be done through a newsletter from the coordinator school, local/national mass media and the creation of a website that will have a link in each school website. The students involved in the mobilities will do a presentation about their experience to their colleagues and, in the mobilities to the different countries, the participants will visit different types of schools, to disseminate the project and the European dimension. Each country will promote sessions to present the project to the school community and the project will also be shared in eTwinning platform and be given to local authorities and heritage management.

It's expected to focus on learning about European art, promoting the artistic sense, improve the linguistic competences and knowledge, mainly in English and basic terms of each country mother language, developing ICT skills and promoting the European dimension, having positive consequences in the citizenship domain.

The final products will be kept in the website that will be created, being at the same time a didactic resource for History and Art classes and an informal platform of communication, both for teachers and students. The contact with partners will remain after the project, on the website and on the eTwinning platform.

## ■ 2<sup>ο</sup> Επαγγελματικό Λύκειο Ξάνθης

❖ EPlusLink number:	2014-1-PT01-KA201-001041_7
❖ Τίτλος σχεδίου:	Family, Community and School: the troika of my values!
❖ Συντονιστής:	<b>Agrupamento de Escolas de Miranda do Corvo</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Επαγγελματικό Λύκειο Ξάνθης</b>
	A.R.J. BARA
	Bundeshandelsakademie und Bundeshandelsschule Kitzbuehel
	Colegiul Economic "George Baritiu"
	GIMNAZIJA SENTVID
	Kartal yuksel ilhan alanyali aol
❖ Χρηματοδότηση ελληνικού σχολείου:	23.790,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project intends to approach the promotion of civic and social values in a new way by enhancing family and community connections with schools as well as new pedagogical strategies, methods and materials to be used in the classroom of the partner schools to improve students' academic achievement.

Family, community and school are the three components of a troika responsible for the transmission of values. Contemporary schools are a mixture of cultures, and different perceptions of reality. One of the needs that came to our attention in all the schools involved in this project is the lack of some important values in students' lives. Many students are very intolerant at different levels. There is an excessive individualism, even egocentrism which leads students to forget the other as an individual, leading to disciplinary problems and bullying situations.

We aim at making the community aware of the problem and to actively take part in the solution. In the different stages of this project, we will have the participation of stakeholders, specially the parents' associations and the local authorities of each school. They will play an important role in international meetings, surveys and in the analysis of the results as well as in the dissemination, by working the results with other parents (parents' association) and establishing a community plan to help future kids to acquire important civic and social values.

The participating organisations aim at reinforcing cooperation between families, communities and schools in what concerns the promotion of values, decreasing levels of students' misbehaviour issues in schools and improving academic achievement in their own countries. We also aim at developing basic and transversal skills, such as entrepreneurship, digital skills and multilingualism, using innovative and student-centred pedagogical approaches. Finally, we aim at involving students with special educational needs actively so that they have equal opportunities along with their peers.

Activities were designed to achieve the objectives of the project having in mind the need to develop entrepreneurship (making videos about family and community life, new programmes), autonomy (linguistic/ICT- all the task will be performed in English; making videos, PPT presentations, using Facebook, YouTube, eTwinning), citizenship (Project's Volunteer Day), European Cultural dimension and European identity (in transnational meetings through the understanding of cultural diversity - presentation of schools, culture, traditions...).

The quality of the consortium was also a requirement in order to ensure the quality of the project. The expertise of the partners selected was complementary to the needs of the project. All the work of this partnership is based on an ongoing effective cooperation and communication between partners using different communication technology.

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

An external evaluator will be invited as a "critical friend" to add positive value and to contribute to the credibility of the evaluation process.

A detailed dissemination plan was designed to promote an ongoing exchange of information. In the creation of a shared resources section in our website and the posting of the outputs of the project activities it is anticipated that the project will help to raise awareness of the contribution of enhancing family, community and school values across Europe. Other institutions, stakeholders and people interested will get the information as well as open access to resources developed through the project via website and Web 2.0 networking tools created by the Partnership. Other channels of dissemination will be used (newsletters, workshops, conferences, newspapers, a Multicultural Lesson Plans Guide to support the practice of professionals and a scientific article supervised by a Coimbra University Professor (published in the Open Access Scientific Repository of Portugal and in the online library) which can be accessed by all investigators worldwide.

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

## ■ 2<sup>ο</sup> Γενικό Λύκειο Χανίων

❖ EPlusLink number:	2014-1-PT01-KA201-001054_2
❖ Τίτλος σχεδίου:	THE EUROPEAN SAGA
❖ Συντονιστής:	Agrupamento de Escolas de Perafita
❖ Εταίροι:	2 <sup>ο</sup> Γενικό Λύκειο Χανίων
	ITO KIZ TEKNİK VE MESLEK LİSESİ
	Zespół Szkół nr 4 im. Królowej Jadwigi
❖ Χρηματοδότηση ελληνικού σχολείου:	26.890,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "The European Saga» is meant to compare special aspects of literature and music in different cultures. This does not only include a mere presentation of motivation for reading music and to know the most influential authors within the participating countries, but also the developing and motivation for reading, writing, painting and musical creation in each country. This contains reading sessions in various places, special dramatizations, musical performances, stage design, art creations and any other forms of culture adapted to the students ages.

A very important component of the project is the concise documentation of the project's proceedings. All the findings and the progress of the work get into focus, as they are brought into a digital photo story and appear in the e-book, video and photo documentary. The interim findings will also be presented occasionally at open days or school festivals via Reading Sessions, Music Shows, Art Creation Sessions, Movie Makers, PPS, boards or fliers (snowball effect!).

#### Project Objectives and Strategy

Our point to create this Project is help students to achieve their skills to overcome school failure, to promote success, self-confidence, self-esteem, participatory spirit, social acceptance and over all basic skills.

The Project will help pupils in many ways such as: prevent social exclusion, prevention of early school leaving, developing foreign language learning, national and international consciousness, improving ICT skills.

Equity and inclusion of disadvantaged participants will be also very important in our project because with the subject and activities we will include all type of pupils who have learning difficulties.

Students should be made aware of the importance of culture which gives sense to life and the aspects involved and they should be given an incentive to get to know better their own culture, critically question it and be given an approach to intercultural and international dialogue and learning. At the same time they will be aware of all the differences and similarities within the European territory, bringing together common features and characteristics that were unknown to them till then.

At first, the students should get familiar with the literature, music and other artistic features of their home country. Using this overview of their country's history of literature, music and art the participants compose a presentation on the topic for the accompanying partners. Equipped with a joint basic knowledge about the participating countries' literature, music and art the partners develop, plan and organize together a digital photo story in English language that brings cultures together.

Inspired on the Greek saga about Zeus and mythical Europa as a frame work, a digital photo story, which combines the history and each national features, will be developed.

Every school has to choose "actors", all students together prepare their performances, carry out rehearsals in the different countries, create their pieces of art, design invitations for local authorities and teachers to show their products, and make their e-book and photo story. By working together, the students' personal skills, as well as the ability to communicate verbally and non-verbally will be improved. Hereby, the cooperation among students, teachers and European citizens will be enhanced, expanded and experienced! Additionally, the students learn to organize themselves, take responsibility for their actions, as well as understand and respect democratic structures of behavior!

The project includes 4 schools and 4 countries. There will be about 60 mobilities of teachers and 64 mobility of students exchange with 16 mobility of accompanying teachers.



## ■ 6<sup>ο</sup> Γυμνάσιο Ηρακλείου

❖ EPlusLink number:	2014-1-R001-KA201-002437_6
❖ Τίτλος σχεδίου:	UNESCO Heritage
❖ Συντονιστής:	COLEGIUL NATIONAL "LIVIU REBREANU", BISTRITA
❖ Εταίροι:	6 <sup>ο</sup> Γυμνάσιο Ηρακλείου
	Agrupamento de Escolas Dr. Mario Sacramento
	Hasan Sadoglu Kiz Teknik ve Meslek Lisesi
	ISTITUTO ISTRUZIONE SUPERIORE CASTELNOVO NE MONTI
	Turisticko ugostiteljska skola Split
	Zakladni skola Ostrava, Nadrazni 117, p.o.
❖ Χρηματοδότηση ελληνικού σχολείου:	30.845,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The partnership consists of schools from seven countries (Romania, Portugal, Turkey, Greece, Croatia, Italy and Czech Republic) with a rich contribution to European spiritual and cultural heritage.

The "Unesco Heritage" Project brings together our desire as teachers to teach our students how to be taught by the past and recognize the importance of sustaining, preserving and appreciating it. We are all part of a whole; we should cherish what unites us.

Cultural heritage is under severe economical and social pressure. It is imperative that we campaign for its defense and preservation as something unique and unrepeatable. It is a social and political urgency since contemplating about our past can only lead to better educated decisions about our future.

We aim to raise awareness so that governments, pressured by public opinion, change their misleading politics concerning heritage. It is the school's duty, as a teaching and educational institution, to instill in the youth and in the school community, the values of defending and preserving our cultural heritage thus creating active and interventional citizens. This project intends to stimulate the pursuit and consolidation of knowledge in our youth. In a playful and innovative way, we try to motivate the students for a lifelong learning and instill in them the importance of school in this process.

The activities planned by our partnership are:

**1.** A common web page for communication (forum for teachers, school presentations, photos and a forum for students) and dissemination **2.** Workshops on new educational tools and strategies **3.** An intercultural festival in one of the country **4.** A final international symposium with articles that will be published in printed and electronic format **5.** Development of new "European cultural identity" curricula by engaging the students in motivating and educational activities that result to accrued, cooperative knowledge: create a mini-puzzle with UNESCO national monuments and national symbols, as a board game, and in virtual format, create an on-line competition for a European map with students' painting, (Unesco tangible heritage), create a photo-hunting European electronic-map, using photos of Unesco tangible heritage monuments, use an e-twinning camera for improving this new curricula and develop common evaluation tools to measure the satisfaction grade of the students, develop electronic lessons using IT tools.

Our goals are mainly student focused as we aim to:

- instill "good practices" in heritage preservation
- provide the younger with a sense of belonging, to a European community with strong cultural identity and continuity through the knowledge of the Unesco World Heritage
- provide the conditions for multicultural experiences that promote respect for social, linguistic and cultural diversity
- consolidate a sense of European citizenship through cultural and linguistic exchange
- exemplify the principle of communicating vessels between the Local, Regional, National and European History
- based on the historical research, develop communication skills, ICT and foreign language skills
- develop data processing and linguistic skills by giving the students hands-on experience on planning and organizing a common project
- implement projects within social entrepreneurship

- development of transversal skills for European students
- prove our willingness to integrate good practices and new methods into daily teaching activities and thus enhance the professional profile of a dynamic and committed European teacher

Every intellectual output will be openly accessible to the general public through the internet and in printed form. There will also be dissemination activities organized in each country through digital presentations, crafts fair, festivals, interviews, blogs, e-magazine, articles, media coverage. The project and web page will be open to other cities in Europe, so other schools can learn about Heritage and preservation.



## ■ 5<sup>ο</sup> Γενικό Λύκειο Αιγάλεω

❖ EPlusLink number:	2014-1-RO01-KA201-002713_4
❖ Τίτλος σχεδίου:	Skills for Life: Literacy
❖ Συντονιστής:	Liceul Stefan Procopiu
❖ Εταίροι:	5 <sup>ο</sup> Γενικό Λύκειο Αιγάλεω
	Foreign Language School
	ISISS Cicognini Rodari
	Yildirim Beyazit Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	22.050,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

During the period 1 September 2014 - 31 August 2016, five European schools will work together to implement the partnership "Skills for Life: Literacy" (SLL). The partner schools are: 1. High School "Stefan Procopiu" (Vaslui, Romania) - coordinator, 2. Foreign Language School (Pleven, Bulgaria), 3. 5th General Senior High School of Aigaleo (Aigaleo, Greece), 4. Yildirim Beyazit Anadolu Lisesi (Bursa, Turkey), 5. ISISS Cicognini Rodari (Prato, Italy).

The target groups for the implementation of project activities are the teachers and students aged 14 to 19. The purpose of the project is to value the literacy potential as a personal and consolidation development instrument of the key transversal skills needed for lifelong learning.

#### Objectives of our partnership:

- develop pupils skills in literacy (reading, writing, speaking and listening) and of the transversal key competences (critical thinking, attitude networking, communication and collaboration with others, communication and English language, learning to learn, spirit initiative)
- reading capitalization strategies for developing literacy skills in students and encourage reading for pleasure among students
- developing teachers' knowledge and skills in the design and organization of activities and lessons that help develop among students transversal key competences and skills in literacy
- promoting the exchange of innovative practices and experiences between European schools through the development of teaching materials based on strategies for reading, writing, speaking

#### The main results of this project will be:

- the guide «The teaching of Life Skills with Literacy» (A Training Manual) which will be structured in three modules «Reading Strategies», «Writing Strategies» and «Speaking and Listening Strategies»
- the guide «Think Literacy: Cross-Curricular Approaches» («Literacy lessons»), a teaching material with lesson plans and educational activities developed and implemented by partners during project

The students will be involved in the phases of the project (planning, implementation, dissemination, evaluation). There are two main levels regarding the impact of the project on the target groups:

- developing the skills in literacy (reading, writing, speaking and listening)
- developing the key transversal skills. Literacy competencies will help target groups to develop problem-solving skills, the ability to explore issues from their own perspectives, the capacity to apply knowledge to new situations, critical and creative thinking skills, ability to concentrate, to learn how to learn, socializing and communication, initiative spirit.

The slogan of our partnership is: "Literacy is a bridge from misery to hope" (Kofi Annan, former UN secretary-general).

According to the EU high level group of experts on literacy, today, the European Union is in a literacy crisis. Poor reading and writing skills can have a detrimental impact with 75% of school dropouts reporting reading problems and 50% of adults with criminal records identified as having reading difficulties. Employees in the 21st century need to have greater literacy skills than in other time periods.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Πύργου Ηλείας

❖ EPlusLink number:	2014-1-R001-KA201-002847_3
❖ Τίτλος σχεδίου:	WATER AND ITS MAGICAL POWER
❖ Συντονιστής:	<b>Colegiul National, Garabet Ibraileanu»</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γενικό Λύκειο Πύργου Ηλείας</b>
	119 Secondary School "Academician Mihail Arnaudov" INSTITUTO DE EDUCACION SECUNDARIA LA AZUCARERA Lycée Jean-Pierre TIMBAUD Zakladni skola a materska skola Brno, Kridlovicka 30b
❖ Χρηματοδότηση ελληνικού σχολείου:	32.636,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The priorities of this partnership 'Water and its Magical Power» are to facilitate the validation of non-formal and informal learning and its permeability with formal education pathways, and to promote young people's social inclusion and well-being.

Taking all this into consideration, our project team proposes the following objectives:

- promoting and using the non-formal and informal strategies in education processes as complementary and alternative strategies for the formal strategies
- acquiring new key competences in using ICT
- improving and building on their foreign language competences
- promoting and using new innovative practices in classroom education
- promoting lifelong learning process
- preventing any manifestations of xenophobia, and strengthen national pride and awareness of all project participants
- developing the knowledge and ownership of the European cultural heritage and the respect for the European identity, its plurality and its linguistic richness
- building strong relationships between people, schools and cities that will not finish when the project comes to an end
- helping teachers, students, parents and members of local communities to become aware of the sustainability of this important resource called water

To implement our goals, our team (students, teachers and members of local communities) will work together in different countries involved in the partnership, within these four stages:

1. the role of water in every point of view throughout history, for our communities and regions, to show the students, the teachers and the local communities the importance of water for human evolution and development throughout its history
2. the role of water for today's communities, to show the students, the teachers and the local communities the different purposes of using water, to demonstrate its importance in real, everyday life
3. water problems nowadays, to identify and debate contemporary issues related to water in different countries
4. solutions to solve water problems, to identify and compare different solutions to water problems, and ensure the sustainability of this important resource

During the project, the common work of students and teachers involved in the project will focus on the execution of the project, the collection of information, informal training, meetings with specialists in universities, analysis and laboratory experiments, marina clubs, researching in libraries, searching on the internet, English translations, making the dissemination materials and the final products.

The joint work in the project will result in the following:

- A book which refer at next themes: The role of water in every point of view through history, The role of water for today's communities, Water problems in nowadays, Solutions to solve water problems and ensure the sustainability of this important resource, Non-formal learning programs, which will be integrated into the formal education system, «The Water Problems in the World Today».

- The construction of a Website that will host all the products of the project
- Non-formal training courses in the partner countries
- Short videos about the project and about every meeting
- Brochures for each chapter of the book
- Dancing and singing, exhibition of paintings inspired by water
- Articles and interviews in the city newspapers, radios etc. as a dissemination of knowledge gained to inform the local communities, etc
- Multiplier event in the end of the project

Following these activities and results, we expect a major impact in relation to English language skills, the skills of ITC, the self-esteem and European consciousness of the participants, either teachers or students. At the same time we believe that all persons directly or indirectly involved in the project, will become aware of the importance of water and will treat the water with more attention.



## ■ Δημοτικό Σχολείο Πλατέος Ημαθίας

❖ EPlusLink number:	2014-1-R001-KA201-002885_3
❖ Τίτλος σχεδίου:	Healthy European Youth
❖ Συντονιστής:	<b>SCOALA GIMNAZIALA VADENI</b>
❖ Εταίροι:	<b>Δημοτικό Σχολείο Πλατέος Ημαθίας</b>
	Emäkosken koulu
	I Spoleczne Gimnazjum im. Unii Europejskiej w Zamosciu
	Istituto Comprensivo Madonna della Camera
	Lihula Gümnaasium
	MAKBULE ORMAN ORTAOKULU
	SIERRALAMESTA
	Stredna odborná škola
❖ Χρηματοδότηση ελληνικού σχολείου:	28.510,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our consortium has 9 schools from 9 different countries. We created this project to encourage students to adopt a healthy lifestyle through sport and healthy food choice. We propose the development of sport and activities, we promote healthy eating and encourage team work, promotion of European citizenship and inclusion, tolerance, mutual respect, solidarity. We will use the intercultural dialogue and bringing to the fore both the diversity and unity of Europe. We will develop our through activities 8 key competences to develop our students` knowledge, abilities, skills and attitudes that prepare them for finding a suitable place on the labor market in Europe.

The target group consists of gymnasium students from partner schools. They will work with their teachers, families of students and representatives of local communities. We will encourage the participation of students who belong to a minority, socially disadvantaged students and students with special educational needs.

The project will run for 3 years. Every year the activities will have a theme: BALL SPORTS GAMES, HEALTY EATING, GAMES BOX. The activities in each school will be subordinated to the chosen theme. For every year there is an operational plan including monthly activities, target group involved, means of achievement, assessment methods, final products, methods of dissemination, implementation period, finance charges, responsables for the activities. The purposes of activities are deriving the big goals of the project.

Every year we will organize three international meetings. The students who will participate in mobilities and learning activities will be hosted in families of students from the host schools.

In the category of intellectual products will enter 2 bilingual methodological guidelines that are described by ten non-formal activities that contribute to the development of healthy lifestyle. These guides will present in English the activities in details. The first guide will describe sports and the second will describe activities which promote healthy eating.

After the first year and after the second year of the project it will be organized an international workshop with the participation of coordinators from every school and with the participation of other guests from the local community and other schools interested in the project. Workshop topics: SUSTAINABLE LIVING BY SPORT, HEALTHY FOOD – FROM FARM TO PLATE.

Other products of the project will be: a calendar with famous athletes in the partner countries, a sports dictionary, a film about the organization of learning in the first year of the project, a magazine with four issues presenting healthy food (about milk products, about fruit, about vegetables, about meat), a book about board games (chess, rummy, scrabble, dominoes, puzzle games, pawns); will be described games, school competitions of these games and will be attached posters about these games (used by each partner to popularize school competitions organized within the project).

The project will be disseminated on the websites of schools, the project website, local media, in professional meetings of teachers and students in the project exhibition products. Each international meeting and the two workshops will be synthesized in a main film that will be posted on the project website. The logo and the mascot design will be chosen through negotiation until the first project meeting.

Project evaluation will be made using the initial and final questionnaires, participating in the contest materials products "MADE FOR EUROPE", organizing a regional symposium in coordinating country after completion of the project (Formative Assessment Strategies theme in Erasmus projects).

## ■ 4<sup>ο</sup> Γενικό Λύκειο Ηρακλείου

❖ EPlusLink number:	2014-1-R001-KA201-002905_2
❖ Τίτλος σχεδίου:	Enterprise! Retea Europeana de Turism Educativ pentru Tineret
❖ Συντονιστής:	Liceul Teoretic Nicolae Balcescu Medgidia
❖ Εταίροι:	4 <sup>ο</sup> Γενικό Λύκειο Ηρακλείου ISTITUTO ISTRUZIONE SUPERIORE F. MENEHINI Mardin Mehmet Kavak Anadolu Lisesi
❖ Χρηματοδότηση ελληνικού σχολείου:	17.500,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### CONTEXT

Europe goes through a period of socio-economic crisis which, particularly, affects young people. There are many students who abandon school and, in this way, they lose many job opportunities. They have no qualifications, no personal development skills, they are not aware of the opportunities they have, they do not own a European consciousness that allow them to study and get a job in any of the European countries.

### OBJECTIVES

The main goal of the project is to create a European Network for Educational Tourism among schools, youth associations, local communities, universities, enterprises, museums, travel agencies, hostels. This network will include all the required facilities, such as a good accommodation for the young people and they will also have as guides the teenagers from the country which they are visiting showing them representative places of a high interest for that country: universities, youth NGOs, museums, historic sites, religious and geographical areas, large companies that can offer them a job.

The main objectives are:

- Improving the quality of education in the partner schools through direct or indirect involvement of 200 students and 20 teachers from each school participating in project
- developing key skills: social entrepreneurship, digital skills, foreign languages through weekly activities of the project
- improving the relationship between education and labor market by providing a minimum of 10 potential employers for students from different schools from Europe
- promoting the intercultural dialogue, solidarity, social inclusion by involving in the project of some students with limited opportunities (minimum 20% of all participants)
- sharing knowledge and good practices at European level by multiplying the 500 educational travel guides and their free division and by creating at least 5 teaching aids
- the development of cooperation in education at European level by writing an optional course: Social Entrepreneurship through tourism and its application to the curriculum in the participating countries

### DESCRIPTION OF THE ACTIVITIES

Being a strategic partnership, there will be many and diversified activities. Generally, they can be summarized as follows: Information, Communication, Collaboration, The use of IT resources, Personal and linguistic development, Interpersonal knowledge through common activities, Workshops, Visits to sites of interest in the project.

### THE METHODOLOGY USED IN THE PROJECT

The used methods are: Increase and develop new skills through non formal Education, Collaboration with companies, Focus on cross matters related to youth policy, education and training, Innovative practices through IT, International & virtual mobility, Exchange & share best practices, Social Innovation.

### DESCRIPTION OF THE RESULTS

At least 40 educational tourism operational objectives, a perfectly usable site for young people to present tourist opportunities, a Facebook account of the project, a new optional courses: Touristic Entrepreneurship skills, Teaching aids, a tourist guide for educational purposes, a film of the project.

### **IMPACT**

The impact of the project will be both at the level of the participating organizations by involving a large number of direct beneficiaries, but also at the national and international level through the dissemination of the project results to a large number of young people from the 4 participating countries.

### **LONG-TERM BENEFITS**

Over the long term, the site can be used by any European young person who desires to travel in Europe for touristic aims, to discover new opportunities of studying or of getting a job. Teaching auxiliaries and the optional course can be used both by the partner schools, as well as by any other school, these being for free.



## ■ Ράλλειο Γενικό Λύκειο Θηλέων Πειραιά

❖ EPlusLink number:	2014-1-SE01-KA201-000964_3
❖ Τίτλος σχεδίου:	Reinventing Outdoors for the Education
❖ Συντονιστής:	Hersby gymnasium
❖ Εταίροι:	Ράλλειο Γενικό Λύκειο Θηλέων Πειραιά Agrupamento de Escolas de Mem Martins Paide Gymnasium
❖ Χρηματοδότηση ελληνικού σχολείου:	20.770,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Reinventing Outdoors for the Education – ROUTE, is an Erasmus+ project that intend to include outdoor activities into the ordinary curriculum in order to motivate students and to evolve the didactic methods in teaching about sustainability.

“Route” aims to address the following two key EU priorities 2020:

- Revising and strengthening the professional profile of the teaching professions
- Improving the attainment of young people, particularly those at risk of early school leaving

By reinventing the outdoors through education we want to achieve increased knowledge regarding sustainability in the participating schools and their local society. This will be made possible through giving the classroom a broader context - situated outdoors, focusing on participating active education. This will be made possible repeatedly in this project by the committed partners.

The project consists of 4 upper secondary schools: Hersby Gymnasium - Sweden, Ralleio Geniko Lykeio Thileon Piraia - Greece, Paide Gymnasium - Estonia and Agrupamento de Escolas de Mem Martins - Portugal. Each school is participating form the aspect that they bring with them knowledge about a best practice in teaching sustainability from different viewpoints, Sweden has a long history of creative outdoor activities; Greece has experiences in implementing sustainability; Estonians are excellent in youth entrepreneurship for creating sustainable businesses; Portugal has a great knowledge about the ecological impact of mankind.

The purpose of the transnational project meetings are to plan the project, secure visible and qualitative results as well as validation of the project, to solve emerging problems, etc. The three joint staff events are organized for the planning of the joined project between matched teachers to teach student about sustainability. The learning activities for students are to test and share different teaching methods and to include the participating schools in best practice in outdoor activities.

For the teachers we foresee this project to lead to new experiences and a new insight in pedagogical technics that can be used in their curriculum for interaction with the outdoors. The project will by introducing the outdoor activities to the students give them new ways to learn and understand their subjects. We believe that the outdoor didactics will motivate the students in their studies and that this will contribute to fewer early school leavers. The interaction between students from different countries will lead to new friendships, new ideas about future carriers, and a broaden view on future studies or new possibilities in other EU nations through the Europass.

ROUTE will strive to make sustainability a part of each curriculum in school and of everyday life of the participants. To be able to make substantial changes for a sustainable environment in Europe we need to make sustainability a natural part of our thinking.

## ■ Δημοτικό Σχολείο Παλαιοκάστρου

❖ EPlusLink number:	2014-1-SK01-KA201-000441_4
❖ Τίτλος σχεδίου:	V rozprávkovom lese
❖ Συντονιστής:	ZS s MS Madunice
❖ Εταίροι:	Δημοτικό Σχολείο Παλαιοκάστρου Obedineno detsko zavedenie "YANA" Osnovna sola Kosana SULEYMAN DEMIREL ORTAOKULU Szendroi Apáczai Csere János Általános Iskola Szkoła Podstawowa im. Orłat Lwowskich w Nowinach Ukmerge darzelis-lopselis "Eglute"
❖ Χρηματοδότηση ελληνικού σχολείου:	17.360,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

There are two reasons why we've invented the project "In the fairy forest". We won't save the nature ourselves but we want to show others that we can do it. We need nature and especially forests around us. Forests, trees, plants and animals mean very much for human. We want they have always been here and we could live healthy in the future. Therefore, we want to create eight groves but not so ordinary. They'll be fabulous. We could play a drama in the groves or draw some pictures of them and then we can expose the pictures in the gallery.

The basic stimulus of this project is the nature. It's a little bit different in any part of the Earth but the problems of civilization are the same everywhere. It's an international problem and there is a need to solve this problem in each country, individually or collectively. We would try to solve this problem together with the children from different parts of Europe through Erasmus+.

We've chosen two ways which were adapted to the outputs as well as to the finished products. We want to get to know nature. We would like to create the herbarium, photo documentation of our nature, plant trees and plants which we can see in the herbarium. Then we'll make some information boards on the way to the Arboretum. We know a lot of people who are closely connected with nature (protectors, hunters, beekeepers) and we want to cooperate more with them. This rational approach to nature we want to balance to other types of outputs. Emotional, creative based on education and the arts. Pupils will be more interested in nature world through the arts, the development of ethical and aesthetic thinking in our project which has an educational role.

The pupils will also be interested in balance in nature and in creation of conflict-free state between the necessary modernisation of the times and nature. Therefore, will draw or paint their own forest in the other products. The gallery of the best works will wander from one school to other to emphasize the coherence and a common problem of all partners. The fine art will be applied in masks and dresses of the pupils at the carnival, in the creation of the bookmarks or in the final newsletter. One-act play will be written by the pupils and their teachers. They'll practice and then they'll make a video. All the outputs will be accompanied with many cultural events of the pupils. Active, with the programs of pupils and teachers, as well as passive with the visits of the theatres or cinemas.

Our friendship with Europe after this project won't remain only on paper. It will be transferred to the practical life of school and personal. It has an international impact. It's beyond the ordinary human values and personal approach to many problems of today's world.

Knowledge will be given to pupils by the project. Those informations which we can find in our curriculum will be enriched with the results of the project. The project will extend knowledge of English and may affect the interests, personal development and the next career orientation for pupils.

## ■ 11<sup>ο</sup> Γενικό Λύκειο Περιστερίου

❖ EPlusLink number:	2014-1-SK01-KA201-000472_4
❖ Τίτλος σχεδίου:	MEDIA EDUCATION: FROM PASSIVE CONSUMERS TO ACTIVE CREATORS
❖ Συντονιστής:	<b>Stredna priemyselna skola Svidnik</b>
❖ Εταίροι:	<b>11<sup>ο</sup> Γενικό Λύκειο Περιστερίου</b>
	Agrupamento de Escolas de Casquilhos
	IES DISTRICTE MARÍTIM
	IIS L.V. Bertarelli
	Krakowskie Szkoły Artystyczne s.c. Joanna Gawel, Jerzy Gawel
❖ Χρηματοδότηση ελληνικού σχολείου:	28.817,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "Media education: From passive consumers to active creators" focuses on finding the best ways of implementing and teaching media education at secondary schools of six European countries. It aims at creating materials and teaching plans for hands-on approach of teaching media education in different forms: as an individual subject, after-school activity or/and cross-curricular theme. The joint search for and creation of «transnational» teaching materials which may be used in any European country is another justification of this partnership.

The project starts with the student-centered survey about the usage and understanding of different types of media and the teacher-centered survey regarding their perception of media education at schools, its necessity and ways of teaching. The surveys will provide needed foundations for the form and content of teaching materials which will be designed jointly by the teachers of the schools involved in the project. Subsequently, these materials and teaching plans will be tested during three short-time learning activities for our students.

The learners will learn to use simple media production technologies and techniques while creating media outputs in the form of videos, newspapers, websites and counter advertisements on three main subjects: gender stereotypes, health and lifestyle and global issues. They will compare and share their different views and usages of media resources from their country's point of view which will bring yet another dimension to this national cooperative media education.

The after-teaching evaluation by the teachers and the students and follow-up resulting changes will ensure that the teaching plans are ready-to-go materials with correct timing, aims and content relevant to young people of modern Europe.

To support the project's longevity and sustainability, the website European Media education lab will be established which will contain all materials, ideas and links to useful tools for hands-on teaching of media education. We have the intention and aspiration to make this website a main resource of information on media education not only in our countries but others, as well.

## ■ 4<sup>ο</sup> Γυμνάσιο Αιγάλεω

❖ EPlusLink number:	2014-1-TR01-KA201-011542_2
❖ Τίτλος σχεδίου:	EUROPEAN GOODWILL CUP
❖ Συντονιστής:	<b>EVLIYA CELEBI ORTAOKULU</b>
❖ Εταίροι:	<b>4<sup>ο</sup> Γυμνάσιο Αιγάλεω</b>
	CEIP GLORIA FUERTES
	Istituto Comprensivo "P.A. Coppola"
	I. osnovna skola Cakovec
	Liceul Tehnologic Mirsa
	Secondary School "St.St.Cyril and Methodius"
	ZESPOL SZKOL W KOCHANOWICACH
❖ Χρηματοδότηση ελληνικού σχολείου:	33.100,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

As a Chinese proverb says, "I forget that I hear, I remember that I see and I understand that I do", our partnership aims to encourage our pupils to do goodwill activities to be aware of the surrounding world and spend their time by socialization of European children.

The project has three main themes. First is about doing goodwill activities for old-aged, needy and disabled. Second theme is about doing goodwill activities to make consciousness for homeless animals, eco-world and organic food. Third theme is about to make consciousness about school, books and games to spend their time well not to be addicted to bad habits and prevent the pupils from early school leaving. Thus we aim to make them both being aware of others and reflect the behaviours they had experienced into their own life.

As in the fairy tales have the pupils read about heroes and benevolent people but they mostly learn about them if they become benevolent. Today's developing Europe has lots of development in technology and industry. On the other hand, the pupils learn less about the feelings of sharing more or helping others. By doing goodwill activities we plan to do, the pupils will see and understand that we will have a better Europe if we are aware of disabled, needy, disadvantaged, the worth of world and other livings around. Most of the disadvantaged people will take part in our activities. Some of them are our pupils who are lack of socialization activities because of their economical status or their social environment. The other important part of our project is to get the disabled into our project and make them feel part of our project and the importance of European citizen.

Besides using creative, innovative and enjoyable experiences, the pupils will have a chance to practice their language skills with European friends. The aim of this project is to make them aware of the importance of learning foreign languages. We'd like to show our students that they can use the linguistic knowledge in real life - to communicate with peers from different European countries. This will result in increasing the motivation for learning foreign languages.

Our project will gather dozens of teachers, hundreds of students and families from different corners of Europe so as to create an educational environment and strong multinational bond. Our students will get to know peers from different countries dealing with the same or just different problems. They will learn different points of view, different ways of thinking, different ways of facing challenges and obstacles so as to come to the conclusion we are all like each other. Need only to work together. Just a small thing, but small things can make a big difference. WE can make a difference.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Καλαμαριάς

❖ EPlusLink number:	2014-1-TR01-KA201-011555_3
❖ Τίτλος σχεδίου:	RISE and SHINE
❖ Συντονιστής:	<b>FARUK NAFIZ CAMLIBEL ANADOLU LISESI</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γενικό Λύκειο Καλαμαριάς</b>
	IES MELCHOR DE MACANAZ
	Liceo Statale Erasmo da Rotterdam
	Mosjøen videregående skole
	Nyíregyházi Széchenyi István Közgazdasági, Informatikai Szakközépiskola és Kollégium
	RIGAS SERGEJA ZOL TOKA VIDUSSKOLA
❖ Χρηματοδότηση ελληνικού σχολείου:	31.190,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Computers, television, online games are fast becoming a major element in the lives of students as more and more students are spending their time indoors and in front of a screen. Particularly, online gaming is a very hard habit to break and it threatens physical, social and mental well-being of youth. Their constant involvement with computer games prevent them having face to face conversations, developing social and personal skills, attain and maintain academic achievement and healthy weight. Doing real sports instead of e-sports can help our students make friends, have fun, develop self-esteem and self-discipline, learn about team work, getting fit and healthy. All in all, exercising or practising a sport helps students develop mental, physical and social skills.

After tracking general situations of our students, we decided to proceed with sports which has been a crucial part of many good education systems for thousands of years and launch a sports campaign together with our partners. The project "RISE and SHINE" is supposed to turn the teenagers' attention to the real sports. They should stop playing video games for all day long and start moving and sweating. No matter how they do sports, with a team or individually, there will be many skills they develop thanks to doing sports and can carry them to their present and future lives as a positive contribution. Encouraging teens to be active from a young age make them set good habits early on and helps them develop the skills they need to stay active, healthy, be self confident, and successful throughout their lives.

Project partners offer a range of sports: football, table-tennis, court tennis, cycling, exercise/fitness activities, swimming, ice-skating, ice- hockey, volleyball, bocce, badminton. Considering that this project launches a sport campaign as offering solutions to common problems detected at schools, our participant students will exercise, practise and train a form of sport regularly. This project also include running groups, walking groups, yoga or pilates sessions briefly a range of multi sport and physical activity groups. Teams will be formed for competitive sports with the help of P.E. teachers at schools. Individual competitions will take place during the project as well. These matches or competitions will take place in both national and international activities and they require regular training of the students in teams or individually depending on the sport they choose. A few seminars will be held about the benefits of sports, harms of playing video games like an addict. Some professional sportsmen of exemplary lives will be invited to our schools and have matches with our students and conversations with them about healthy lifestyles.

Sport has a universal language which can connect people whose religions, nationalities and languages are different from each other. Knowing people from different backgrounds makes the participants develop respect and tolerance towards each other which is one of the priorities of strategic partnerships. Getting motivated to learn or improving their foreign languages are the natural consequences of these partnerships. The principle of unity will run throughout the entire project providing opportunities for people from different backgrounds to interact with other communities.

The activities of «Rise and Shine» highlight the impact of physical education and sport on students' social and moral development in addition to physical skills and abilities.

"Rise and Shine" is a collaborative project of 7 different schools from seven different countries. The project was planned for high school students between 14 and 18 years old girls and boys.

Within a rich, supportive environment teachers will draw on a mix of approaches to promote a climate of creativity and innovation including active involvement in sportive activities, opportunities to learn responsibilities and tolerance for conflicts, to monitor what's going on with the team, partnership with professional sports people.

## ■ Γενικό Λύκειο Αργαλαστής

❖ EPlusLink number:	2014-1-TR01-KA201-011602_4
❖ Τίτλος σχεδίου:	Who is knocking at my door?
❖ Συντονιστής:	<b>TUNA ANADOLU SAGLIK MESLEK LISESI</b>
❖ Εταίροι:	<b>Γενικό Λύκειο Αργαλαστής</b> IES RADIO EXTERIOR IISS Charles Darwin Kogeka 8 lycée Jean Bouin Shooters Hill Campus Stadtteilschule Poppenbüttel Uddevalla Gymnasieskola
❖ Χρηματοδότηση ελληνικού σχολείου:	27.770,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

People willing to become active European citizens need knowledge, skills and the right attitudes concerning democratic structures and active participation. For all these reasons we create a partnership from different schools and countries and we join our forces in order to learn the human values.

This program can offer the occasion of a better acquaintance between countries, their residents, as well as, the way of promotion of intercultural education against the racism and xenophobia.

The main concepts of the project is the sensitization to the idea of "other people" and reflection on one's own intercultural identity. The concepts will be expressed through the topics of migration, cultural diversity, stereotypes, prejudice, tolerance, traditions, human and children rights, respect and self awareness. The final products "MY CULTURAL IMPRESSIONS" notebook and short films will be living witnesses of progress achieved by the project.

The students involved in the project can use languages, ICT, theatre, cinema, music, photo, arts, culture, local dances, traditions and local customs, as vehicles for research and to communicate the results of their work.

The schools involved will create the portfolios which will include photos, paintings, video, theatre, ect. and share them in project website and digital newspaper. A new learning environment which is attractive to teachers, students and the whole school will gradually be created, favoring innovation and creativity in the field of teaching.

Nine European meetings will take place during the development of the project and will allow the European dimension of activities to be reinforced. Teachers and students will be able to benefit from these exchanges and meetings, thus creating a true opportunity for intercultural exchanges and dialogue. The foreseen activities are discussion, survey, case study, workshops, promotion of ICH/TCH, seminar, digital newspaper, international folk dance and song team.

The objectives are:

- to raise awareness of the importance of intercultural dialogue, especially among young people, which aims to contribute to foster an active European citizenship – cosmopolitan and with respect for cultural diversity
- to enhance interest and respect for the originality and variety of other cultural, national and religious groups
- to confront younger generations with differences in culture, opinions and behavior and to look for ways to cope with these issues in an open manner without judging each other

The motto: Nice to meet you!

Subjects: Migration, Early Leaving School, Racism, Stereotypes, Tolerance, Acceptance of differences.

The project method is an educational enterprise in which children solve a practical problem. The students first choose the project, and then they discuss what they need to know for solving the problem and learn the required techniques and concepts. Finally, they execute the chosen project by themselves. Time for reflection should be provided during all phases of project learning, giving students the opportunity to evaluate their progress.

The phases of approach: Discussion and sensitization, organization and realization of activities, collecting information, synthesis and process of information, evaluation.

## ■ 4<sup>ο</sup> Γενικό Λύκειο Χανίων

❖ EPlusLink number:	2014-1-TR01-KA201-011724_3
❖ Τίτλος σχεδίου:	High School Drop Outs: 'One is Too Many'
❖ Συντονιστής:	<b>Kocaeli Korfez Teknik Endustri Ve Meslek Lisesi</b>
❖ Εταίροι:	<b>4<sup>ο</sup> Γενικό Λύκειο Χανίων</b>
	88 School "Dimiter Popnikolov"
	Aluksne municipality`s secondary school
	Escola Profissional Amar Terra Verde
	Istituto Istruzione Secondaria Superiore E. Fermi
	Kauno jezuitu gimnazija
	Kuben videregående skole
	LIKIO AND TECHNIKI SCHOLI POLEOS CHRYSOCHOUS
	Shooters Hill Campus
❖ Χρηματοδότηση ελληνικού σχολείου:	23.475,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Early school leaving is a multi-faceted and complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, education or family-related reasons. Schools play an important role in addressing ESL but they cannot and should not work in isolation. Reducing ESL can help towards the integration of young people into the labour market, and contribute to breaking the cycle of deprivation that leads to the social exclusion of too many young people.

Reducing the average European rate of early school leavers to less than 10% by 2020 is one of the education headline targets of the Europe 2020 Strategy. Investment in the educational achievement of young people is essential for the employment prospects of every young person.

In this Project High Schools from all over Europe prepared a strategic partnership and they will cooperate to tackle this problem at grass roots level: by analyzing the problem and improving education atmosphere in term of; social activities, student - teacher, student - school, students society, student-parent, parent-school relations.

The main objective of this project is to find new methods for increasing motivation and creating more supportive school environments to decrease the number of student dropouts.

Project activities will include the exchange of the information, sharing and analyzing best-practice models; comparing them and adapting them to each partner's own activities and environment. Our project activities are aimed to reduce ESL by establishing conditions for successful learning for all the students. Students should feel comfortable and supported, feel ownership of their own learning and can engage in the life of their school community. This is important both for the emotional, social and educational development of the pupil and for the overall governance of the institution. As a condition of successful learning, teachers need to strengthen their role as facilitators of learning. They need autonomy, time, and space for innovation, teamwork, feedback, self-reflection and evaluation. They need access to enhanced opportunities for continued professional development.

We mostly targeted students with fewer opportunities in order to provide them with the missing opportunities they haven't acquired by educational system so far. So our target group is who will be detected as being in danger of drop out. We also include parents of the students under the risk of drop out and teachers who need guidance about methods to deal with the students who has drop out risk as target group.

In long term we aimed to disseminate the project all the related people and organization who has a role in students' educational and social life. They are; teachers, families, peers, other organizations leading the same type of activity, local schools in each partner school's area, local authorities, European authorities by the help of European partners, public, wider life learning community, decision-makers at local, regional, national and European level. We believe that our project results will have long term effects on economy and society with the help of dissemination activities.

## ■ 10<sup>ο</sup> Δημοτικό Σχολείο Ξάνθης

❖ EPlusLink number:	2014-1-TR01-KA201-011945_5
❖ Τίτλος σχεδίου:	I PLAY MATHS
❖ Συντονιστής:	Mimar Sinan Anaokulu
❖ Εταίροι:	10 <sup>ο</sup> Δημοτικό Σχολείο Ξάνθης
	Agrupamento de Escolas de Campo
	Charlton Kings Infants' School
	Pyslingförskolan Skattgömmån
	Scoala Gimnaziala Decebal Craiova
❖ Χρηματοδότηση ελληνικού σχολείου:	19.400,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main aim of the Project we would like to run is; to bring in basic Mathematic idea using different methods and techniques and share developed activities. Mathematics is abstract and what we would like to do is to give Mathematics to children as a concrete item. It is not important if the Mathematical process ends correctly or not but to learn the concept and how Mathematics Works. The positive feelings the children gain in this age will lead them to think that they can have success life long. The prepared activities will show Mathematics in life by using, doing and living it and the children will love it.

The lack of Mathematic projects in preschool, the low degree in Mathematics among the partner counties especially Turkey, the reason that having a good Mathematical structure in early ages will lead to a successful life, brought us to a point to work on this subject.

There are six partners, the Scoala Gimnaziala Decebal Craiova in the city Craiova in Romania, the Agrupamento de Escolas de Campo in Valongo, Portugal, the 10th Primary School in Xanthi, Greece, the Pyslingförskolan Skattgömmån AB School in Vasteras, Sweden, the Charlton Kings Infants' School in Cheltenham, United Kingdom and the Mimar Sinan Anaokulu in Aydin, Turkey.

There will be evaluations about the Mathematic programmes in the partner countries and discussion of the weak and strong parts. The partnership will develop different Mathematic teaching methods activities, will observe the practice of these activities by teacher mobilities, practice them at schools and see the results of the efforts. The interest and development of children to Mathematics will be tested in the beginning and in the end of the Project and feedback will be available to reach the Project goal.

The results and activities will be shared in the web page and social media. The carried out activities and experiences will bring the partnership to a combined book 'I Play Maths' which will be a matter to sustain the Project goals. The teachers will learn new methods, develop their skills and get experience. The children will love Mathematics and will be led to a successful lifelong learning. The schools will increase their education quality, cause an awareness on the neighbouring schools and lead a development on the local Mathematic teaching level among teachers. The book 'I Play Maths' will be a successful guide and example to teachers and parents. In the long term, teaching Mathematics in preschools will get more important and new methods and techniques will follow the Project.



## ■ 4<sup>ο</sup> Δημοτικό Σχολείο Ραφίνας

❖ EPlusLink number:	2014-1-TR01-KA201-011965_4
❖ Τίτλος σχεδίου:	Peace through Traditional Toys and Games
❖ Συντονιστής:	<b>Pakmaya Ilkokulu</b>
❖ Εταίροι:	<b>4<sup>ο</sup> Δημοτικό Σχολείο Ραφίνας</b>
	EB1/PE de Câmara de Lobos
	Scoala Gimnaziala "Pia Bratianu"
❖ Χρηματοδότηση ελληνικού σχολείου:	16.700,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project called 'Peace through Traditional Toys and Games' has been developed by schools from Turkey, Romania, Portugal and Greece.

Long stage of observing pupils, conducting mini questionnaires and considering the experience of school teachers have revealed some realities at school. Pupils have communication problems with their peers and suffer from various learning difficulties. Several reasons have been identified for the problems; the majority of the pupils are children of immigrant parents coming from different parts of the country and suffer from the consequences of integration problems. They lack opportunities of reaching the social, cultural and intellectual resources of today's life due to the low income of the families and exclusion from life opportunities.

The project has a number of objectives. First of all, pupils will overcome—at least—some of these disadvantages through the innovative approaches and materials traditional toys and games by facilitating their learning, promoting communication with 'others', raising their self confidence and encouraging integration. Local teachers, trainers, education authorities will be able to learn an innovative approach on teaching school subjects using traditional toys and games as primary tools through workshops, project tasks, demo lessons, trips, festivals and products.

The partner schools have similar student profiles and handicaps. They all have a vast experience in developing alternative teaching methods and using creative materials to diversify their school education.

Meetings with all stakeholders will be organised to revise or update the project objectives, activities and dissemination plan.

Workshops on toy making and using in classrooms will be organised. Classroom project works called 'Designing Toys' will be carried out by pupils. Teachers, volunteer young people and other participants will be monitoring. The team will also focus on the possible ways of including ICT during toys making. Study meetings will be organised to prepare a booklet called 'Make Your Toys and Have Fun'. The digital version of the booklet will be shared through the Net. Toy Caravan, Toy Tree, and Calendar will be some of the productions of the project. 'Fly Your Kite for Peace' activity will be organised. The aim of project is to raise awareness about peace among their peers and people of the world. Meetings with the local education authorities will be arranged. Project participants will be active and engaged in decision making platforms at pre-, while and post project processes. The responsibilities will be shared fairly considering the strengths and weaknesses of the schools. The Humanistic way of learning (incorporating feelings) will be applied primarily to realise the objectives of the project.

The long term outcomes of the project will be: promoting Toys and Games will be recognised one of the good solution for the children's communication and learning problems. The participants and participating organisations will become competent in the process of launching overseas projects. The experience and positive outcomes of the project will diversify the skills of the participants, participating organisations, target groups and other stakeholders in many aspects. They will also be exposed to cultural diversity of Europe, become familiar with active citizenship and sustainable development. Also, they will find the opportunity to promote their professional perspective, understand the qualifications in Europe and build up long-term relationship with project participants. The project will develop all stakeholders' awareness towards other cultures in the context of European citizenship and exchange a considerable number of experiences, knowledge, different practises and perspectives.

## ■ 6<sup>ο</sup> Δημοτικό Σχολείο Αιγάλεω

❖ EPlusLink number:	2014-1-TR01-KA201-012056_5
❖ Τίτλος σχεδίου:	Children-Architects to Create Homes
❖ Συντονιστής:	<b>Κϋζϋκκεμεσε ΙΜΚΒ Yavuz Sultan Selim Secondary School</b>
❖ Εταίροι:	<b>6<sup>ο</sup> Δημοτικό Σχολείο Αιγάλεω</b>
	Agrupamento de escolas D Pedro I
	GO! Basisschool Schaarbeek Hendrik Conscience
	Istituto Comprensivo Castel Frentano
	Szkola Podstawowa Nr 11 z Oddzialami Integracyjnymi im. Kornela Makuszynskiego
❖ Χρηματοδότηση ελληνικού σχολείου:	20.215,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

It is important for children to understand, early in life, the significance of how and why architecture and design and also cultural heritage are created and the history behind these institutions. It is also extremely crucial for children to become acquainted with, and be able to appreciate the substance and qualities of these art forms.

Our educational system is based on factual knowledge and logical thinking. We test them to check whether they achieve the set goals. We mark them according to their mistakes. We standardize them as much as we can. The less highly rated subjects are the creative subjects, those for which marks are not necessarily given, which do not necessarily have any other purpose than to show the children that in their free time they might be able to do something with music or art. Below them come the more peripheral subjects such as design, drama and the like. It occurs as the lower priority on the development of the children's creative potential.

They have to be trained in logical thinking, but not in creative thinking. We need to ensure that all of our children's talents and creative gifts are developed in exactly the same way as their academic skills.

We need to stimulate creative thought at school level if we want to be a qualified society which dares to think creatively, differently, off-the-wall and against the stream. It's possible to instill these dimensions in children through play, on their terms, in their world.

The experiences they have as children at school eventually evolve into a kind of responsibility. Whether you are an architect, a designer, a town-planner, company director, politician or president, it matters that you have absorbed such experiences. And that experience starts back in the art classes.

This education will constitute a meaningful part of the students' other subjects giving students a better chance of gaining insight into and knowledge of all subjects, being the classic artistic disciplines or other areas of study, in which students can sample and remix form and meaning from different fields of knowledge and periods in our common culture and history.

Teachers will be able to exchange the knowledge and experience which will turn the schools into an alternative learning environment for students and they will have the chance to express their opinions, ideas and observations in visual and material form. With the cooperation in the international level, all involved learners, staff members and the community will build a strong European identity achieving by actions and activities carrying out in all participating countries.

This partnership consists of 6 schools from Greece, Poland, Italy, Belgium, Portugal and Turkey. All the partners are willing and determined, they have a motivation to participate in the project, compatible organizational missions, self confidence and a good history about the social inclusion, capacity of qualified and voluntary staff to involve in the project, support and participation of the school administration, enough knowledge about their community, quality of cultural competence, collaboration capability, technical capacity and skills to contribute to the overall project.

Project CATCH consists of 16 activities was prepared under the guidance and technical support of the academicians Assoc. Prof. Dr. M. Tolga Akbulut, Assoc. Prof. Dr. Aynur Çiftçi, Assist. Prof. Dr. Dilek Ekşi Akbulut from Yıldız Technical University, Faculty of Architecture. Every activity was prepared with detailed explanations of The Duration of The Activity, Objectives, Materials, Learning Activity Method, Pre-Preparation of the Activity and Evaluation-Teacher's Opinion parts. In this implementation process all the partners will use their own culture and cultural heritage adhering to the main framework. All project partners who were chosen based on their proximity to a Faculty of Architecture will be able to be supervised by the experts. In the meantime, the faculties will be in communication with each other.

The impact of the project CATCH can be explained with the word of Pihla Meskanen, the director of ARKKI ([www.arkki.nu](http://www.arkki.nu)): "Lessons in architecture give children new opportunities, methods and tools for influencing the way in which building environment of the future will be shaped. They open new windows and doors onto a world of possibilities, onto the prospect of an as yet unknown future".

## ■ 12<sup>ο</sup> Δημοτικό Σχολείο Κατερίνης, Πιερία

❖ EPlusLink number:	2014-1-TR01-KA201-012419_2
❖ Τίτλος σχεδίου:	Touch The Magic Of Fairy Tales
❖ Συντονιστής:	aysegul arsoy ilkokulu
❖ Εταίροι:	12 <sup>ο</sup> Δημοτικό Σχολείο Κατερίνης, Πιερία
	Agrupamento de Escolas D. Maria II - Braga
	COLEGIO EDUCACION INFANTIL PRIMARIA RIO TAJO
	Garkalne Art and Secondary school
	SCOALA GIMNAZIALA NR. 189
	Szkola Podstawowa im. Marii Konopnickiej
	zakladni skola a gymnazium Vitkov, prispevkova organizace
❖ Χρηματοδότηση ελληνικού σχολείου:	17.215,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Touch the Magic of Fairy Tales” consists of 8 carefully selected partners from Turkey, Latvia, Czech Republic, Poland, Romania, Greece, Spain and Portugal. The age range of students are 4-11 in the project. In the globalizing world it is very important to teach young generation with the feelings of tolerance and openness towards other nations. The best way to do it is to meet, discuss, talk and play together.

The project would be a means to break with the rural isolation of our schools grouping. All the partners have unique roles to fulfill during the project process. In each country fairy tales are an integral part of the entire primary school curriculum, incorporated into both interdisciplinary instruction, as well as spiral curricula. Fairy tales objectify students imagination in education and they develop our students ability of creative thinking and mental development and help in primary education because their setting is enchanted.

European Union level requires clear leadership and shared vision between authorities and stakeholders. All the stakeholders will have an active role during the project activities like, playing with balloons in the colours of the flags of all participating countries, project logo and flag competition, questionnaires, the presentation of a fairy tale and making a film, invitation of parents, grandparents or professional tellers of fairy tales, learning songs belonging to fairy tales, performing a play about fairy tales, creating pictures of fairy tales for the calendar 2016, staying overnight at school for a «night of literature», developing a «book with pictures (TMOFT), school festivals, exhibitions, producing a dictionary of fairy tales, seminars and meetings. The child-appropriate partnership symbol - a doll - was named EUdoll. Children play with dolls and puppets and in so doing, transfer their own imaginary identities to their toys. The participants use this phenomenon in their project work. Through play she demonstrates to the children the concept of project cooperation. In a playful way the children learn: you and I, we ALL are Europe! In joint work with the children, EUdoll is dressed step-by-step as the project progresses. During the final meeting at the end of the project, EUdoll is presented, fully dressed in clothing from all the participating countries. During her travels EUdoll keeps a project-specific fairy tale book (travel diary). She records her experiences with new friends she meets in each of the project countries. The children themselves are responsible for the entries into her diary, each country writing in its native language. In this way the children are familiarized with the specific characteristics of each partner country. The same entries are also recorded in English, because language learning is another important objective.

In joint educational project emphasis is placed upon both the unique and individual, as well as upon shared elements, thus strengthening the idea of a European identity. On a more practical level, the project will improve understanding of how the European Union is organized and what study and employment opportunities are available for pupils. Teachers will learn about the Education systems in different countries and have opportunities to observe and share good practise during mobility visits.

Participants will work closely with partners schools, developing skills of co-operation, shared responsible. The project will highlight the harm that racism, prejudice and inequalities cause within our societies and the importance of promoting tolerance and respect for our European neighbors. With a more accessible world, through communication, education and travel, it is fundamental that schools have a ‘International Dimension’, looking beyond its own doors and local community to learn about and embrace other nationalities, cultures and languages. We will work regularly in the future with the materials produced during the project such as CDs, booklets, websites, diaries, etc.

## ■ 3<sup>ο</sup> Γενικό Λύκειο Βέροιας

❖ EPlusLink number:	2014-1-TR01-KA201-012982_5
❖ Τίτλος σχεδίου:	Live And Learn At School
❖ Συντονιστής:	Sirinyer Anadolu Lisesi
❖ Εταίροι:	3 <sup>ο</sup> Γενικό Λύκειο Βέροιας
	1st Comprehensive School of M. Rej IES CERRO DE LOS INFANTES Liceo Scientifico "M.B.Mangino" Zemgales vidusskola
❖ Χρηματοδότηση ελληνικού σχολείου:	14.005,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Because of the high rates of dropouts of formal education as a result of absenteeism in our school, which is quite far from the EU's 2020 targets, we decided to set up a project. Through eTwinning, we got partnership proposals from different European schools suffering from the same problems. As a result of intensive communications we set up our partnership with the schools from Poland, Italy, Latvia, Spain and Greece. We conducted a survey among the partner school students and identified that there is a significant audience who has concerns about their future and finds the schools boring places. Survey results also showed us that the teachers' attitudes, boring lessons, exam anxiety, academic failure, inability to socialize and being happier outside of the schools were the reasons of attending schools unwillingly.

Those findings led us to establish the project called 'Live and Learn at Schools' (LAL@S) with the aim to provide contribution to the students who dislike the school and have tendency to dropout with absenteeism problems and have ineffective academic success with limited basic skills and with less team spirit, to turn into qualified and skilled individuals who are interested in schools, willing to learn, who have objectives and adopted European values, open to communication and to different cultures in line with the EU's 2020 objectives.

As a start to the project we will organize a 30 hours - Active and Cooperative learning seminar for the teachers to have competence about preparing student centred module activities. The teachers in English, mathematics and in Science branches will design activities in international meetings for the module DVD. Hundreds of students between the ages of 14-15 will be included in the project by applying the module activities at schools. The impact and the quality of the project and the activities will be measured by the surveys to be applied to the students, to teachers, to the parents and to the school administrations. To reach the Project objectives, 6 international meetings will be organized. In these meetings, the risks and the opportunities and the details of work plan will be negotiated, English, Mathematics and science activities will be designed and the activities of European citizenship and Intercultural learnings will take place.

The activities designed by the teachers will be piloted in host schools for five days and will be evaluated. Effectiveness and the quality proven activities will be collected in a module DVD called 'Activity Based Curriculum' (A.B.C.).

It is aimed to create awareness about advanced democracy, respect for nature, equality, empathy with handicapped people on participants with the activities in European citizenship and in Intercultural learning meetings.

A website and a project magazine will be designed to introduce all project activities and will be used in dissemination, sustainability and in accessibility with the module DVD.

In international visits sightseeing trips will be organized with the aim to observe the life styles of different cultures, to build up long lasting friendships and to develop communication skills in foreign languages under the organisations of host schools.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Σαλαμίνας

❖ EPlusLink number:	2014-1-TR01-KA201-013069_6
❖ Τίτλος σχεδίου:	Young Voices in the European Democracies
❖ Συντονιστής:	Tevfik Ileri Anadolu Lisesi
❖ Εταίροι:	1 <sup>ο</sup> Γενικό Λύκειο Σαλαμίνας
	44 Secondary School Neofit Bozveli
	Colegiul National Gheorghe Lazar Sibiu
	Gaußschule 2
	IES.José Rodrigo Botet
	ITI NULLO BALDINI
	Lycee polyvalent privé Albert de Mun
	Verzlunarskoli Islands
❖ Χρηματοδότηση ελληνικού σχολείου:	45.930,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The background of this Erasmus project according to the Europe 2020 Strategy, the ET 2020 Strategy and the Bruges Communiqué, is the youth participation, fostering a sense of citizenship and makes policy processes more transparent and accountable towards young people. At the same time, it helps young people build self-confidence, develop a sense of initiative and acquire test skills that are relevant for the workplace, such as communication, negotiation or teamwork, in a practical environment: the participation of young people in democratic life in Europe.

The overall goal is to support the development of a generation of young people more participative and responsible of their society, who feel that they are vital and integrated members of not only their own countries but also of the European Union and the rest of the world.

In addition, to promote take-up of innovative practices in education, training and youth by supporting personalized learning approaches, collaborative learning and critical thinking, strategic use of Information and Communication Technologies (ICT), open and flexible learning, virtual mobility and other innovative learning methods.

The main objective is to make students understand how democracy works on different levels in society and what has been the Democratic history in our countries. To get intercultural competences: Enable them to take an active part in decision-making. We want to practice the Dialogue technique a such a way to improve our mutual understanding and to deep in the Democratic values like equality, freedom, solidarity, respect and how they are getting.

We are a team of 9 Secondary Schools from 9 different countries.

The profile of students who will participate is students aged 14-17, secondary school who are interested in the social participation, the collaboration and want to improve social and linguistic skills. The profile of teachers who will participate is a cross team: English, Philosophy, Technology, History, Economy, Computer Sciences, Biology.

In order to develop the project we are going to do different kind of activities: before, during and after of the project.

Before/Management activities: Schedule of the project, Brochures to disseminate the project, Presentations to disseminate the project to parents, school and all staff, the assessment documents.

Developing the project: Trips, Students councils, Researching and presentations, Etwinning Project, Video, Diary, Reporting of the trip, Visiting the main regional Democratic Institution (Regional Parliament), web, blog.

After: Survey, assessment documents, Articles.

The methodologies to be used in carrying out the project are going to be collaborative, active and participative based on communication and sharing experiences by dialogue.

We expect our project to have on students and on the institutions which participate:

**On students:** to build their opinions and ideas about the Democratic process and institutions to become in active European citizen. Improving the English, digital, communication and cultural skills and also to learn collaborative ways to work.

**On teachers:** Material AICLE to incorporate a Multilingual approach, Increased cooperation between all levels of education.

The potential longer term benefits will be getting basic attitudes for our future as active European citizenship based on communication and dialogue in resolving problems, building opinions, becoming aware about our behaviors and their consequences and making responsible choices.

## ■ 1. Δημοτικό Σχολείο Ελευθερούπολης

❖ EPlusLink number:	2014-1-TR01-KA201-013133_4
❖ Τίτλος σχεδίου:	Only one world, don't waste it
❖ Συντονιστής:	Türkiye Odalar ve Borsalar Birligi Ortaokulu
❖ Εταίροι:	1 <sup>ο</sup> Δημοτικό Σχολείο Ελευθερούπολης ASSOCIATION IMMACULEE CONCEPTION IES BAELO CLAUDIA IIS "N.COPERNICO - A.CARPEGGIANI" Ropazu vidusskola Scoala Gimnaziala Comuna Silistea Judetul Braila Treto osnovno uchilishte "Hristo Botev" grad Sandanski
❖ Χρηματοδότηση ελληνικού σχολείου:	25.905,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This saving consciousness and wasting management oriented partnership, will provide interaction of communities and individuals. It will keep forefront the identification of basic consumption materials (gas, electricity, water, paper, plastic and glass etc.) which are being most consumed by students and parents of our school; and also will provide management and prevention of wasting these materials by making them used, reused and recycled efficiently to grow more skillful and conscious individuals for sustainable economic future in their own countries and the world.

It's clear that at schools both in Turkey and Europe, plastic and paper are the most consumed materials after electricity, water and gas. And also at our school, the usage of these materials is in high levels. As it is known, the raw and source of these basic consumption materials are decreasing but the usage of them is increasing day by day. In this intense consumption world, training and managing conscious students who can internalize these saving and conscious behaviors and can transfer wasting behaviors to real life as saving behaviors is the most important and urgent task for us. Because according to EU Environment Commission: "If the rest of world lived like Europeans do, we would need two planets to support everyone's demands". So we shouldn't carry out only formal duties of our school but also non-formal for our future generation. We shouldn't forget that the most valuable heritage which we can bequeath for our children is our world.

We can achieve this prevention and management task by interaction in every respect of European schools. By mutual evaluation and working together, emerging different cultural, environmental and academic and practical learning approaches will be building blocks of our project works. At the same time in this Global crisis world, this consciousness will make our students more successful, flexible and entrepreneur in academic, social and economic life and they will discover the meaning of active European Citizenship.

We will follow two thematic management activities to reach these goals and to assess the interactions between human health, environment and economy. First we will make more efficient and sustainable the usage of water, electricity and gas with the monthly bill questionnaire (smart bills). Second we will recycle and reuse plastic and paper efficiently by the power of garbage. In addition to these activities we will form Social clubs, Project schedule, Project decision book, Budget control file and Twinspace as main five tools to be ensure proper budget and time management.

## ■ 1<sup>ο</sup> Δημοτικό Σχολείο Γιαννιτσών

❖ EPlusLink number:	2014-1-UK01-KA201-000032_6
❖ Τίτλος σχεδίου:	Maths paths in Europe
❖ Συντονιστής:	St.Mary & St. Thomas Aquinas Catholic Primary School
❖ Εταίροι:	1 <sup>ο</sup> Δημοτικό Σχολείο Γιαννιτσών
	Gradinita cu Program Prelungit Ion Creanga Zalau
	ISTITUTO COMPRENSIVO DI TAVAGNACCO
	NUUESTRA SEÑORA DEL PRADO
	SAMSUN OZEL FINAL ORTA OKULU
	Szkola Podstawowa im. St. Mikolajczyka w Jaszkowej Dolnej
	VBS Petegem-aan-de-Leie
❖ Χρηματοδότηση ελληνικού σχολείου:	12.840,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“Strategic Maths paths in Europe” will bring together mathematics education expertise from a range of European parties to develop mathematical skills and concepts. It will aim to recognise good practice and strategies in all participating institutions and raise the level of attainment of mathematics in all partner schools as well as improve pupil’s confidence in using and applying mathematics skills in all contexts. It is designed to give teachers the skills and confidence to teach mathematics, focusing on subject knowledge and pedagogy.

We aim to develop a positive attitude towards mathematics, including the acquisition of higher-order skills, such as the ability to explore, to reason and to communicate mathematically. We want children to use their mathematical skills effectively to solve mathematical problems with confidence in daily life.

The project will allow sound pedagogical approaches to mathematical teaching and learning to be shared as well as develop essential resources to support high quality mathematical experiences for all young children and create a «tool kits» and high quality resources for all areas of the mathematics curriculum. In addition to this, the project is aimed at developing an understanding of similarities and differences between the culture, lifestyles, celebrations, festivals and traditions of participating schools.

It is hoped that the project will be embedded into the curriculum, with a cross curricular thematic approach. It will take the form of 6 mini topics across the 2 years; Maths in the Street, Maths in the Shops, Maths on the Playground (around school), Maths at Christmas, Maths in the Kitchen and Maths in the Garden.

The main focus in each of these mini topics will be on the «3 C’s» - Calculation, Communication and Culture.

**Calculation** - Pupils will explore and discover fascinating mathematical concepts in an exciting and interesting way. They will perform a series of hands-on, fun mathematical activities which they share between participants. The children will exchange and take part in sharing, skills, strategies and techniques for problem solving and improving pedagogy.

**Communication** - The pupils and staff of all partner schools will continuously develop many new ICT skills. This will be through; e-mail, skype, video conferencing, website, presentations, video, radio broadcasts and podcasts.

**Culture** - The children will exchange cultural information between partner schools to develop a greater understanding of each other’s traditions, customs and important cultural events, this will be linked directly to the 6 mini topic themes.

We believe that through developing European partnerships we will be supporting great potential for curricular benefits. It will enrich the experience of teaching and learning across the curriculum, as well as provide inspiration, a vital source and a real life context for developing many curriculum skills.

## ■ 1<sup>ο</sup> Γενικό Λύκειο Καλύμνου

❖ EPlusLink number:	2014-1-UK01-KA201-000046_6
❖ Τίτλος σχεδίου:	Innovative Digital European Active Learning
❖ Συντονιστής:	<b>St Michael's Grammar School</b>
❖ Εταίροι:	<b>1<sup>ο</sup> Γενικό Λύκειο Καλύμνου</b>
	BHAK und BHAS Oberpullendorf FONDATION PROVIDENCE DE RIBEAUVILLE ECOLE JEANNE D'ARC Friedrich-Engels-Gymnasium Istituto Superiore "A. Rizza"
❖ Χρηματοδότηση ελληνικού σχολείου:	67.879,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Youth unemployment is high across the EU, particularly in two of our partner schools; Italy and Greece. This project will help equip students and staff with six essential skills to help address deficiencies in the taught curriculum: Employability, Linguistic, ICT, Presentation, Literacy and Numeracy skills. A main objective is to ensure that skills for the labour market are developed and that the curriculum in each partner school is meeting the skills and knowledge demands of the local, national and European economy. Participants will evaluate and explore the effectiveness of their schools in meeting labour market demands and will establish partnerships with social enterprises, local businesses and economic development agencies to help match the curriculum with labour market skills needs, a key objective from the Bruges Communiqué.

There are three Objectives:

1. boosting employability skills and school-business links
2. using innovative e-learning to raise attainment
3. developing a stronger sense of European identity

It is expected that up to 40 people will participate in each of the six schools, so 240 in total. There will be a balance between staff and students. Student profile are ages 15-18. We will target those students that are socially and economically deprived. We will also target students geographically isolated and students with special educational and physical needs. Staff will be teaching and non teaching members of the school. We will have ICT specialist teachers and technicians also.

We plan to carryout some ambitious activities centered around the use and promotion of ICT and digital resources in learning and teaching, developing key skills and strengthening participants sense of European identity. Students will undertake a comparative study on Careers education, guidance and preparation for working life. Students will asses the impact of high youth unemployment and make suggestions on how to reduce this. Students will also work on a collaborative European Citizenship project where they will research the development of EU integration in their region, design a scheme of work on learning and teaching about the EU and design and carryout their own pressure group campaign as active EU citizens. Students and staff will also create their own video blogs on social media charting their progress in learning a new language.

We will hold two multilateral events: a digital teaching fair to share best practice in the use of eLearning and ICT in education. We will also hold a Conference at the European Parliament on our project objectives and outcomes.

Our project is designed to embrace digital technology and to ensure that ICT is at the heart of our project from initial virtual communication in writing this application form, sharing project ideas, communication during planning and implementation and the use of the Internet to evaluate and disseminate activities and outcomes. We will use IT to its fullest potential in disseminating and permanently sharing our resources. All materials from the various planned activities will be saved as PDFs to enable them to be uploaded as iBooks, Staff Hand Books, Apps and printable resources to download from websites. We will have links to our iDeal website, e-twinning portal and the Erasmus platform.

Our lesson plans, resources, research, Apps and other materials raise standards across the national curriculum. Part of our dissemination targeting is national education departments who could promote and endorse our project resources and digital materials as good practice for all schools. The key skills and the entrepreneurial spirit developed will help reduce youth unemployment and contribute to economic growth. Students and staff will become more empowered and active European Citizens. Our conference and eLearning fair will share the very best of the digital practices and project outcomes delivered.



## ■ 4<sup>η</sup> Δημοτικό Σχολείο Πατρών

❖ EPlusLink number:	2014-1-UK01-KA201-000219_5
❖ Τίτλος σχεδίου:	Be Enterprising, Succeed Together
❖ Συντονιστής:	Howes Primary School
❖ Εταίροι:	4 <sup>η</sup> Δημοτικό Σχολείο Πατρών
	Gozo College Boys' Secondary School
	Holstre Kool
	I.C. "BAGHERIA IV-ASPRA"
	Lunde 10-årige skole
	Zespol Szkol nr 10 im.prof.J.Groszkowskiego
❖ Χρηματοδότηση ελληνικού σχολείου:	22.705,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The aim of this project is to raise the aspirations of our pupils and their families; to encourage our pupils to stay in education for longer and to give our pupils key business skills that they will be able to use in the future. This is necessary because many of our pupils have low aspirations and they feel that they have very limited career prospects. They are not aware of all the opportunities that are open to them across Europe and they do not know how to translate their dreams about the future into reality.

3500 pupils from 7 schools in Estonia, Greece, Italy, Malta, Norway, Poland and the UK will participate in this project. Many participants live in areas of high deprivation and high unemployment. There are many disadvantaged families at all schools and there are many pupils with disabilities at all schools. Two of the schools provide specialist regional support for deaf pupils. All pupils will benefit greatly from this project. They will also benefit from the opportunity of working collaboratively with students from across Europe.

The project will last for two years. The first year has a focus on jobs. Pupils will reflect on their strengths and interests and how they could use them in future employment. Students in higher education will talk to our pupils about their studies. Our pupils will interview family members about their jobs and experiences of education. They will investigate jobs in their locality and learn about jobs across Europe. This will culminate in a European Jobs Fair led by pupils from all partner schools. The second year will have a focus on business skills and entrepreneurship. Pupils will learn key business skills such as economics, marketing and project management. These skills will make them more employable and also enable them to participate in two entrepreneurial challenges. The first of these challenges will be to create a business venture run by pupils at all partner schools. The second will invite pupils to submit business plans. Those accepted will have the opportunity to run a small business for 4 weeks. There will be a range of awards including business making the most profit and company offering most support to the community.

The project will consist of a range of activities whereby pupils work collaboratively. By the end of the project our pupils will have raised aspirations and a clear understanding of how to be successful in achieving future employment. They will develop a 21st century skill set that will enable them to take responsibility for their own future. We hope to develop well educated, proactive and responsible citizens who are able to make a positive contribution to making a better Europe.

## ■ 50<sup>ο</sup> Δημοτικό Σχολείο Πατρών

❖ EPlusLink number:	2014-1-UK01-KA201-000250_2
❖ Τίτλος σχεδίου:	LET`S IMPROVE
❖ Συντονιστής:	<b>Ballysillan Primary School</b>
❖ Εταίροι:	<b>50<sup>ο</sup> Δημοτικό Σχολείο Πατρών</b>
	Budapest XXI. Kerületi Karácsony Sándor Általános Iskola
	Kirsehir 30 Agustos Zafer Ilkokulu
	Scoala Gimnaziala "Pia Bratianu"
	St Clares Primary School
❖ Χρηματοδότηση ελληνικού σχολείου:	17.625,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Integrating practical and theoretical knowledge in primary education institutions` curricula can provide opportunities for students to gain the skills needed now and in the future on the labour market, and thus improve their future employability. The local authorities in each participating country have identified a need to improve the quality of education in Numeracy and Business Studies for future employability, therefore the Strategic Partnership will support a project-based collaboration between students and staff, to develop, test and adopt a joint curriculum between participating Primary Schools, based on an exhaustive needs analysis and focusing on a "real-life" transnational approach.

The objectives of the project are to improve the quality of education in maths and business studies and to increase the take-up of these subjects in upper secondary and higher education. The Strategic Partnership will support the development of better progression routes into higher education and graduation, with a specific focus on non-traditional learners, such as students from under-represented groups or with disadvantaged backgrounds, by transferring and testing innovative approaches.

With an aim of improving numeracy and financial literacy competences of disadvantaged student groups (socio-economically disadvantaged), monitoring and support of this student population will also be tested in particular via tailor-made services that aim at preventing drop-out and encouraging graduation within the expected time.

The Strategic Partnership will also imply teaching/learning activities, including student mobility. The final result is the adaptation of the model, its implementation by participating Primary Schools and the dissemination to organisations beyond the partnership, aiming in particular at other education providers and key policy-maker.

The project activities take place both through the project TwinSpace on the eTwinning site and face to face where a group of pupils from each school participate with their teachers. The project activities involve staff exchange between the participating organisations, with the aim of exchanging experiences and good practice. The partners share materials and resources, and develop units of cross-curricular work in maths and business studies, that are tested in primary schools. At the same time, a research compilation in the field is conducted, and discussed during a transnational meeting where a final handbook is developed and plans the testing and evaluation of the improved methodology.

The contributions made during the project work will be published in English and national languages. It will be presented to the attention of the Ministry of Culture, Ministry of Education, youth and science and other cultural institutions connected to the topic. The virtual exhibition will popularize the European heritage. The results from all activities will be popularized and published. The schools intend to make use of the results of this project in their educational implementations. To ensure sustainability and dissemination of project results, the Strategic Partnership foresees conferences at local, national and European level, as well as designs jointly a follow-up strategy.

## ■ ΠΛΑΤΩΝ Μ.Ε.Π.Ε.

❖ EPlusLink number:	2014-1-UK01-KA201-000252_5
❖ Τίτλος σχεδίου:	Successful Scientists
❖ Συντονιστής:	<b>Canning Street Primary School</b>
❖ Εταίροι:	<b>ΠΛΑΤΩΝ Μ.Ε.Π.Ε.</b>
	Madsebakken skole
	Osnovna sola Log - Dragomer
	Scoala Gimnaziala Nr.5, Brasov
	Zakladni skola Protivin, se sidlem 398 11 Protivin, Komenskeho 238
	ZER GUILLERIES
❖ Χρηματοδότηση ελληνικού σχολείου:	18.440,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### Context/Background of the project

We are a group of 7 countries, some of whom have worked together for the last two years on a project about sustainability. It was a successful partnership and we wanted to continue our good work about sustainable issues. We were all interested in science, wanted to strengthen the teaching and learning of science and felt that it continued to link with the subject of sustainability. We established links with new partners to further develop our knowledge & experiences.

We are a diverse group of schools and this further enhances the learning for both teachers and students.

### Objectives of the project

- to develop innovative and exciting ways of teaching and learning of science concepts
- to foster a thirst for knowledge, a sense of excitement, increased engagement and a love of learning about the world in which we live
- to improve the following: levels of attainment for all children and in particular the target groups identified in the project plan, teamwork, reasoning and enquiry skills, speaking and listening skills
- to understand the need for a sustainable environment
- to increase the enjoyment and skills for teachers in the pedagogy of science

### Description of activities & Methodology

To work together to develop innovative teaching methods and resources for the following areas of science: Sound, Earth & Space, Properties of materials, Light and Electricity, Humans, Animals & habitats, Forces & Magnets.

Each school will try different methods of teaching a concept. They will use their expertise in each school, and/or use external providers/trainers to develop the concepts and materials in an innovative and exciting way. The ideas, where possible, will be linked to sustainability and how we may need to sustain our planet in the future.

### Description of the results

Each term the most innovative ideas/lessons/resources will be collated to form a bank of resources that teacher, schools in the locality and the wider community can use to teach.

### Impact of the project

The project will have increased the levels of attainment achieved in science for each school.

- it will have achieved an increase in attainment for all pupils, especially the target groups within the project
- it will have increased the competency of teaching those areas of science
- it will have increased the thirst for knowledge, excitement and engagement for learning of the students

### Long Term benefits

- it will have raised the profile of Science in all schools
- it will have raised the expectations of teachers performance and capability of teaching of science
- it will have promoted knowledge of Erasmus Projects to schools in the wider community
- it will have strengthened relationships and exchange of best practice between partner schools
- it will have increased moral
- it will have increased the incentive of staff and pupils
- it will have increased knowledge and understanding of how to teach in an innovative and exciting way to stimulate the interests of all pupils



## ■ 3<sup>ο</sup> Γενικό Λύκειο Ιλίου, Αθήνα

❖ EPlusLink number:	2014-1-UK01-KA201-000255_5
❖ Τίτλος σχεδίου:	New Waves - the sea and water as a focus for innovation in teaching and learning
❖ Συντονιστής:	<b>Saint Gregory's Catholic College</b>
❖ Εταίροι:	<b>3<sup>ο</sup> Γενικό Λύκειο Ιλίου, Αθήνα</b>
	IES EL CHAPARIL
	Istituto Tecnico Commerciale, per Geometri e il Turismo Gaetano Salvemini - Molfetta
	IZMIR KIZ LISESI
	Riga Purvciems Secondary School
❖ Χρηματοδότηση ελληνικού σχολείου:	42.380,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Seas (and waterways) have always been places of conflicts and or encounters. With this project we aim at arising students' awareness of opportunities and problems existing in maritime regions or towns; we want to understand how sustainable relationships with seas and waterways can help improve our lifestyles and at the same time defend the so-called blue gold, i.e. water, which is one of the most precious resources of our planet. We will analyse the meaning of seas and waterways for Europe both in the past and at present and how they can become places of encounters, contribute to economic development and help build bridges between countries.

Europe is encircled by seas and is washed by the Mediterranean Sea which has had an outstanding importance in human and European history: it was the cradle of human civilisations; moreover this sea washes European Asia and African countries and is connected with other seas such as the Atlantic Ocean, the Black Sea, the Sea of Marmara and the Red Sea and for this reason is the most important geopolitical hub in the world.

Taking the Sea and waterways as our inspirational source will stimulate teachers and students to engage in a wide ranging investigation of its influence in all our lives. This will be the stimulus for work in many subject areas and contribute to cross-curricular and inter-disciplinary working.

Teachers will prepare innovative teaching materials and methods, working and sharing with their colleagues in partner schools. These schemes of work will be exchanged across the partnership, sharing good practice.

The outcomes of studies will be seen in home and partner schools and celebrated at mobilities which will be hosted by each school in turn. The mobilities will explore a particular aspect of our connections with the sea, proposed and facilitated by the host school. This includes studies of exploration and trade by sea, water pollution, leisure and tourism, floods and drought.

Students, teachers and their institutions will show positive changes in their attitudes to teaching and learning. Students will have developed their skills in team working, communication and language, creativity and problem solving through their work in their own schools and through sharing with partner students via ICT media and at mobilities.

Students will have been encouraged to complete courses to exam level and improve their life chances through engagement with further education. This will enhance their employability.

We shall see and appreciate institutional benefits and changes brought about by our working with partners from other European countries. These shall be disseminated widely ensuring a lasting legacy of the partnership.

A wider impact shall be seen and shared by parents and other stakeholders of students involvement with the wider European community, benefitting from shared values and aspirations.

## ■ Μονοθέσιο Νηπιαγωγείο Νέου Ζυγού

❖ EPlusLink number:	2014-1-UK01-KA201-000321_6
❖ Τίτλος σχεδίου:	Dissolving European Boundaries
❖ Συντονιστής:	St Mary's Primary School
❖ Εταίροι:	Μονοθέσιο Νηπιαγωγείο Νέου Ζυγού BEGOÑAZPI IKASTOLA Circolo Didattico S.D.Savio - T.Fiore Harvialan koulu Scoil Eoin Pol
❖ Χρηματοδότηση ελληνικού σχολείου:	16.770,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project came about as a result of previous Comenius partnerships. The objectives of this project are to train staff to create, maintain and develop a Virtual Learning Environment i.e. a Moodle which will provide a safe, password protected environment for staff and pupils to communicate, work together and exhibit, exchange and evaluate completed work.

The curriculum focus driving the Moodle forward will be acquisition of a second language and teaching/learning of the environment and environmental issues.

The project will be child-centred right from the beginning with pupils being involved in planning the activities through the setting up of an Erasmus Plus committee in each school.

Partners come from six European countries some of whom have previously worked together on past projects who include: Ireland, Northern Ireland, Finland, Spain, Greece and Italy.

As a result of the project it is envisaged that staff and pupils will gain knowledge, skills, competencies which will enable them to travel for work and education hence Dissolving European Boundaries.



## ■ 2<sup>ο</sup> Δημοτικό Σχολείο Αλικαρνασού

❖ EPlusLink number:	2014-1-UK01-KA201-000335_5
❖ Τίτλος σχεδίου:	EuroBook Buddies
❖ Συντονιστής:	<b>St Vincent's Catholic Primary School</b>
❖ Εταίροι:	<b>2<sup>ο</sup> Δημοτικό Σχολείο Αλικαρνασού</b>
	Istituto Comprensivo Terme Vigliatore
	Ozel Altinyildiz Ilkokulu
	Szkola Podstawowa im. Mikołaja Kopernika w Lazynie II
❖ Χρηματοδότηση ελληνικού σχολείου:	27.405,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

'EuroBook Buddies' is a project aimed at supporting students in five schools in England, Turkey, Poland, Italy and Greece to explore past and present book making and publication technologies and use these to learn about the stories, cultures, traditions, daily life, geographical and historical features of our partner European countries.

We believe that story telling is a powerful way for all generations to pass on their knowledge and experiences. Our pupils will be involved in researching and presenting information and will explore traditional stories, family histories, histories of towns and buildings, stories of feasts and celebrations, songs and poems, instructions for traditional games and recipes, stories about family life and school life.

To support the students in recording their versions of the many stories they will hear and read, the teachers from each country will work together to find effective teaching methods. In particular they will investigate ways to improve basic literacy skills for the many children in our schools who have barriers to overcome in their learning.

The relationships between our teachers, students and parents will be nurtured by visits to each others' schools over a period of two years during which work will be exchanged and detailed plans made for the next activities. This will be supported by the building of a website where all our joint work will be shared and enjoyed by all. Each book activity will involve classes from the three schools writing their own versions. Some books will be made collaboratively with all partners contributing sections. These will be illustrated using a range of artistic media. Pupils will also prepare and rehearse oral stories to tell and film.

These will be published in a variety of ways including, bound paper books, pop-up books, digital multi-media books, interactive books where readers can make choices about the route to follow. By the end of the project each school will have built up a library of rich material painting a picture of life in the countries of their partners.

The technical skills needed to create such resources will become part of the curriculum, with teachers and students identifying the new capabilities they will need. These might include book binding, photograph and film editing, programming, uploading to websites and social network sites such as Youtube, using blogs to share ideas and comment on others work.

The language of the project will be English which presents a challenge to those whose first language is different (including those in the English school). Support through glossaries and translation tools will be developed. All participants will be encouraged to improve their knowledge of basic vocabulary of the languages of the other countries, particularly during visits to hosting schools.

It is hoped that the knowledge and skills gained will lead to long term relationships between the partner schools being maintained beyond the life of the project as schools become skilled in using technology for global communication and aware of the benefits in sharing teaching methods and improving students' achievements.

## ■ 1<sup>ο</sup> Γυμνάσιο Αμαρουσίου

❖ EPlusLink number:	2014-1-UK01-KA201-000374_3
❖ Τίτλος σχεδίου:	Together Through Tourism
❖ Συντονιστής:	The Ecclesbourne School
❖ Εταίροι:	1 <sup>ο</sup> Γυμνάσιο Αμαρουσίου
	Maria Auxiliadora
	Minimieninstituut
	Ruzgarlibahce Secondary School
	Zespol Szkol Samorzadowych
❖ Χρηματοδότηση ελληνικού σχολείου:	59.610,00 €
❖ Διάρκεια Σχεδίου:	24 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Starting in September 2014, this project entitled «Together Through Tourism,» will investigate developing and current European tourist destinations in each participating country (UK, Poland, Belgium, Spain, Greece and Turkey). Our investigations will consider 6 areas; culture, the environment, economy, sustainability, planning and development and finally alternative forms of tourism in the destinations. The main aims of the project, which are to promote not only our European partners', but also our own destinations, language, and culture to students will give them the opportunity to create and develop innovative ways of sharing their research, both in the real and virtual worlds, with 5 other partner schools.

The activities designed will be embedded into our schools curriculum and will also allow students to gain knowledge and understand of the 6 key areas, in preparation for creating their destination guide booklets. Activities throughout the project include students presenting from a business point of view, creating marketing strategies and suggesting ideas for revenue. Students will also work in planning committee to design a new tourist attraction and must take responsibility for budgeting, designing and promoting their attraction. They will also create a display on greenways tourist trails and humorous sketches between a travel agent and clients will highlight the various types of alternative tourism. The project will also aim to educate students on the importance of tourism directed towards natural environments, intended to support conservation efforts and observe wildlife.

To measure the outcomes of the project firstly we will pre-evaluate the knowledge students have in the matter, during the development the activity will be evaluated in terms of keeping of timetable, fulfilling of objectives and increasing of competence of students involved. This will be done through the use of academic performance indicators to measure if the students have improved their literacy, numeracy and ICT skills. We will also conduct interviews and questionnaires with staff, students and parents. Other methods of evaluation include observations, written text, media evidence and the number of staff and student mobilities.

Some of our results will be intellectual through the work that the students produce and will improve not only their knowledge of European tourism destinations but also their knowledge of the 6 key areas. They will also improve their skills in literacy, numeracy through these activities. Throughout this project, students will not only be able to develop the skills and attributes (such as good communication and teamwork, effective time management, careful planning, self- confidence, and independence) necessary to become successful in life after school, but they will also be challenged to look at situations from their partner's viewpoints, reflecting on the differences, but also the similarities that our countries have which ultimately bring us 'together'.



## ■ Τ.Ε.Ε. Ειδικής Αγωγής Α' βαθμίδας Αχαρνών

❖ EPlusLink number:	2014-1-UK01-KA201-002118_7
❖ Τίτλος σχεδίου:	Connecting Pupils to the European Space
❖ Συντονιστής:	<b>Great Malvern Academy</b>
❖ Εταίροι:	<b>Τ.Ε.Ε. Ειδικής Αγωγής Α' βαθμίδας Αχαρνών</b>
	CEIP VELADA
	Colegiul Tehnic de Electronica si Telecomunicatii "Gheorghe Marzescu" Iasi
	Gimnazjum Miedzynarodowego Partnerstwa z Oddzialami Dwujezycznymi w Wieprzu
	Institut Valldemossa
	Osnovna skola Gradac
	TEPECIK ORTAOKULU
❖ Χρηματοδότηση ελληνικού σχολείου:	18.505,00 €
❖ Διάρκεια Σχεδίου:	36 μήνες

### ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our "Connecting Classrooms to the European Space" Project aims to develop teaching resources which will enable partners to engage whole school communities in the European curriculum. The Project aims to develop a "Skills Audit Tool" which assesses knowledge and understanding of Europe. This tool will be able to be used with whole school communities. The project also aims to produce European Learning Materials and resources which will be accessible on line to enable the delivery of a European curriculum in school. The Learning Materials will be themed around key topics such as family, local and national heritage, traditional cuisine, and celebrations.

The partnership consists of 8 partners from 7 countries. All partners are schools and pupils range in age from 3 to 18, some having identified special additional needs. As a partnership we believe that all children in our school will benefit in some way, however within each school there is an identified target group. As a result pupils aged 6 to 16 are the key focus as beneficiaries of the project. All partners are committed to develop a formal European curriculum and so each partner will develop their own European Development Plan which will ensure the sustaining of the project activities. A Project Website will be developed as a key tool for sharing information within and out with the project partnership, each school website will be utilized to share information and to signpost where to access information and a etwinning teachers room will be opened where information relating to the project will be accessible.

THE CORE OBJECTIVES are to:

- develop an understanding of what it means to be a European Citizen
- encourage our pupils to be sensitive to different cultures
- develop a respect of the local, national and European heritage
- encourage our pupils to be open minded and thoughtful towards others
- celebrate similarities and be tolerant and understanding regarding our differences
- develop independent learning skills
- encourage our pupils to become self motivated learners
- improve reading and writing skills including the learning of English as a second language
- integrate the use of Information Technology into the curriculum and improve pupils' competency with ICT
- developing an understanding of being part of the the wider European Community amongst the wider school community eg parents, Governors, local dignatories
- provide opportunities for staff to experience different cultures which will enable them to see things from a different perspective
- enable staff to experience different approaches to teaching and learning
- creation of a communication network during the Project which is accessible on an open access basis and can be sustained following the completion of the Project



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ  
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