



Κατάλογος Εγκεκριμένων Σχεδίων
Βασικής Δράσης 2

ΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ 2016



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

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► Το Πρόγραμμα Erasmus+

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

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

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

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

Βασική Δράση 1/KA1: Μαθησιακή κινητικότητα ατόμων

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

Βασική δράση 3/KA3: Ενίσχυση σε θέματα Μεταρρυθμίσεων Πολιτικής

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

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



► Βασική Δράση 2 / ΚΑ2: Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών - Στρατηγικές Συμπράξεις

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

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

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

α. Στρατηγικές Συμπράξεις που υποστηρίζουν την καινοτομία

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

β. Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών

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

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

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

2.1. Στρατηγικές Συμπράξεις στον τομέα της Σχολικής Εκπαίδευσης

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

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

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

► **Στρατηγική Σύμπραξη:** Συνεργασία μεταξύ Σχολείων και φορέων που εμπλέκονται στην εκπαίδευση ή σε άλλον κοινωνικοοικονομικό τομέα με στόχο την αναβάθμιση της παρεχόμενης εκπαίδευσης και τον εκσυγχρονισμό των εκπαιδευτικών συστημάτων. Μετέχουν τουλάχιστον τρεις (3) φορείς από τρεις (3) διαφορετικές χώρες.

► **Στρατηγική Σύμπραξη αποκλειστικά μεταξύ σχολείων:** Τουλάχιστον δύο (2) σχολεία από δύο (2) διαφορετικές χώρες μετέχουν σε αυτή τη μορφή Στρατηγικής Σύμπραξης και συνεργάζονται σε θέματα κοινού ενδιαφέροντος τα οποία αναδεικνύονται ως προτεραιότητα στην καθημερινή διδακτική πρακτική των σχολείων-εταίρων.

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

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

2.2. Προτεραιότητες των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης

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

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

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

2.3. Δραστηριότητες που υποστηρίζονται στο πλαίσιο μιας Στρατηγικής Σύμπραξης

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

Project Management (Διαχείριση και Υλοποίηση του σχεδίου)

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

Transnational Project Meetings (Διεθνικές συναντήσεις για το σχέδιο)

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

Intellectual Outputs (Παραγωγή Πνευματικών Προϊόντων)

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

Multiplier events (Πολλαπλασιαστικές Εκδηλώσεις)

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

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

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

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

Special Needs (Επιχορήγηση για άτομα με ειδικές ανάγκες)

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

Exceptional costs (Ειδικές κατηγορίες δαπανών κατ' εξαίρεση)

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

2.4. Εύρεση Εταίρων / Τρόποι Δικτύωσης

A. School Education Gateway

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

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

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

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

Β. Ηλεκτρονική Αδελφοποίηση (eTwinning)

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

Όσον αφορά στις Στρατηγικές Συμπράξεις, η Ηλεκτρονική Αδελφοποίηση προσφέρει:

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

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

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



Οι περιλήψεις των σχεδίων είναι στη γλώσσα με την οποία κατατέθηκαν στην αίτηση.



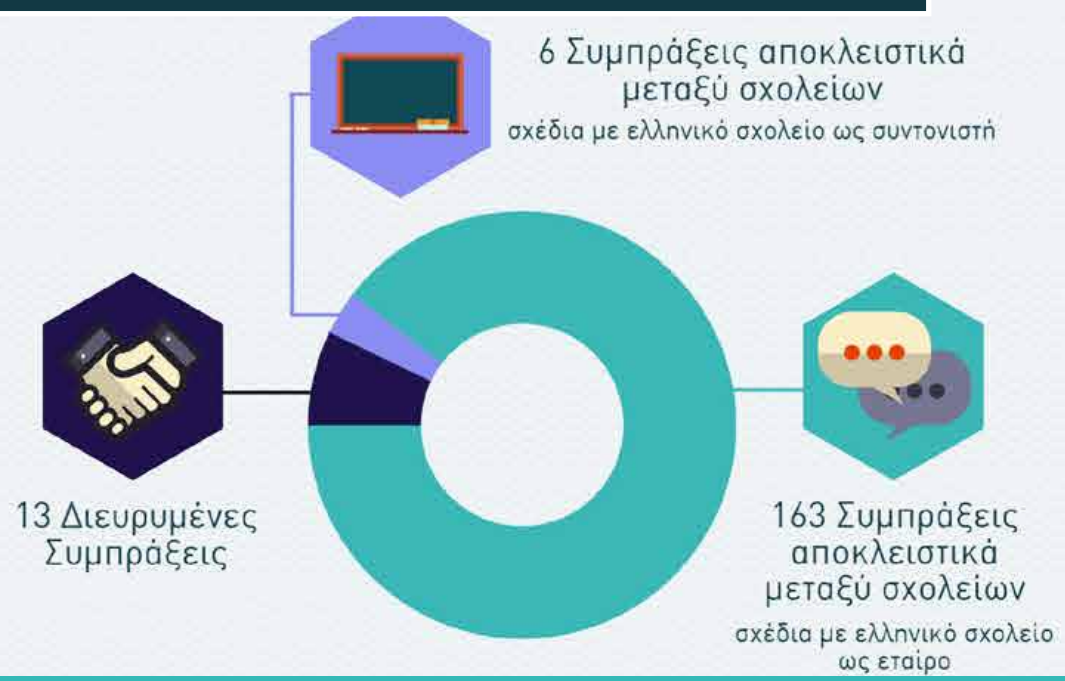
Βασική Δράση 2 Στρατηγικές Συμπράξεις

Erasmus+

Σχολική Εκπαίδευση

2016

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



Διευρυμένες Συμπράξεις



91 Συμμετέχοντες φορείς συντονιστές + εταίροι



2.904.375 €
Συνολικός εγκεκριμένος προϋπολογισμός

Γεωγραφική κατανομή συντονιστές



■ Αττική ■ Βοιωτική Περιφέρεια ■ Εύβοια ■ Δυτική Μακεδονία ■ Δυτική Ελλάδα ■ Θεσσαλία

Γεωγραφική κατανομή ελληνικά σχολεία



■ Αττική (22.41%) ■ Βοιωτική Μακεδονία (19.81%) ■ Θεσσαλία (18.39%)
 ■ Κρήνη (11.23%) ■ Ανατολική Θεσσαλία (Θεσσαλία) (9.17%) ■ Δυτική Ελλάδα (7.00%)
 ■ Βόρεια Πελοπόννησος (6.69%) ■ Στερεο-Ελλάδα (6.19%) ■ Πελοπόννησος (2.96%)
 ■ Πελοπόννησος (2.96%) ■ Κεντρική Μακεδονία (2.92%) ■ Στερεο-Ελλάδα (2.92%)
 ■ Θεσσαλία (2.92%) ■ Κεντρική Μακεδονία (2.92%)

Γεωγραφική κατανομή συντονιστές + εταίροι



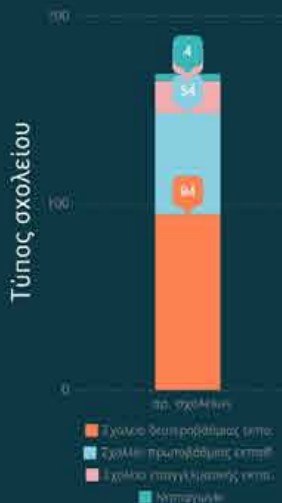
■ Ελλάδα (40.00%) ■ Γερμανία (8.00%) ■ Ιταλία (6.79%) ■ Ηλυσία (7.59%)
 ■ Βουλγαρία (6.99%) ■ Γαλλία (3.20%) ■ Ισπανία (2.20%) ■ Πορτογαλία (2.20%)
 ■ Γαλλία (2.20%) ■ Ολλανδία (2.20%) ■ Ην. Βασιλεία (2.20%) ■ Πολωνία (2.20%)
 ■ Ελλάδα (2.20%) ■ Ηλυσία (2.20%)

Γεωγραφική κατανομή εταίροι που συμμετέχουν ελληνικά σχολεία



■ Ελλάδα ■ Γερμανία ■ Γαλλία ■ Ηλυσία ■ Βουλγαρία ■ Πορτογαλία ■ Γαλλία ■ Ολλανδία ■ Ην. Βασιλεία ■ Πολωνία ■ ΚΑΜΕΣ

Συμπράξεις αποκλειστικά μεταξύ σχολείων



169

Ελληνικά σχολεία συντονιστές + εταίροι

Δημόσια σχολεία
Μη κερδοσκοπικού χαρακτήρα



3.612.891 €

Συνολικός εγκεκριμένος προϋπολογισμός για ελληνικά σχολεία



► Περιλήψεις Σχεδίων Κινητικότητας Erasmus+ ΚΑ1 Σχολική Εκπαίδευση

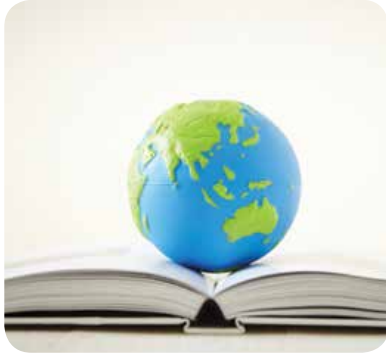
Τίτλος Σχεδίου	An innovative self-improvement approach for the professional development of early educators
Συντονιστής	PANEPISTIMIO KRITIS
Εταίροι	SWEDEN EMILIA-ROMAGNA NETWORK ASSOCIAZIONE, ARISTOTELIO PANEPISTIMIO THESSALONIKIS, UNIVERSITY OF CYPRUS, ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE, CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET UNIVERSITAETBIELEFELD
Χρηματοδότηση	284.050,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-EL01-KA201-023420

Περίληψη Σχεδίου

Quality in ECEC is gaining an increasingly prominent position on European and national policy agendas. One of the most important characteristics that has been associated with high quality of ECEC provision, is the strengthening of the skills (professional development) of ECEC staff. The problem that the partnership has identified stands in the fact that the training procedures of in-service educators are not always accurate regarding the needs of educators or easy to organize and implement without taking educators out of their classrooms. The SIA-ProD project aspires to develop an innovative approach for the professional development of early educators. This partnership supports the notion of self-assessment and self-improvement, upon which the whole project will be based. More specifically the current project aims to provide to early childhood educators the methodology and the instruments for self-evaluation and self-improvement with an effective, personalized, easy and low cost way.

To achieve this goal, the project has 4 objectives:

- To transfer, adapt and implement an innovative technique named Discrete Choice Modeling (DCM) that gave to Dan McFadden who introduced DMC, a Nobel prize in 2000 in Economic Sciences in the field of early childhood education, and more specifically for the professional development of early childhood educators. DCM is widely used in marketing, finance, biostatistics and other scientific areas (Ben-Akiva, & Lerman, 1985), while its use in education is sparse.
- To promote the utility of self-assessment as a powerful tool and prerequisite for effective in service training procedures. To achieve this objective this project aims to develop the Teacher Self-Assessment Assistant (TSAA), based on the DCM method described earlier. The educators will be able to complete the instrument and receive feedback for their teaching profile.
- To support teachers' self-improvement. To achieve this goal the current project will develop the Self-Improvement Educational Package (SIEP). The early childhood educators that will participate in the project and complete the TSAA will receive feedback about their teaching profile. Based on that they will be able to design their own personal training agenda from the available educational material included in the SIEP. This way every practitioner will be easily self-assessed and select the training content he/she needs.
- To confirm with research based findings that this new approach for in-service training is beneficial for both the early childhood educators and their students. The partnership consists of 6 partners from 4 EU countries.



The organizations involved in the partnership are: 3 universities, 1 research institute, 1 local authority managing pre-schools, and 1 teacher training organization that is also a transnational network of local and regional authorities. The project will involve around 10 academic researchers, 4 local authorities employees and approximately 200 early childhood educators that will be engaged in the project and its intellectual outputs.

The main activities of the SIA-ProD project are:

- 1) 7 transnational meetings, 3 of which will be coordination meetings and 4 research meetings,
- 2) the development of the Teacher Self-Assessment Assistant (TSAA),
- 3) the self-assessment phase (with the pilot and main study),
- 4) the development of the Self-Improvement educational package (SIEP),
- 5) the self-improvement phase (please see description of the project) and
- 6) the multiplier events.

The main results (impact resulting from the activities in the local contexts of the partners) of the project will be:

- ▶ the development of a new instrument for self-assessment of early childhood educators,
- ▶ the development of supportive educational materials that will promote the self-improvement of practitioners,
- ▶ the result of testing on the one hand and of the research (indicators and research based guidelines on participation) will lead to the creation of an innovative approach for the professional development and in service training of early childhood educators,
- ▶ increased competences of the ECEC staff and students participating in the project,
- ▶ increased internationalization and stronger European dimension in all partners.

The main long-term impact of the project will be an increased awareness and internalization and stronger European dimension to the in-service training procedures of staff in ECEC. Apart from the initial implementation of the SIA-ProD approach in physical activities in ECEC, an overall future ambition of the project is to expand the current methodology and instruments in almost every domain of ECEC. Then every early childhood educator will have the resources for self-evaluation and individualized self-training. A future expansion of the DCM methodology in more European countries and in more areas of ECEC could have a significant impact to the quality of teacher education and enhance the European added value of the project.

Τίτλος Σχεδίου	Working together for Roma Inclusive education
Συντονιστής	BOLT Διεθνής Συμβουλευτική
Εταίροι	INSPECTORATUL SCOLAR JUDETEAN IALOMITA Asociatia Europeana pentru o Viata mai Buna Amalipe Center za mezhdnetnicheski dialog i tolerantnost Bacho Kiro Secondary School 2ο GYMNASIO AGIAS VARVARAS
Χρηματοδότηση	50.500,00€
Διάρκεια Σχεδίου	15 μήνες
E+ Link number	2016-1-EL01-KA201-023446

Περίληψη Σχεδίου

Over recent years, the situation regarding the participation of Roma children in the educational system in Greece, Romania and Bulgaria remains challenging. Despite the differences as to the structure of the educational system and how Roma are situated within the societies, Roma children continue to face difficulties regarding their access to the educational system, as well as to their advancement to higher educational levels as a result of the cultural differences, discriminations, absenteeism, underdeveloped skills and competences, as well as the limited in-service training of the teaching staff regarding intercultural education.

The project will be implemented by a Partnership consisting of 6 organisations and in particular:

- Bolt International Consulting (GR), a private company with extensive experience in the management of large transnational projects and the implementation of social inclusion projects targeting Roma;
- two schools, Bacho Kiro school (BG) and the 2nd high school of Aghia Varvara (GR), with high percentage of Roma pupils and large experience in the implementation of activities which promote the inclusion of Roma children in education;
- Ialomita County School Inspectorate, which supervises 95 schools with high percentages of Roma pupils and implements various interventions for promoting Roma inclusion in the educational system; and
- two NGOs, the “European Association for a Better Life (AEVB)” (RO) and the “Amalipe Center for Interethnic Dialogue and Tolerance” (BG), with significant experience in the implementation of social inclusion projects targeting Roma, and particularly in the area of education.

The Project aims at exchanging experience and best practices in tools and methods increasing school attendance and tackling ESL and disadvantage of Roma pupils, through the adoption of new tools and methods, the upgrade of the existing ones, the pilot testing of methods from one country to the others, the identification of factors allowing their replicability across national borders and socio-economic differences and the ultimate increase of capacity of the relevant actors to decrease ESL and disadvantage.

The project activities include the organization of virtual and physical transnational project meetings as well as one study visit in each country, which will facilitate the exchange of experiences and good practices between the participating organisations regarding the developments in each country in relation to the inclusion of Roma in education, as well as tools, methods and activities applied or implemented by the partners and achieved positive results. In addition, experiences will be exchanged throughout the implementation of a small scale

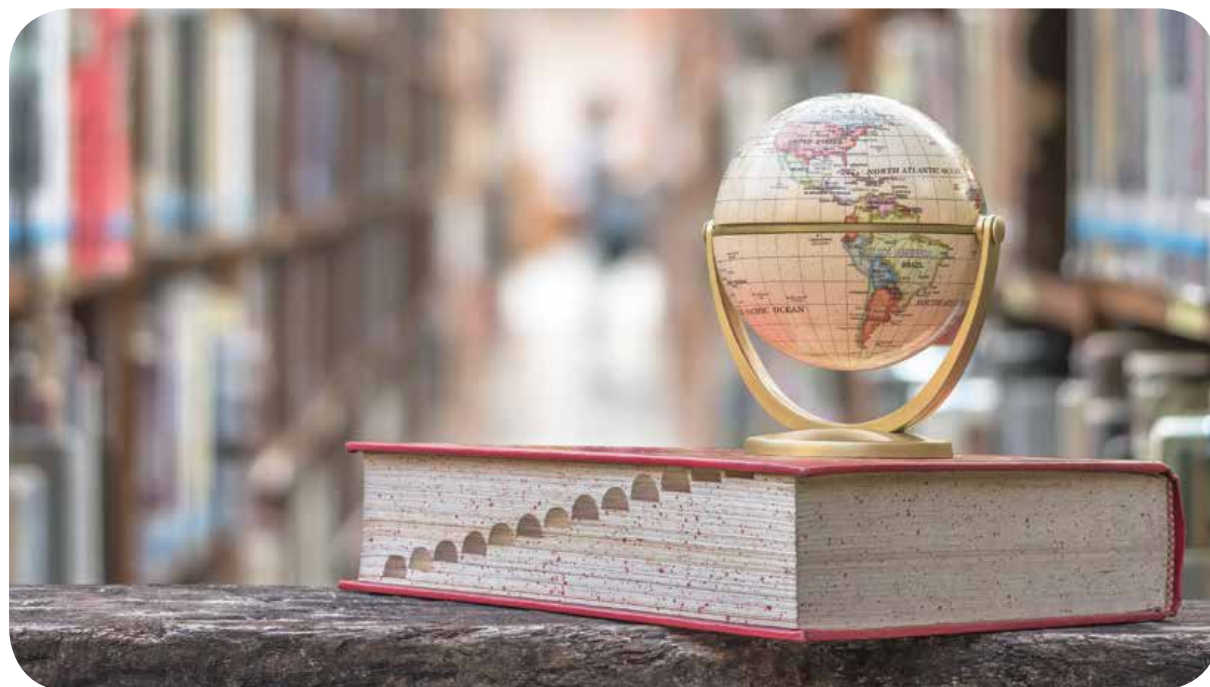
pilot which will test, at local level, selected good practices, based on widely known criteria, implemented by the partners in all 3 countries. Prior to the pilot, an online seminar will be organized for exchanging information regarding the methodology used for the implementation of these practices which promote Roma inclusion in education, while following the end of the pilot, an online workshop will be organized with the aim to discuss the outcomes of the pilot activity and agree on the methodology for documenting these outcomes in the “Transnational experiences and lessons learnt from the local implementation of activities for the promotion of Roma inclusive education” Report.

The project will disseminate its results through the production and distribution of the project e-brochure, as well as of 7 e-newsletters. In addition to this a final dissemination event will be organized in Athens, aiming at promoting the project’s results to local, regional and national authorities, agencies and organisations. All project material will be uploaded at the partners’ websites and social media webpages as well as in the Erasmus+ project results platform. Following the end of the project, it is expected that each partner’s experience and capacity in cooperating with other national and transnational organisations, as well as with partners engaged in other socioeconomic sectors will be enhanced.

Further to this, partners’ knowledge regarding the structure of the educational system in Greece, Bulgaria and Romania, the educational policies implemented for promoting inclusive education and in particular with regard to Roma children, as well as the methods and tools used in these countries for promoting Roma inclusion in education at local level will be increased.

Moreover, the mobilization of other relevant organisations, at various levels, and the establishment of new partnerships for the implementation of relevant projects is also expected to be achieved.

Finally, sharing good practices with relevant authorities and organisations could lead to new approaches for addressing the specific educational needs of Roma and the design and implementation of more efficient and targeted policies, delivering thus educational services of higher quality.



Τίτλος Σχεδίου	WaterWorldAdventure – Interactive eBook to improve the Ocean Literacy of Kids
Συντονιστής	PANEPISTIMIO THESSALIAS
Εταίροι	STOWARZYSZENIE CENTRUM WSPIERANIA EDUKACJI I PRZEDSIĘBIORCZOŚCI Boon Unipessoal, Lda. Inspectoratul Scolar Judetean Advancis Business Services, Lda
Χρηματοδότηση	173.847,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023456

Περίληψη Σχεδίου

Ocean literacy is seen as a prerequisite for Europe's quest for a more marine-oriented economy and society, embodied in the long-term strategy known as Blue Growth. The development of the new maritime economy can have important socioeconomic consequences in coastal areas and in the marine space. These developments, together with the pressures from human activities and climate change on the marine environment, make it crucial to engage with citizens and stakeholders about seas and ocean challenges. We will not achieve a sustainable exploitation of marine resources and a good environmental status of our seas and oceans unless citizens understand the influence of seas and oceans on their lives and how their behaviour can have an impact on marine ecosystems.

However, the Ocean Literacy level in Europe is low, as it is widely recognised by the DG Maritime Affairs and the European Marine Science Educators Association. Moreover, little has been done to change this scenario. With few exceptions, Ocean Literacy topics are not present in European schools' curricula. One of the few serious efforts in Europe to introduce Ocean Literacy in schools has been done in Portugal (European Marine Science Educators Association, 2013), which, in the last years tried to place Ocean Literacy on the map for its science teachers and launched a version of the Ocean Literacy principles adapted to the science curriculum.

In this context, project WaterWorldAdventure was designed to be a pioneer initiative, capable of contributing to close the Ocean Literacy gap and inspire other similar enterprises. The project aims to create, and make available online to educators and parents, an educational Interactive eBook – The WaterWorldAdventure eBook - to improve the Ocean Literacy of pre-school children. The WaterWorldAdventure eBook will feature an engaging story that addresses specific contents related to the Ocean and adequate for the targeted age group. It will specifically address the 7 Essential Principles and the Fundamental Concepts of the Ocean Literacy Framework, developed by the National Marine Educators Association in the US, and that is the world reference in this area.

Additionally, the project will deliver a Facilitator's Guide - The WaterWorldAdventure Facilitator's Guide – that contains:

- individual and group exercises and activities to complement the learning experience provided by The WaterWorldAdventure eBook,
- guidelines to help teachers and parents making a better use of these learning resources. By acting next to pre-school children, the project expects to achieve a wider long-term impact in the relation between European Citizens and the ocean.

On the other hand, by using an interactive ebook, the project wishes to tackle the general lack of resources to implement educational programmes on Ocean Literacy by providing learning contents in a format which is engaging for learners, easy to use by teachers and parents and easy to scale to all of Europe.

This initiative gathers the vast expertise of 6 partners from 4 different European countries, including an University, a Regional Education Authority, a Non-profit organization and 2 private companies active in education:

P1 - University of Thessaly (Greece): University covering a wide range of scientific and knowledge areas, with 18 Departments and various Research Centres, including a Department of Early Childhood Education.

P2 – Advancis Business Services (Portugal): private enterprise devoted to Education and People development, with a long experience in the development of innovative learning resources and training.

P3 – Center of Education and Entrepreneurship Support (Poland): non-governmental, non-profit organization founded in 2004 working in the field of youth, cooperating with businesses, universities, schools, enterprises and educational institutions.

P4 – Inspectoratul Scolar Judetean Arad (Romania): public authority in education domain. It coordinates and monitors the activities of 244 Kindergarten from Arad County. It has a long and large experience in European projects development.

P5 – BOON (Portugal): private enterprise with expertise in design and communication, with prior experience in the development of educational digital contents.



Τίτλος Σχεδίου	Protecting Enhancing Participating Educating Informing
Συντονιστής	ΤΟ ΧΑΜΟΓΕΛΟ ΤΟΥ ΠΑΙΔΙΟΥ
Εταίροι	ASOCIATIADIRECT Association for equal opportunities SEMPER ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE Nadja Centre Foundation Associació Catalana de Formació Polivalent Aplicada, Baobab
Χρηματοδότηση	262.645,00€
Διάρκεια Σχεδίου	33 μήνες
E+ Link number	2016-1-EL01-KA201-023480

Περίληψη Σχεδίου

Approximately 160,000 teens skip school every day to avoid bullying. Physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant. The project consists of innovative activities in education, awareness and training addressed to children, educators - teachers, parents and professionals of the private and public sector, in a consolidated effort to tackle bullying and set up stronger antibullying activities.

The activities are

1) Video: Objective: in cooperation with our partners we will produce the necessary tools combining entertainment and education, pleasure and education to address early school leaving as well as social exclusion. Production of a video presenting a bullying story containing antibullying reaction from the victim, using the traditional shadow theater heroes of Karagiozis, Veligkekas and Kollitiria. Its purpose is to aware, inform and educate on bullying and antibullying activities combining modern with traditional, putting in evidence values and attitudes, an international effort.

2) Teachers' training of primary and secondary schools, at school, for information / education and awareness. Development of training methodology, on terms of children's rights, social values, influences. Condition: collaboration with partners specialists which will be educated from specialized staff on the training curriculum, insuring sustainability and viability. Production of a training methodology.

3) Manual on bullying and antibullying activities: Objective: To gather facts, knowledge and instructions for teachers concerning bullying and antibullying activities. It will be provided to all trained teachers describing and deeply analyzing the activities to be undertaken for anti bullying activities and awareness. **Use:** From teachers after the end of their training to educate children, teens, parents.

4) e-tool, video game: production of an e-game using shadow heroes, containing different levels of difficulty as learning tool for values of self respect, and respect for others, personal integrity, violence, children rights, Family, friends and society as key influences on a young person.

5) Training for trainers based on manual and training methodology. The target group is members of all partner organizations, or specialists cooperating with them (5 per partner organization).

7) Webinar to train professionals from the public sector, schools responsible, social workers on a range of topics related to improving skills and knowledge on bullying and antibullying activities.

The project is structured so that results directly benefit three target groups:

1. The final users: children and teachers. Teachers will be directly involved in the project activities through training and education in interactive way and children will be able to learn through playing and explore their

personal capacities. During the project is expected have a participation of minimum of 240 people in each country, teachers, and professionals and another 200 parents, at least.

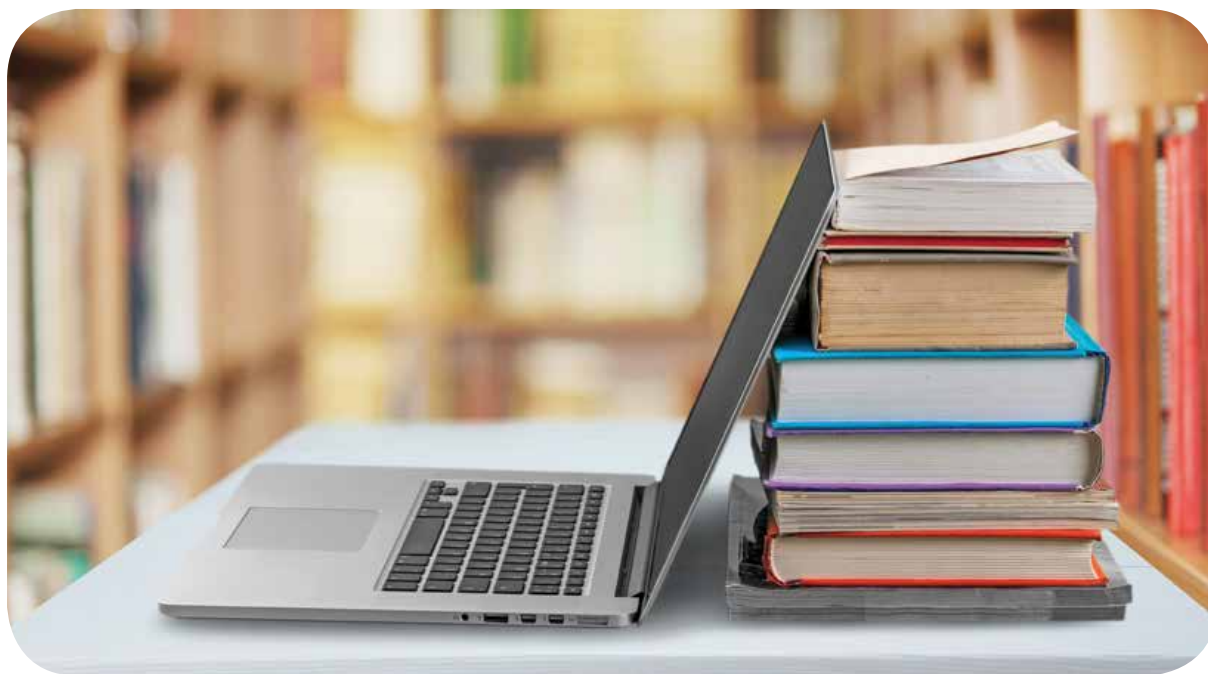
2. School responsables and experts in the educational sector: social workers, educational institutions, psychologists also participating in the production of outputs, surveys, and the elaboration of results, factors of failure/risks/assumptions, consultants and supporting staff from all partners. Expected to train, minimum 60 people in each country.

3. Partner organisations and cooperating stakeholders, at local, regional and national level: It is expected to reach at least 50 bodies, both from the participating countries and other countries of Europe.

Achievement of objectives: through the development, of ICT products, development of training curriculum based for teachers and trainers, use of webinars to achieve a wider public, train the trainers for enhancing viability, targeting partners' specialized staff / professionals wishing to develop new skills that enable them to respond more adequate to modern social and educational requirements in Europe.

Activities: work shops, dissemination, evaluation, impact assessment, and testing courses under which participants will use all products during preparation phase, under the guidance of experienced experts. Existing surveys and partners' experience will be the basis for the initiation of projects outputs tackling bullying and setting preventive antibullying methodologies aiming to contribute to the reduction of school drop out.

Children and teachers face and cope with real challenges in an educational environment under continuous transformation, on which knowledge, skills and effectiveness are contested due to the increased necessity of communication between children, parents and professionals, for new innovative products to sustain a further evolution of existing methodologies. Products of children's interest help to reconsider and reexamine values, principles and behaviors.



Τίτλος Σχεδίου	Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults
Συντονιστής	ΠΕΡΙΦΕΡΕΙΑΚΗ ΔΙΕΥΘΥΝΣΗ ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΕΝΤΡΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ
Εταίροι	DIMOS DELTA, ΠΑΝΕΠΙΣΤΗΜΙΟ ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ (UNIVERSITY OF WESTERN MACEDONIA), ΑΡΙΣΤΟΤΕΛΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ Municipality of Paionia, Center for Addiction Prevention and Health Promotion in Western Thessaloniki "ΔΙΚΤΙΟ ALPHA", ARCHIO CHARTOGRAFIKIS KLIRONOMIAS, GENIKA ARCHIA TOU KRATOUS, ΙΣΤΟΡΙΚΟ ARCHIO ΜΑΚΕΔΟΝΙΑΣ, H.R.Y.O HUMAN RIGHTS YOUTH ORGANIZATION ASSOCIAZIONE, UNIVERSITÉ D'AIXMARSEILLE
Χρηματοδότηση	173.930,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023512

Περίληψη Σχεδίου

The present project aims to alter the ways and modes that specific stakeholders such as the Aristotle University of Thessaloniki, Greece, the Faculty of Education, as well as the School of Modern Greek Language in Thessaloniki and the Cartographic Heritage Archives, in collaboration with the Municipalities of Peonia (Idomeni) and Delta (Diavata), pedagogically cope with the refugee flow in the area. At that direction, we will utilise the knowhow of Diktio Alpha, in order to create an optimistic collaborating and supporting community among children and adults refugees and support them psychologically. Bringing together the interested parts with the experts in refugee issues, we aim to design, create and distribute knowledge material, a toolbox with activities and instructions and a series of training programs, implicating adult refugees and their children.

Our scope is to develop linguistic literacy, IT-based literacy as well as to inform them in human rights subjects. This project is in the context of producing material and implementing it on children and adult refugees in the specific hotspots of Peonia and Delta Municipalities of Central Macedonia. To this end, the Regional Directorate of Primary and Secondary Education cooperates with the above municipalities and experts in refugees issues, as well in Greek as a second language, emanating from the Faculty of Education of the Aristotle University of Thessaloniki, Greece and the School of Modern Greek Language at the same University, so as to provide basic competences of literacy to the refugees in a way that relations of trust would be created with the local people and prepared for their smooth transition abroad (Learn a second language, develop IT- based competences).

Teaching Greek or English as a second language, aims in the gradual development of linguistic/communicational competences and students' familiarization with multilingualism and pluriculturalism. Those groups will work together in a national and European level, in order to develop and implement the material while co-organizing a series of parallel activities. We will also draw upon our material from the Cartographic Heritage Archives aiming in the effective use of maps and the conception and the familiarization of the refugees with the geography of their residence and its cultural specificities. Promote activities so as to comprehend the space (place of origin-voyage-countries of destination) using material of the cartographic heritage archives with maps and activities of pedagogical nature.

The role of our partners (Italy, France) will be to exchange good practices upon our subject. To be more specific, Italy and the Human Rights Youth Organisation will establish a network of support in conflict zones, such as

hotspots, implementing educational youth projects at local and international level. On the other hand, France is a major gateway for refugees and its experience to numerous relevant issues of the actual project will be of great interest. Greece, Italy and France receive, in their territories, refugees and migrants and this European program is an important opportunity to collaborate, exchange practices, ways of handling difficult situations, incorporate them (each partner) to their reality, since we face comparable situations with refugees and we can use this material in the future.

This project targets in raising awareness, enabling action and promotion through two key activities:

- The development of an applicable toolbox for children refugees and potentially trainee-refugees as well as the teachers-trainers who will be called to instruct the refugees. Its content concerns material and workshops of each implementation to children, adolescents and adults, which will be carried out by teachers-trainers, as well as stakeholders of a non- formal education.
- The organization and the implementation of seminars of the Regional Directorate of Primary and Secondary Education of Central Macedonia in European countries, which will be addressed to teachers, researchers and stakeholders who take action on the subject of the educational use of refugee/migrant flows, in order to exchange good practices of the present subject and possible cooperation in future use of the toolbox by its future users.

The design and implementation of a rubric for the evaluation of the whole program aiming in its reconstruction, based on needs and results and keeping its adjustment to the constantly changing needs of the refugees. Furthermore, it is possible to follow up through a process and visualization of the results, so as for them to be used to perceive space, expectation and specialties that each group of refugees partakes. Finally, we would like to raise awareness of the local communities (adults and children) on the refugees' phenomenon under the actual form of its present situation through the involvement of the local communities in this task.



Τίτλος Σχεδίου	Teaching European Signed Languages as a First Language
Συντονιστής	INSTITOUTO EKPEDEFTIKIS POLITIKIS
Εταίροι	Kindergarten for the deaf and hard of hearing of Argrouopolis European University Cyprus Special Elementary School for the Deaf & Hard-of-Hearing of Likovrisi-Pefki Stichting Nederlands Gebarencentrum Interkantonale Hochschule für Heilpädagogik Zürich HABILISMONOPROSOPIIKE
Χρηματοδότηση	262.570,00€
Διάρκεια Σχεδίου	29 μήνες
E+ Link number	2016-1-EL01-KA201-023513

Περίληψη Σχεδίου

The project: “Teaching Signed Languages as a First Language” (SIGN FIRST) is based on the principles of the UN Convention on the Rights of Persons with Disabilities, Universal Design for Learning, the Paris Declaration, data driven results and recent best practices for the development of literacy in students with hearing impairments. International studies show that the vast majority (90-95%) of deaf children have hearing parents and they grow up without having access to the language of their parents or caretakers.

With minimal signed and/or spoken linguistic input in the early years, the children are deprived the opportunity to acquire a first language and hence to adequately develop communicative and world knowledge. The most recent study of Hrastinski & Wilbur (2016) on the effects of sign language proficiency on reading comprehension skills and academic achievement of deaf and hard of hearing students suggested that students highly proficient in sign language outperformed their less proficient peers in nationally standardized measures of reading comprehension, English language use, and mathematics. They showed that sign language proficiency was the single variable significantly predicting results on all outcome measures. This study strongly supports the aims of our proposed project by focusing on sign language fluency.

Our proposed project aims at achieving the bilingual literacy development of Deaf and Hard of Hearing children so they can be educated in an effective inclusive school environment. The SIGN FIRST project specifically aims to fill existing skills' gaps by the development of a teaching curriculum and educational materials for teaching European Sign Languages to deaf students as a first language. Additionally, the project aims at developing sign language assessment instruments for this target group. The age group of the students that the proposed project targets are children that attend Kindergarten to 2nd grade of primary school (K-2), ages from 4 to 7 years old. However, the programme can be implemented with deaf children in higher grades as well.

Seven participants from four countries are part of the Project. One Educational policy Institute, one Research and Development Center, two Universities, two Schools of the Deaf and Hard of Hearing, and one private sector company, all experts in the education of the deaf and Sign Language, constitute the Strategic Partnership:

1. The Institute of Educational Policy (IEP), Greece.
2. The Dutch Sign Centre, Nederlands Gebarencentrum (NGC), Netherlands.
3. The University of Applied Sciences of Special Needs Education Zurich (HfH), Switzerland.

4. European University (EUN), Cyprus.
5. Kindergarten for the Deaf and hard of hearing of Argyroupolis (KindArg), Greece.
6. Kindergarten and Special elementary school for the Deaf & Hard-of-Hearing of Likovrisi-Pefki (ElemLP), Greece.
7. Habilis (HB), Greece.

A wide and flexible range of activities are planned in order to implement innovative practices:

1. Sign Language curricula, common modules (including e-modules).
2. Learning, teaching, training, materials and methods, pedagogical approaches and tools for teaching European Sign Languages as a first language.
3. Peer-learning, workshops in three countries.
4. Information, guidance, coaching and counselling activities for parents and teachers.
5. Surveys, comparative analyses, evidence-gathering for state of the art SL teaching.
6. Networking, promotion and awareness-raising activities in the EU and internationally

The activities are based on participatory methods that:

- Offer space for interaction of participants (deaf and hearing), sharing of ideas, avoiding passive listening / seeing.
- Empower the participants to contribute to the activities with their own knowledge and skills.
- Ensure that participants have influence over project decisions, not just involvement.
- Offer participants the opportunity to identify common values with persons from different cultures (Deaf and Hearing, different countries).
- Promote the respect of cultural diversity of Deaf and Hearing, signed and spoken languages.

By the end of the 29 months project, it is expected that the following outcomes will be obtained in alignment with project objectives:

1. Collect and document European Best Practices and make them available to all.
2. Develop evidence based tools to raise the quality of Sign Language teaching.
3. Develop systematic transfer of knowledge in teaching European Signed Languages as a first language.
4. Share common teaching strategies, practices and educational material locally as well as internationally.

Τίτλος Σχεδίου	Networked European School Web Radio
Συντονιστής	ΔΙΑΘΕΜΑΤΙΚΟ, ΔΙΑΠΟΛΙΤΙΣΜΙΚΟ ΡΑΔΙΟΦΩΝΟ ΤΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΟΙΝΟΤΗΤΑΣ, με διακριτικό τίτλο EUROPEAN SCHOOL RADIO
Εταίροι	Εταίροι: GARLIAVOSJUOZOLUKSOSGIMNAZIJA PAIDAGOGIKO INSTITOUTO KYPROU Peiramatiko GEL Pan. Makedonias UFFICIO SCOLASTICO REGIONALE PER IL VENETO AALBORG UNIVERSITET INSTITOUTO TECHNOLOGIAS YPOLOGISTON KAI EKDOSEON DIOFANTOS Aglantzia Gymnasium
Χρηματοδότηση	171.278,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023575

Περίληψη Σχεδίου

The project aims to establish an attractive and modern Web Radio with Portal which will facilitate the cooperation of schools across Europe making learning more challenging and promoting Radio and other cultural products. The direct target groups are school students, primary and secondary education – from public and private schools, and their educators.

The Web Radio will provide the necessary tools and skills in order to successfully incorporate web-based radio activities into their educational settings in an innovative way. It will use English as the main language as well partners' language for the audio productions; but the user interface, guides and other material will be translated in 4 different languages. The radio production is addressed to students without discriminations, while no strict assessment within the project is required; this explains the reason why it will be a successful method to motivate all students to learn. Disadvantaged students -even early leavers- will find this very attractive and alluring. Taking into consideration that the radio as a medium helps disabled students to express themselves and socialize, the Web Radio Portal will be designed more friendly for such target groups; for example students with visual disabilities will be given the chance to communicate via the platform with peers and they will find a new way to learn in a very exciting and new way. The Web Portal will provide a robust and safe online platform for web-based schools radio productions, giving them an educational-oriented approach, in subjects such as maths, science, languages, history, literature, journalism and also enables various literacies such as media, information and also critical thinking; enhancing in this way the digital integration in learning and training. Copyright and ethical issues have been considered.

Concerning the actual project, in the project selection process of partners, the coordinator has made the best possible choice given for the success of the project. It has considered their complementary roles, based on their experience and history track of achievements and of their proven specific capacities to make the project happen in a harmonious way. The consortium comprises of partner who are are competent in education overall, in researching, teaching, aware of the technical/technologies involved, and in management and communication skills. As the consortium represents partners from a wide geographical spread of EU member states (Greece, Italy, Denmark, Lithuania, Cyprus) it brings together a range of communities of practices from across Europe, promoting European research synergies and knowledge transfer. In the design phase, the project has split the activities and other outputs in a logical continuum, with phases and milestones making many intermediate

results that are useful for the next steps; also, shared assigned tasks among partners keeping in mind their best abilities. In the implementation, a “create-evaluate-reproduce/recreate” approach has been applied. The necessary monitoring, evaluation and quality control procedures have been considered to make this project real and to meet its aims and objectives.

The main results of the projects are, a Web Radio Portal, a Web Radio for European schools, Educational Scenarios on making audio products for the Radio in various levels (primary, secondary), Studies and Guides on how to do and how to use and apply. The educational material is put on the web portal and serve the role of a learning community where educators and students learn not only with prepared by the consortium learning material, but more importantly, from each other. The latter but also professionals, will have the chance to get more on media and digital literacy. This is cultivated through online collaboration, exchange of experiences on the implementation of radio shows, and good practices. The impact of the project is of paramount importance for the project. The fact that the target groups will come from at least five European countries of different socioeconomic characteristics, cultural backgrounds and educational systems, is expected to result in project outcomes of broader European impact, relevance, applicability and added value. More, NESStOR will encourage research and evaluation to identify what works, by collecting and sharing effective best practices in national and European level.

The project will have impact at the local, regional and national level, by creating synergies and cooperation, and exchanging experiences through the Web Radio portal developed and enhanced with social networking characteristics. Dissemination of the results and sustainability of the Web Radio, at European level is considered strongly. NESStOR will further promote the transnational cooperation and exchange of best practices, while in parallel will strengthen the skills of students at the area of audio/radio productions and journalism.



Τίτλος Σχεδίου	Creative Learning
Συντονιστής	KENTRO SPOUDON LAIKOU THEATROU
Εταίροι	FONDATSIYA ZA RODOPITE 12th "Stergiopoulos" Elementary School of Halandri Integration För Alla ACTION SYNERGY SA Fondazione Aida Karsiyaka Ilce Milli Egitim Mudurlugu
Χρηματοδότηση	210.496,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023599

Περίληψη Σχεδίου

While it has been proven that the application of drama methods for the teaching of the school curriculum can have exceptional results in the improvement of the class environment and the development of the basic skills of the children (especially in maths and science) as well as in the inclusion of immigrant and refugee children that do not have the necessary language skills and need more non-linguistic stimula, the use of drama is not widespread in schools, the teacher training in the issue is scarce and the available resources are very fragmented.

CLEAR project is aiming to mainstream the use of drama techniques in elementary school education through the development of the appropriate tools and networks. In this way it is aiming to contribute to the increase of the attractiveness of the elementary school subjects, to improve the attractiveness and the school performance of the children in basic skills and to improve the school performance of children that need more non-linguistic stimula. In order to achieve these objectives, CLEAR project is going to develop a comprehensive methodology related with the application of drama in the elementary school classroom that will be practice-oriented and will cover all the subjects of all the classes of the elementary school with scenarios, examples, best practices etc.

On the basis of this methodology, it is going to organise teacher training workshops and also e-learning courses in order to train teachers on how they can implement the methodology. At least 300 teachers are going to be trained on the methodology (150 through training workshops and 150 through the use of e-learning) not only in the partner countries but all over Europe. After the end of the training, in order to be able to receive their certificate from the seminars, the trained teachers will have to apply in a pilot way the method in a classroom of at least 15 children, fact which means that at least 4.500 students will experience the methodology in the framework of the project. As part of the training, the project is going to train the teachers on how to develop their own resources related with the implementation of drama in education. In order to be able to promote the sharing of these resources and the exchange of experiences and resources between teachers all over Europe, the project is going to develop an online community of practice which will allow the development of contacts and networks between teachers on this issue all over Europe.

The impact of the project will be the significant increase of the use of drama methods in education, the improvement of the teacher training and the availability of quality resources on this issue. This will increase the attractiveness of the class lessons, will facilitate the acquisition of basic skills for the students who are more willing to participate in interactive activities than in traditional classes and will develop the networks and international contacts of the teachers facilitating the emergence of a European community of teachers on the field.

Τίτλος Σχεδίου	Start-up farm: Skills for future eco-farmers
Συντονιστής	PANEPISTIMIO AIGAIΟΥ
Εταίροι	Municipality of Evrotas IZES GGMBH Primaria Murfatlar Gymnasio Gerakiou SCOALA GIMNAZIALA ADRIAN V. RADULESCU MURFATLAR KYTTARO ENALLAKTIKON ANAZITISEON NEAON KEAN
Χρηματοδότηση	210.496,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023601

Περίληψη Σχεδίου

The «Geo-ergon Paideia» project (in Greek: Γεωργών Παιδεία - Γεωργών Παιδιά) is a transnational exchange program which aims at training school students of the secondary level of education in becoming future eco-farmers. The main purpose of the project is to implement a sustainable strategic partnership between European universities – research centres, municipalities and schools in order to reinforce the concept of agricultural education and sustainable development in rural areas through an integrated interdisciplinary approach. University of the Aegean is coordinating the project and is responsible for the project management as well. A school from Greece (Gymnasium of Geraki in Lakonia), a school from Romania (Gymnasium school Adrian V. Radulescu), Municipality of Evrotas (Greece) and Municipality of Murfatlar (Romania) constitute the partnership along with IZES (Germany) and KEAN (Greece).

The project's objectives are:

1. Setting up a series of online open courses on eco-farming and start-up business
2. Teaching agricultural entrepreneurship to school students
3. Providing learning environment for current and future eco-farmers in innovative entrepreneurship
4. Empowering a large number of students, parents, and stakeholders to set-up or develop their own business
5. Supporting school students, through capacity building, to ensure the sustainability of the natural environment and the development of the local economy.
6. Development of a network which will include students, stakeholders, entrepreneurs, academic professionals to promote innovation and sustainability in the agricultural sector in rural regions.
7. Enhancement of transnational cooperation among schools in Europe.

The program is addressed to students attending the second class of lower secondary school (gymnasium), who live in the selected rural areas in Greece and Romania. Apart from the students the participants of the project (around 200) include farmers, the parents of the students, local and governmental authorities, young entrepreneurs, academic professionals and researchers and stakeholders.

The training program is organised with the following transnational learning activities:

- open courses “Start-up Farm” to school students at the Gymnasium of Geraki in Greece

- open courses “Start-up Farm” to school students at the Gymnasium School Adrian V. Radulesku in Romania and
- Experiential learning workshop in Saarbrücken (Germany) through a study visit at the research institute IZES and the Bliesgau UNESCO Biosphere Reserve

Through multiplier events (Local workshops with stakeholders and Final Event -Networking) all the interested parts will participate in social dialogue for the development of eco-farming business sector, exchange knowledge, good practices and innovative methods of entrepreneurship.

The expected results could be summarized as:

1. Raising awareness of school students regarding professional perspectives in the agricultural sector in their region.
2. Raising awareness regarding the importance of transferable skills for professional development.
3. Introduction of school students to basic concepts of entrepreneurship.
4. Development of an integrated educational approach towards a rural sustainable development concept.
5. Ideas for the development of a new summer school on eco-farming.
6. Increase in students' business skills and positive attitude towards launching their own farm company.
7. Transfer of entrepreneurship-related knowledge and experience, between project partners, and stakeholders.

This program intends to develop an integrated approach in order to bridge the gap between skills, education and labour market needs at local level in the agriculture sector that could potentially serve as a model for future use and adjustment.

In addition, this project will promote interdisciplinary collaboration among different organizations, institutions and stakeholders. The development of a network of stakeholders will enhance the exchange of good practices and further collaboration leading to potential synergies. The intellectual outputs produced by the project will be available to the wider public through the e-learning platform, managed by the University of Aegean.

An open access policy will be maintained throughout the duration of the project and at least two years after the completion of the project.

Τίτλος Σχεδίου	Enhancing Learning In Teaching via e-inquiries
Συντονιστής	FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS
Εταίροι	OPEN UNIVERSITEIT NEDERLAND UNIVERSITAT DE BARCELONA FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI EUROPEAN PARENTS ASSOCIATION European Digital Learning Network
Χρηματοδότηση	310.804,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-EL01-KA201-023647

Περίληψη Σχεδίου

On the basis of the priorities of “Education and Training” EC policy agenda, we seek to establish a Strategic Partnership under the ERASMUS+ framework, with an aim to provide digital professional learning opportunities for secondary teachers’ competence development. Higher education and research Institutions from Greece, the Netherlands, Spain and Germany, one EU association and one network participate in the Strategic partnership in order to develop, deploy, evaluate and disseminate an innovative approach for teachers’ professional learning via inquiry methodology.

One tangible outcome of the project will be the development of an evidence-based framework for teacher's competence development that can inform curriculum design for secondary teachers’ continuous professional development. Teachers leaning activities -that will inform the development of the framework- will take place via the inquiry based learning (IBL) methodology, by the use of an on-line platform for facilitating personal and collaborative inquiry learning, developed in the frame of the weSPOT project (under FP7 framework).

The platform is embedded on an IBL model, supports all types of inquiry (from structured to open), allows flexibility to the user to adapt the environment to the needs of the specific inquiry and can be used for synchronous and asynchronous learning. A number of tools are integrated in the platform supporting: teachers’ reflection on their practice and tutors monitoring via a learning analytics dashboard, the linking of formal and informal activities via a mobile application, and a diagnostic instrument providing insights on inquiry skills developed by users.

Teachers’ learning activities will be structured around themes and scenarios that reflect the needs and interests of teachers as evident from recent EU large scale surveys– among others being: dealing with diversity and inclusion, fostering students’ achievement, teaching cross-curricula skills, students’ career guidance, teachers’ parents relationships and approaches to individualized learning.

Τίτλος Σχεδίου	Combating Digital Exclusion: Children educate digitally illiterate adults in safe and creative web
Συντονιστής	Περιφερειακή Διεύθυνση Εκπαίδευσης Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης Δυτικής Ελλάδας
Εταίροι	Lykeio Aradippou Isle of Portland Aldridge Community Academy Istituto istruzione superiore Einaudi Scarpa UFFICIO SCOLASTICO REGIONALE PER IL VENETO MINISTERSTVO NA MLADEZHTA I SPORTA PAIDAGOGIKO INSTITOUTO KYPROU BOURNEMOUTH UNIVERSITY PROTYPO PEIRAMATIKO GYMNASIO PANEPISTIMIΟΥ PATRON
Χρηματοδότηση	219.305,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA201-023649

Περίληψη Σχεδίου

The DESI 2016 report⁽¹⁾ clearly shows that Greece, Bulgaria and Cyprus are the European countries with the lowest Use of Internet (Uoi) scores and hence the ‘champions’ of digital illiteracy in Europe. The proposed project aims to combat the digital exclusion of adults in terms of Internet use by making students the educators of their digitally illiterate parents in safe and creative web. Greece falls short of the demand side with their citizens characterized by a low level of digital skills.

The digital illiteracy of 37% of the population inevitably leads to social exclusion of all those citizens as they lack of internet benefits in entertainment, information, communication, education and employment, and child custody in the virtual world. Teachers’ training about safe and creative Internet use, by using specialized educational tools and educational programs will help them in order to stimulate students to train adult members of their families, who are digitally illiterate, at Internet use.

The proposed project aims to change the traditional way of educating children regarding safe and creative Internet use. Children from passive Internet users, become trainers for adults supporting this way the national aim to combat digital exclusion. Through this project, children will be trained in safe and creative web in order to transfer their knowledge to the elderly. We hope that this pedagogical learning process will have important results in assimilating the messages of safe and creative Internet use.

Two are the main type of project’s activities:

► **Teachers training will take place in two parts:**

- (a) at the first part (theoretical part) the teachers will be trained using a learning platform in topics related to learning basic rules of internet and ways of mobilizing children in educating digitally illiterate adults
- (b) at the second part (practical part) the teachers will attend experientially workshops regarding safer internet issues in schools and delivery of working sheets with the process and results of the intervention.

These workshops will take place in schools with the participation of students.

► **In order to promote the actions of the project and trigger the children two categories of competition will be organized in the countries participating in the consortium;**

- (a) school competitions will be organized in order to highlight schools with most digitally illiterate adults who were trained and
- (b) knowledge competitions for students and trained adults. In order to support the actions of the project a portal regarding adults and old people and Internet Education will be created which will include publicly available educational content in Internet use for beginners and advanced users.

Also this portal will provide the e-learning environment, which will be used for the on-line training of teachers.

► **This e-learning environment has as objectives**

- (a) the presentation of training materials and Internet learning courses for trainers and information services,
- (b) the enhancement of conventional training and introduction of trainees in the new digital culture,
- (c) the continuous training and access to the contents of the training without time limits that new trainers can educate themselves,
- (d) the provision of a user-friendly and dynamic learning environment that supports continuous, two-way communication trainers and trainees and individualized learning.

Finally, for the needs of teachers' training, the necessary educational material will be created.

► **This educational material will indicatively include the following axes:**

- (a) browsing the Internet, on-line Services, entertainment, education, communication,
- (b) secure Internet rules (privacy, secured transactions etc.),
- (c) dangers from the Internet use (social networks, etc.) and
- (d) mental health and Internet (excessive use, cyberbullying, grooming, gambling etc.)

The EduWeb's consortium numbers 10 partners and their selection was based mainly on the tasks required to be accomplished. Specifically, four public actors PDEDE, USRV, CPI and MYS, two ICT oriented partners CTI and BU and one school from each participating country. EduWeb is expected to have a strong impact on its participants. Specifically, teachers will widen their teaching methodologies on modern ICT based curricula. Students will deepen their knowledge on safe and creative use of internet. Parents will experience the joy of learning on how to use safely the internet with a lot of confidence and a big smile. The involved schools will benefit by utilizing the educational tools developed in ICT teaching.

Therefore, more and more students will be trained on EduWeb's educational tools and hence more and more digital illiterate parents will be trained by the students, on how to use the internet. Thus, the society will benefit indirectly from the impact of EduWeb in education, since year after year the low scores on DESI will increase significantly.

[1] <https://ec.europa.eu/digital-single-market/desi>

Τίτλος Σχεδίου	Promoting CLIL implementation in Europe
Συντονιστής	3ο Πειραματικό Δημοτικό Σχολείο Ευόσμου
Εταίροι	FUNDATIA INTERNATIONAL EDUCATIONAL CENTER- LICEUL TEORETIC EDUCATIONAL CENTER Zakladni skola a Materská skola Kladno, Doberska 323 ARISTOTELIO PANEPISTIMIO THESSALONIKIS Saules Gojus My School srl
Χρηματοδότηση	272.730,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-EL01-KA201-023703

Περίληψη Σχεδίου

The submitted project proposes the partnership of five European schools with considerable experience in delivering CLIL courses and an affiliated University, collaborating in an attempt to exchange their expertise in research, educational practices, and their diffusion via ICT tools. Partners will exchange views and share ideas, revise and share experiences concerning research findings and best practices in the implementation of CLIL in European schools and aim to disseminate the results to the wider European educational community using ICT tools.

The project will be carried out via study visits and virtual cooperation among participants. One study visit to the workplace of each participating organization is required, where guest participants will have the opportunity to attend classes where CLIL is implemented by their colleagues and discuss methods and techniques used. In addition, guests will deliver CLIL lessons, so that application of different practices in a variety of contexts can be assessed. Seminars will also be provided to resident teachers, school councilors and university students, concerning practices used by the participating organizations.

Each visit will be carefully planned by a committee set up by members of all participating organizations, who will also be responsible for the resolution of potential difficulties and problems that may arise as the project unfolds. Each study visit will be evaluated via questionnaires distributed to the participants in events organized by the host-member, incorporating both qualitative and quantitative elements. Each participating organization is responsible for analyzing the results from questionnaires given during the visit of guests to their workplace and delivering a report to the other participating organizations within one month upon completion of the visit.

The reports will be published on the OER platform that will be especially created for the needs and deliverables of the project. Since the project suggests the design of a MOOC course concerning CLIL practices, it is necessary that members of partner staff meet once more before the setup of the MOOC course to decide on appropriate material to be included in the course after their transnational joint learning and teaching activities. It should be emphasized that a MOOC course will be designed for the first time in Greece. Additionally, the course designed will contain good practices of teachers from five European member states and as such it will present a bottom-up approach to the development of a common European framework of CLIL delivery. This bottom-up approach is necessary since the new method is already implemented in a variety of different ways and aspires to present a practical rather than theoretical tool of CLIL instruction.

The deliverables of the submitted project are:

- 1.** the construction of an Open Educational Resources platform providing pre- and in-service educators with a variety of teaching techniques, samples of worksheets and lesson plans that will aid them in the implementation of their own CLIL courses. This platform aspires to become a learning community hub for CLIL practitioners, where they can meet and exchange ideas, thoughts, misgivings, and
- 2.** the creation of a Massive Open Online Course, designed and delivered by the partnering organizations, aiming to provide further assistance to CLIL working or aspiring professionals.

The exchange, review and calibration of educational ideologies and techniques used in the CLIL classrooms is deemed necessary for the provision of equal opportunities to all in the European educational space and the reinforcement of the skills of future European citizens. Alongside, the strengthening of the professional profile of educators and the provision of a basic CLIL tool-kit is a necessary tool for the formation of a common European identity towards common European aims.



Τίτλος Σχεδίου	Empowering spatial thinking of students with visual impairment
Συντονιστής	NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA
Εταίροι	Liceul Special pentru Deficienti de Vedere Cluj-Napoca INSTITUT NATIONAL DE RECHERCHE ENINFORMATIQUE ET AUTOMATIQUE Eidiko Dimotiko Sxolio Tiflon Kallitheas INTRASOFT INTERNATIONAL SA CASA CORPULUI DIDACTIC CLUJ
Χρηματοδότηση	298.240,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-EL01-KA201-023731

Περίληψη Σχεδίου

Spatial thinking is a blending of knowledge and skills that supports people in identifying, and interpreting location, distance, relationships, orientation, movement, change, patterns, and trends through space. It is as a key ability for STEM disciplines, social sciences and humanities, as well as for several tasks of daily life.

The competence of spatial thinking, usage and interpretation of maps or other spatial tools is not self-evident for all; it is a dexterity which must be cultivated. For students experiencing disabilities, such as visual impairment (VI), spatial thinking proves to be an imperative skill for perceiving the world far beyond their immediate experience. Learning functional ways to utilize spatial experiences as an entirety and realize the relationships between objects in space and themselves is vital. Maps and other spatial representations are a splendid source of information for portraying space and environment. By using tactile maps and innovative ICT technologies, children may deploy their spatial notion more effectively compared to proximate orientation experiences in accordance with verbal directions. Providing thus a concrete set of such tools would empower specific spatial thinking skills not only of those with VI but of all students.

The VISTE proposal aims at empowering the spatial thinking skills of students with VI. This will be accomplished by providing an innovative methodological framework and a semantic and technical infrastructure for developing appropriate inclusive educational modules to foster spatial thinking. The project's main target groups are primary/secondary education students, as well as teachers, teachers' trainers, and staff involved in their education. Six partners from 4 EU countries, (Greece, France, Romania and Luxemburg), i.e., 2 from research and technology (National Technical Univ. of Athens GR, Inria Bordeaux Sud Ouest FR), 2 special schools/educational institutions (Athens School for the Blind GR, Liceul Special pentru Deficienti de Vedere RO), one teachers' training centre (CCD Cluj RO), and 1 technology provider (INTRASOFT LUX), adequately meet all requirements of the project objectives.

VISTE is methodologically structured to fully support the production of the following 5 intellectual outputs:

1. The VISTE inclusive educational framework for spatial thinking of students with VI will introduce essential strategies for the development of an innovative teaching approach towards effective spatial thinking for students with VI, facilitating inclusion for accessing mainstream schools. New cartographies will also be explored in a multi-sensory approach.

2. VISTE Spatial Thinking Educational Components will introduce, implement, and validate innovative ways for spatial thinking educational practices. To accomplish that, new modules will be designed and

developed, to encompass needs of students with VI, and both will be piloted and validated in formal educational contexts.

3. VISTE Innovative ICT Toolkit (design, implementation and validation) will:

- (a) take advantage but also extend existing tools developed in previous projects, and
- (b) incorporate new tools developed especially for the project.

This includes an extension of the GEOTHNK authoring environment (www.geothnk.eu) with new innovative features and will also include an augmented reality tool that allows VI and sighted students and teachers to collaboratively, explore, and build geographic maps. The toolkit will be available in the languages of the consortium plus English.



Τίτλος Σχεδίου	Keep In Touch, Europe!
Συντονιστής	BHAKE isenerz Ελληνικό σχολείο: Πειραματικό Γυμνάσιο Ρεθύμνου Πανεπιστημίου Κρήτης
Εταίροι	LICEO STATALE "G. MARCONI" Berufskolleg Königstrasse der Stadt Gelsenkirchen Lycée Louis Payen Stredna odborná škola elektrotechnická, Sibirska 1, Trnava NMSPR Trofaiach
Χρηματοδότηση	Ελληνικού σχολείου: 22.640,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-AT01-KA219-016638_6

Περίληψη Σχεδίου

KITE (Keep in touch, Europe!) is not only the project's name, but also the programme. It is about communication, virtual reality, life 2.0 and education, is about designing and improving an electronic learning environment and learning materials to support students' learning independently from cultural backgrounds, learning styles and age. It will explore and compare the use of modern technologies in the participating institutions aiming to take them to a similar level of ability. These institutions are secondary schools from six European countries - in alphabetic order: Austria, France, Germany, Greece, Italy and Slovakia - that will aim is to develop ways of how modern technologies can be used in a positive way in education and private life, as well as to minimize prejudices and to enhance tolerance with students and teachers within European countries (though the project partners' origin reaches far beyond the European continent, as the French partner is situated in the overseas department of La Reunion).

While conducting this project, we will try to develop basic skills, such as entrepreneurship, digital skills which the students will need to interact in their school life and in their future jobs. Within the scope of "virtual abilities", we will use ICTs with our students as the main way of working and communicating. In this interaction, we will also try to improve the participants' communication abilities and awareness of European cooperation. We would like to implement internet conferences, cloud computing, blogs, eTwinning, and create a homepage on which everybody can follow their own activities. We will help the students to gain proper social media usage strategies. They should no longer use the media just for entertainment reasons. We will search ways to increase the benefits and reduce the harm that media can have for the teenagers because we want to bring the real world into our teaching. They will join group work activities with their partners across Europe through tasks like contributing to a blog, designing websites, uploading video presentations, and creating Facebook pages and doing internet conferences throughout the project.

The use of mobile phones in lessons (for example in language lessons for looking up the new words in dictionaries and also in other lessons for looking up facts and figures) IT-based lessons or units will be passed on from one to the other partners (and vice versa) to be tried out there and commented on by students and teachers in order to create a collection of such units, which can be artistic, language based or science based. There will also be workshops for students and teachers at the partner institutions during the transnational meetings (e.g. developing new lessons). Additionally students of participating institutions will try to develop and programme an application for mobile phones within this project. They will also design and maintain the project's website.

Τίτλος Σχεδίου	Journeys of hope: Educational pathways to social inclusion and tolerance
Συντονιστής	Öffentliches Stiftsgymnasium der Benediktiner zu St. Paul Ελληνικό σχολείο: 4ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΙΛΙΟΥ
Εταίροι	IES Joaquin Turina Istanbul Lisesi Liceo Scientifico Statale Filippo Silvestri
Χρηματοδότηση	Ελληνικού σχολείου: 24.760,00 €
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-AT01-KA219-016660_3

Περίληψη Σχεδίου

Context/background

Europe is facing the greatest refugee crisis since World War II. About 1 million refugees and migrants arrived in the EU in 2015, Europol estimates, 27% of these are children. This means that the future school population of the EU will be increasingly characterized by multiple cultures and values. In line with the Paris Declaration and bearing in mind the crucial and strategic role of education to help to tackle socio-economic-changes and key challenges of the EU, schools from five countries decided to set up an interdisciplinary, transnational and multilingual project for the exchange of good practice, whose aim is to foster social integration of people with disadvantaged backgrounds, to promote intercultural dialogue, democratic values and fundamental rights, non-discrimination and active citizenship, critical thinking and media literacy.

Objectives

The objectives strived for are:

- Promotion of the inclusion of people with disadvantaged backgrounds, especially newly arrived migrants-Improvement of pupils' basic and transversal skills through formal/non-formal education in a LLL perspective
- Development of innovative integrated approaches promoting EU values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community
- Promotion of internationalization and improvement in the quality of teaching staff and their abilities/competences as well as development of synergies between various partners on a EU level
- Increasing the attractiveness and visibility of each respective school

Number/profile of participants

The partnership is made up of 5 different schools from Austria, Greece, Italy, Spain and Turkey.

The target participants are upper secondary school pupils in the ages 15–18. Working groups of approx. 16 pupils will be formed in each respective school. Every 8th (alternating) pupil will take part in transnational learning activities and will act as disseminators for their working group and school community.

Description of activities/Methodology used

The following activities are planned: Content/regional/intercultural preparations

- Multilingual videos to introduce the partner schools and their city
- Preparation of multilingual/interdisciplinary teaching materials, which are designed in a way that partner schools can integrate them in their own lesson plans
- Regional and intercultural preparation of the student exchange
- In-school and external dissemination events (conferences with experts, NGOs, etc.) Transnational learning, teaching and education activities
- Presentation/exchange of the tests implemented and their results
- Documentaries/interviews, after study visits with immigrants and refugees.
- Awards for best creative products-In-school and external dissemination events
- Exchange with non-participating institutions via Blended Mobility

Short description of results

The following results are planned: project website, Facebook/YouTube account, various lesson plans, video documentaries, PP-presentations, brochures, e-booklets, guidebook, manual for educators, etc.

The dissemination of all multilingual and interdisciplinary project results is planned, so that these can be integrated into the school curriculum in other schools and countries.

Short description of impact envisaged

The results strived for are as follows:

- Deeper understanding of the themes of “Migration/Refugees crisis”
- Promotion of the inclusion of people with disadvantaged backgrounds, especially newly arrived migrants-Improvement of pupils’ basic and transversal skills through formal/non-formal education in a LLL perspective
- Development of innovative integrated approaches promoting EU values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community
- Strengthening of teaching staff’s didactic skills
- Improved internationalization
- Sensitizing and making society aware of the European dimension of education and of its priorities-Improvement of attractiveness and visibility of the school’s location

Potential longer term benefits

After the completion of the project, material as well as immaterial results will continue to be available and can be used by further stakeholders. In addition to that, appropriate tools will be implemented, which constitute a substantial and economic resource for ensuring sustainability.

The activities realized and the achievable results can provide the following additional long-term benefits:

- A change of mindset of the participants involved in the project, resulting in a greater knowledge, a better understanding of the topic and willingness to integrate immigrants and refugees in their society-Impulses for further development
- Inspiration for third parties to participate in future Erasmus+ programmes
- Transfer of project results to new areas
- Promotion of the EU values

Τίτλος Σχεδίου	MIGRATION AT OUR GATES
Συντονιστής	borgmons berger Ελληνικό σχολείο: 2ο ΕΠΑΛ ΚΑΒΑΛΑΣ
Εταίροι	Gimnazija Tolmin GOKSUN FEN LISESI The BRIT School for Performing Arts & Technology
Χρηματοδότηση	Ελληνικού σχολείου: 23.470,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-AT01-KA219-016662_2

Περίληψη Σχεδίου

This is a social responsibility project that takes “REFUGEES and IMMIGRATION” in its centre with the approach that everybody deserves a life as stated in UNIVERSAL DECLARATION OF HUMAN RIGHTS. For more than ten years of research in Europe and beyond, Human Rights Watch (HRW) has documented serious violations of children’s rights arising from immigration detention of children. Children may be arbitrarily detained, held in cells with unrelated adults and subjected to brutal treatment by police, guards and other authorities. They are often held in poor conditions that fall far short of international standards governing appropriate settings for children deprived of their liberty. Children in immigration detention include unaccompanied migrant children, children in families (including young infants), asylum-seeking and refugee children, and children whose parents are refugees or people seeking asylum.

The project came out of the most serious social problems in recent years as stated above. It is a very serious issue for all of us. We cooperated with the institutions from the countries being more and more affected by the problem. Turkey and Greece are the countries where the problem is dramatically increasing. The Austrian school has refugees among their students and they have experience in dealing with the problem of integrating these people and children into the European culture. UK and SI are the other countries which are familiar with the issue as the members of the European Union. The project will not solve the problems but it will increase social awareness in terms of understanding those people, helping them in their difficult situation. Children are the main case to be dealt with. As they are the most innocent actors of the issue, it is our responsibility to do our best to take care of them. Our starting point of this project is humanism. We have to show our respect to those people because we live in the same world. This must be seen as our common responsibility. As educational institutions we can’t solve this very serious problem, but we can manage to provide social acceptance and manage to give people in need stronger motivation/hope for a happy life. Furthermore, this project will be very useful for our students while developing their social skills, social sensitivity and autonomous personalities.

The project will examine the following issues:

- forced immigrants
- the causes and consequences of forced migration
- the impact of immigration detention on children
- insufficient sensitivity towards immigrants

It will also promote and develop:

- increasing social responsibility campaigns for migrants
- social consciousness, social awareness, social sensitivity, tolerance, empathy for the immigrants and refugees

- destroying stereotypes
- entrepreneurship and volunteering skills of our students

The project activities will be applied at five schools, the schools in the neighbourhood, NGOs in a local area, local community. Students, teenagers, parents, people in local community will be the main actors.

There are five stages of the project:

- Searching immigration and refugees' issue
- Why do immigrants and refugees move to Europe searching for a happy life?
- Getting familiar with refugees and immigrants (taking videos and preparing documentaries of them)
- Organising social volunteering activities for them including as many people as possible
- Disseminating project activities effectively in local, national and international areas to create spreading waves in Europe and across the world

NUMBER AND PROFILE OF THE PARTICIPANTS

Teenagers: 500 active + **500** indirect: **1000**

Teachers: 50 direct + **50** indirect: **100**

Members of NGOs: 50 direct + **70** indirect: **120**

Administrative staff: 20 direct + **20** indirect: **40**

Parents: 300 direct + **300** indirect: **600**

Local community: 300

Total number of beneficiaries:

Direct: 920

Indirect: 1340: 2260

RESULTS AND IMPACTS

Through our project, the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact to future projects and policy processes, such as leading students to overcome lack of social skills, setting up the project website in order to provide continuous access to the general information of the project activities, progress and results, writing newspaper reports and creating on-site panels or leaflets to inform non-specialist audience about the project background and the main results, communication, and cognitive skills of students, cultivating effective partnerships between trainers, educators and community organizations, so as to amplify our collective impact on the students.

Τίτλος Σχεδίου	School - Bands Against Racism
Συντονιστής	Höhere technische Bundeslehranstalt 1, Linz Ελληνικό σχολείο: ΜΟΥΣΙΚΟ ΣΧΟΛΕΙΟ ΚΟΡΙΝΘΟΥ
Εταίροι	OSG Sevenwolden
Χρηματοδότηση	Ελληνικού σχολείου: 30.450,00 €
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-AT01-KA219-016679_2

Περίληψη Σχεδίου

“School-Bands Against Racism” ist ein von der EU gefördertes Schulband-Projekt unter Erasmus+. Drei Partner, aus Griechenland, den Niederlanden und Österreich, beschäftigen sich mit Rassismus, Diskriminierung und Musik, arbeiten und musizieren zusammen auch um übereinander zu lernen, über Land und Leute, deren Geschichte, Kultur, Musik und Traditionen. Während unserer SchülerInnen-Meetings tauschen wir unsere Ergebnisse aus, lernen die Gemeinsamkeiten mit den Kulturen vor Ort kennen und haben gemeinsame Konzerte zum Thema Rassismus und Diskriminierung. Die SchülerInnen sind zwischen 14 und 19 Jahre alt.

Wir verfolgen gleich mehrere Ziele:

- 1)** Eine gemeinsame Schulband mit SchülerInnen aus allen Partnerländern zu bilden und in öffentlichen Konzerten vor Ort unsere Musik zu performen. SchülerInnen, die ein Instrument spielen oder singen, zusammen zu bringen und gemeinsam mit unseren Partnern Schulbands in Schulen quer über alle Länder anzuregen. Dabei wird musikalisches Talent gefördert und weiterentwickelt.
- 2)** Wir lernen uns kennen und tauschen uns aus, um voneinander bei der gemeinsamen Beschäftigung mit Rassismus und Diskriminierung zu profitieren. Durch Reisen und Aktivitäten in den Partnerländern bringen wir die SchülerInnen dazu, kulturelle Grenzen zu überschreiten und ihren Horizont zu erweitern hin zu europäischen Bewusstsein, aktiver EU-Bürgerschaft und Demokratie. Diese Einsichten und Erfahrungen wollen wir bei den Konzerten auch unserem Publikum (SchülerInnen) weitergeben.
- 3)** Die digitalen Fähigkeiten der SchülerInnen entwickeln: Einerseits durch den Umgang mit Internetplattformen, andererseits durch das Erstellen von eigenen audiovisuellen Aufnahmen und drittens durch das Produzieren einer DVD, die selbst gemixt, editiert und gemastert wird. Zusätzlich durch das Vorbereiten von Multimediapräsentationen zu unserem Thema Rassismus und Diskriminierung und zur Projekt-Durchführung selbst.
- 4)** Das Nutzen von verschiedenen in der Schule gelernten Fremdsprachen beim untereinander kommunizieren, sich treffen, miteinander arbeiten sowie musizieren in der Universal-Sprache Musik.
- 5)** Das musikalisch-kreative Potential der Teilnehmer durch die Schulbands zu fördern, miteinander Musiktitel zum Thema Rassismus und Diskriminierung zu erarbeiten und in Konzerten zu spielen. Die Informationen dazu und die Verbindungen zwischen Rassismus, Diskriminierung und Musik werden durch die ausgewählten Songtitel und die mehrsprachige Moderation dem Publikum präsentiert. Unsere Vision ist, durch die universelle Sprache Musik und die Auseinandersetzung mit Rassismus und Diskriminierung die Kommunikation zu fördern und neue Freundschaften zwischen SchülerInnen und auch LehrerInnen entstehen zu lassen.

Τίτλος Σχεδίου	THEATRE UNITES EUROPE
Συντονιστής	Bundes gymnasium Bludenz Ελληνικό σχολείο: ΗΜΕΡΗΣΙΟ ΓΥΜΝΑΣΙΟ ΑΝΟΙΞΗ
Εταίροι	Seminarul Teologic Ortodox "Sf. Ioan Gura de Aur" ISTITUTO DI ISTRUZIONE SUPERIORE BRAGAGLIA ARDESEN KANUNI ANADOLU LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 21.820,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-AT01-KA219-016759_3

Περίληψη Σχεδίου

The European Union is currently facing one of the biggest crises in its history. New borders are mounted between the member states and the number of refugees moving into the continent is a topic of many political discussions. Every day we can read new stories about people who don't trust in the future of Europe any more. In this crucial situation, we as partners of this project consider it as most important to bring young people together to work and think on a future for Europe. In this context, we have chosen theatre as a way to express this topic. Theatre is in the central of this project to improve our students' self-confidence and basic skills.

According to observation of OECD reports about basic skills, current articles of the academicians and the negotiation of the chosen partners' observation and analysis of their students, lack of basic skills and self-confidence affect pupils highly in means of success in education so in life. Therefore we framed our project on improving basic skills, sense of initiative and entrepreneurship, responsiveness to social, linguistic and cultural diversity; improved levels of skills for employability as also defined important priorities of EU Erasmus+ programme. To battle with the weakness of basic skills, as the partners of this project we decided to develop our students' basic skills, self-confidence and provide them opportunities for international interaction, participation in multiple events and self-expression.

Since the theatre is an art that includes many features of art, we aimed to improve basic skills of our students with the effect of this project. The students will improve their artistic skills by acting in the theatre plays as well as their literacy and writing skills by writing the scripts. Moreover, they will develop their ICT skills by recording and editing videos as well as their language skills by using English both in writing scripts and performing. The students and teenagers including the ones with fewer opportunities will be our main actors and they will be in the centre of all stages when the teachers will be supervisors in the project.

Our basic aim is to provide an activity for every single student in school and peer environment apart from ordinary school programme. We have to include everyone in a way that everybody will be able to show an ability to improve his/her self-esteem, self-confidence so feel acceptance in social life. We knew from our experiences that anyone who join and perform something to the peers, become different from earlier. A single event may change a student if we provide facilities. This project has been created by the negotiation and agreement of all partners. The partners are from AT,HR,IT,RO,GR,TR These partners are chosen among several organizations from different countries all over Europe as they are the most convenient partners for the project theme.

OBJECTIVES

1. to improve our students basic skills and self-confidence
2. to improve pupils' social skills and sense of initiative and entrepreneurship
3. to practice and perform sketches and two plays on the stage
4. to develop enthusiasm for theatre among students
5. to encourage the learning of modern foreign languages and ICT skills
6. to improve pupil's international interaction, participation in multiple events, self-expression and social skills
7. to support student's school and life success

NUMBER AND PROFILE OF THE PARTICIPANTS

Students/teenagers: There will be teams of 30 students in each partner organization so 180 in total will take part actively in project activities. Approximately 1200 students/teenagers will indirectly be affected.

Teachers/Adults: There will be teams of 5 teachers in each partner organization so 30 in total will take actively in project activities. There will be a teacher of English, Music, a Psychological Counsellor, an ICT teacher and a PE teacher/trainer. Approximately 150 teachers/adults will indirectly be affected.

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

RESULTS AND IMPACTS

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

Τίτλος Σχεδίου	STEAMing ahead towards our future
Συντονιστής	Vrij Technisch Instituut Veurne Ελληνικό σχολείο: 1ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΛΕΞΑΝΔΡΟΥΠΟΛΗΣ
Εταίροι	Srednja gradbena, geodetska in okoljevarstvena sola Ljubljana Jämtlands Gymnasium Wargentin Istituto Istruzione Superiore Natta/Deambrosis Escola Artística do Conservatório de Música do Porto
Χρηματοδότηση	Ελληνικού σχολείου: 29.070,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-BE02-KA219-017318_5

Περίληψη Σχεδίου

STEM seems to have become a European strategic educational goal. Children, students need to become more passionate about Science, Technology, Engineering and Maths and consequently choose a professional career in one of these fields. Our project “Europe In Change: STEAMing ahead towards our future” wants to play its part in this evolution. A mix of 6 general and technical/vocational education schools from Greece, Portugal, Slovenia, Italy, Sweden and Belgium join forces to try and create challenging classroom material for 16/17 year olds involving all these STEM fields of study. But our project goes one step further. It adds A to the equation and aims at STEAM. Scientific evidence has shown that artistic, creative challenges amplify the development of the more traditional, rational STEM skills. This is what our project wants to explore while using the most modern technologies like iweb and web2 tools. Schools, teachers and students embark on a 3-year voyage in which teachers co-operate to develop innovative course material that will be tested, assessed and modified by students and teachers in international try-out sessions.

International joint staff training and local teacher training will serve to spread the newly developed lessons to as many teachers as possible, thus also reaching a multitude of students for years to come. In this process we don't just want to integrate Art as a means to make STEM more attractive and worth its while; we also aim at turning the tables completely and making STEM serviceable to the higher goal of Art, creating a large work of Art called “Europe in Change”, involving artists from all partner countries, and integrating as many STEM aspects as possible.

Finally, we also want to play a role in opening up the STEM/STEAM idea to as large an audience as possible. On one hand we want to develop challenging questionnaires for younger 10 to 14 year old pupils, to be done at home together with parents, brothers and sister and called “STE(A)M@home”. On the other hand, we also aim at the general public in quizzes called STE(A)MforAll. Europe in Change is at the heart of our project and we hope that some of that change happens because of our project.

Τίτλος Σχεδίου	Creative Teaching and Learning
Συντονιστής	SOU Ekzarh Antiml Ελληνικό σχολείο: 17ο ΛΥΚΕΙΟ ΑΘΗΝΩΝ
Εταίροι	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA Killorglin Community College Escola Secundaria Maria Amália Vaz de Carvalho American Academy Larnaca Alumni Foundation Bromma gymnasium Astor College for the Arts
Χρηματοδότηση	Ελληνικού σχολείου: 13.410,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-BG01-KA219-023692_4

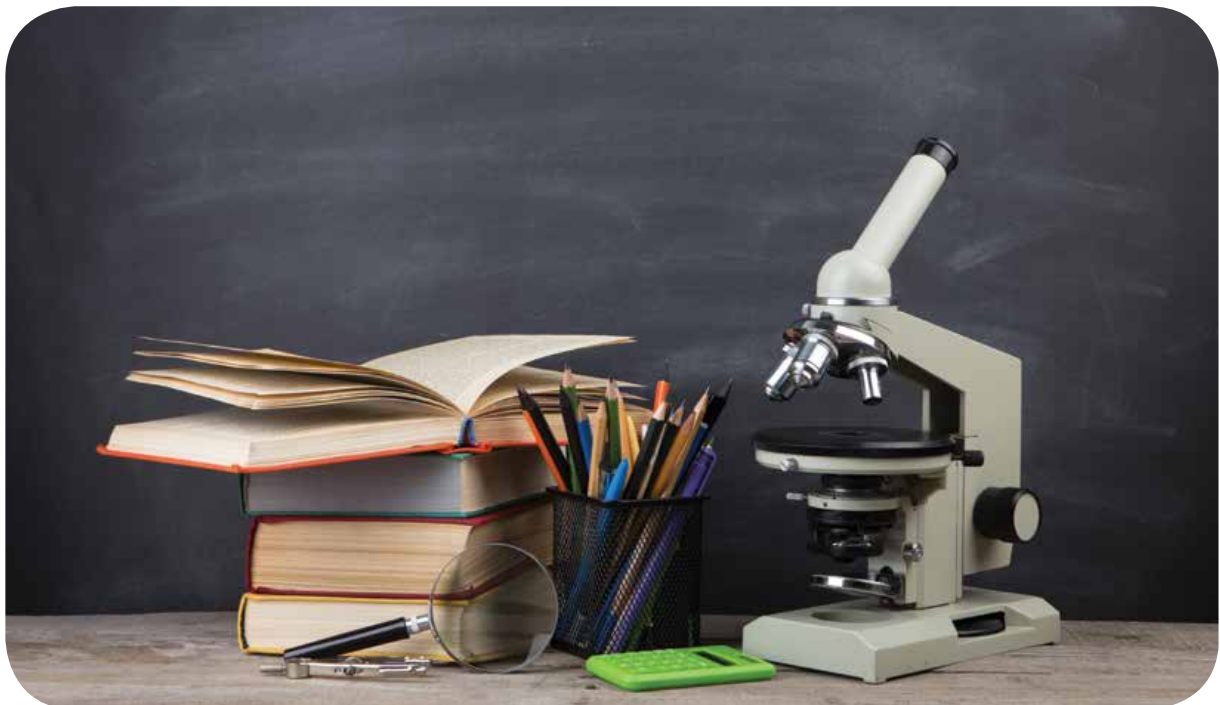
Περίληψη Σχεδίου

The world needs more and more compassionate creativity to solve difficult problems confronting us. Creative people do not have answers, but they habitually question the status quo and think about alternatives and improvements. They discover and invent possible answers. They habitually ask better questions. They have optimism and can to resolve difficult situations as refugee crisis and the danger of the terrorist attack. When combined with empathy and compassion, creativity is bound to be a force for good. Developing creative thinking in students and teachers above participating in the project (directly and indirectly) will be our small but important step to improve the society environment.

This project will contribute to promoting equality, social cohesion, active citizenship, and enhancing creativity and innovation in the European education. Schools from Bulgaria, Spain, Sweden, Portugal, Ireland, Cyprus, Greece and England will develop and implement creative/innovative ICT-based contents using new pedagogies designed to strengthen students 15-18 years old learning skills and teaching creative skills. The added value of the learning and teaching activities which we intend to implement in our project time is the promotion of the creative teaching and creative learning as necessary condition to improve the educational environment at schools and to respond on the needs of the modern society.

The project aim will receive its implementation through workshops for teaching and learning creatively which will be held during the partners meeting in every participating school. We will make more than 27 workshops to present and learn different creative, innovative techniques and methods for teaching and learning different subjects at school- Mathematic, History, Geography, English language, Social science and humanity, Chemistry, ICT, Drama. Teachers from the partners' countries will lead this workshops according to their competence and experience in the relevant area. Participating teachers will observe and discover different ways to be innovative and ingenious. The best teaching model is the one which are developed skills in the practice of the creative teaching. Participating teachers in the workshops will share the newly learned methods with teachers and students in their own schools. This type of communication will improve the teaching environment in all participating schools. This collaborative work will result in a common book at eight languages and online e-book available for all teachers in EU. Teachers and students will receive knowledge and stimulation to think creatively and act creatively in the classroom. Creativity in teaching will deliver the knowledge to the students in more easier and understandable level. Students will learn to think creatively when they are exhibited on creative teaching by their teachers.

The project results- the printed out brochure “Creative teaching and learning” based on the project workshops will be published in eight languages and will be easily transferred and exploited in other European countries. The project involves schools which will set up a parallel eTwinning project, which will be used to support the sustainability of the project. The workshops will be recorded and the video files will be uploaded into the eTwinning project space. The project addresses the creation of new teaching methods and use of innovative techniques with use of ICT technology to make education attractive and engaging and bring knowledge and skills to wide audience. Students will participate in two theatrical performances, two concerts, interdisciplinary projects, one competition “Brain without limits” for problem solving tasks and games, drama lessons and training, Flipped rooms. They will work in international teams and will publish nine edition of student’s magazine, create short movies and use different Internet and web tools. As a result of this partnership a video guide for creation of short educational movies in 8 languages will be created together with Video Culture Guide for advertisement of the partners regions and Video Guide ‘Creative classroom and Class management” on 8 languages to share good drama practices collected from the project workshops. Four Learning /Training events for students and teachers will be held in Spain, Portugal, Greece, and Sweden. Three transnational meetings will be held in England, Ireland and Bulgaria.



Τίτλος Σχεδίου	Refugees and migrants seeking for their future in the united Europe (past-present-future)
Συντονιστής	Lykeio Agiou Ioanni Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΜΥΤΙΛΗΝΗΣ
Εταίροι	Εταίροι: ISTITUTO DI ISTRUZIONE SUPERIORE STATALE LICEO CLASSICO-SCIENTIFICO- TECNICO-INDUSTRIALE (INDIRIZZO CHIMICO) Gymnázium, Dukelská 30 Escola Profissional Amar Terra Verde Sredno obshtoobrazovatelno uchilishte Hristo Botev Colegiul National "Preparandia-Dimitrie Tichindeal" AGUV TOBB OZEL TEKDEN FEN LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 20.620,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-CY01-KA219-017309_8

Περίληψη Σχεδίου

People's freedom of movement and settlement is one of the fundamental freedoms and principles of the EU. Since ancient times Europe has faced the constant movement of people leaving their countries for various reasons (war, natural disasters, poverty). In recent years due to the situation in the Middle East this phenomenon has become so intense that it has become a problem for the refugees/immigrants themselves as well as the hosting countries. To deal with the problem requires an extensive cooperation between countries but also between voluntary NGO Research has shown that early school leaving is greater for students coming from immigrant/refugee families. Our work aims to break prejudice among local populations and refugees/immigrants so that their integration into the local communities becomes smoother and effective. The smooth integration of immigrants/refugees in local communities will reduce delinquency, early school leaving and unemployment among young people whose parents are refugees/immigrants

Number and profile of participants: The project is expected to actively involve over 2000 people, students, parents, teachers, members of voluntary NGO and local officials.

Students: 20 from each school will be involved in 4 mobilities (Total: 160). Moreover students, 150-1000(depending on the size of the school) from each school, will take part in all project activities. Profile: Students irrespective of their academic achievements, family background or financial status.

Teachers: 12-15 teachers from each school will be involved in 8 mobilities (96-120). Moreover teachers, 50-100 (depending on the size of the school) from each school, will take part in all project activities. Additionally about 200 teachers and 100 school administrators from each participating town will take part in dissemination activities. Profile: Teachers, Vice-principles, Principles from all departments. Parents at least 200 from each school will be involved in the project's activities.

NGO: at least 20 from each country will be involved in the project's activities. Local Authorities: 10-20 from each town.

Activities used in the course of the project

1. Contact surveys and analysis of the results
2. Seminars
3. Participation in search and rescue teams for refugees

4. Visits to refugee camps and settlements to provide assistance.
5. Organization of cultural/charity events
6. Historical studies
7. Transnational meetings
8. Teaching in the classroom by teachers of all nationalities participating in the programme
9. Creation of Power Point Presentations
10. Work Groups
11. Workshops
12. Dissemination activities

Methodology used:

Social research/field research, Surveys, Meta-Analysis Teaching methodology: Work groups, Seminars, Laboratory work, Experiential Learning Brief description of the expected results and impact

1. Reduction of prejudice between locals and migrants / refugees
2. Smoother integration of immigrants / refugees into local communities
3. Reduction of school delinquency, bullying and school failure
4. Reduction of early school leaving among migrant / refugee children
5. Reduction of unemployment of young people from immigrant families
6. A large number of students and teachers will increase their skills in communication, modern technologies and languages
7. Students will learn to cope with difficult situations, will enhance their autonomy, become more creative and innovative and will gain leadership skills
8. The acquisition of the above skills will help our students in their future academic and professional careers
9. The teachers will become better educators, more efficient and more open to new ideas
10. The schools will create a better learning environment and therefore achieve better results

Potential long-term benefits of the project

1. It will strengthen the citizenship values of the EU and the democratic ideals too of the citizens of local communities
2. The role of voluntary NGO will be more appreciated and strengthened with new members
3. The teachers will become better educators, more efficient and more open to new ideas
4. The schools will create a better learning environment and therefore achieve better results

Τίτλος Σχεδίου	Science, Technology, Engineering, Math by ART
Συντονιστής	Zakladni skola Praha 3, Lupacova 1/1200 Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΔΙΑΒΑΤΩΝ
Εταίροι	Scoala Gimnazialanr 7 Buzau FEDACMANRESA General Secondary School "Nikolay Katranov" OSNOVNA SOLA JOZETA KRAJCA RAKEK Topalli Ortaokulu
Χρηματοδότηση	Ελληνικού σχολείου: 18.185,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-CZ01-KA219-023821_3

Περίληψη Σχεδίου

Project STEMART is focused on some European educational priorities and among them the most important one is the support of STEM education. Seven countries will organise seven scientific weeks and competitions on chosen topics, to which an international approach will be shown. There are scientific explorations, technical inventions, biological experiments, programming and also construction activities. A permanent sharing of experiences, creation of a scientific ledger and various outputs gives students new horizons and perspectives.

As can be clearly seen, a precise evaluation of outputs will create an exceptionally rich scientific and technological experience which can have a strong effect on the future job orientation of students. All products will be published under Creative Commons Licence and all students will be granted their attribution to the final products by certificates. This approach will also involve national bodies, institutions and political representatives in the dissemination of this project. The project will be organised under the auspices of the Czech commission of UNESCO and the representative of European parliament, Mr. M. Poche.



Τίτλος Σχεδίου	YOU ON MY MIND
Συντονιστής	Gymnazium, Obchodni akademie a Jazykova skola s pravem statni jazykove zkousky Hodonin, prispevkova organizace Ελληνικό σχολείο: 1ο ΓΕΛ ΠΑΛΑΙΟΥ ΦΑΛΗΡΟΥ
Εταίροι	Marie-Kahle-Gesamtschule, Bonn Nurmijärven Yhteiskoulu Gimnazija Nova Gradiska Prywatne Gimnazjum Językowe Parnas
Χρηματοδότηση	Ελληνικού σχολείου: 18.390,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-CZ01-KA219-023857_6

Περίληψη Σχεδίου

Our project called YOU ON MY MIND is conducted by six middle schools from the Czech Republic, Poland, Finland, Greece, Croatia and Germany and aims at students who are aged 13-18. It deals with two main concepts: tolerance and courage as these issues have become more and more important in modern Europe. The project has a theoretical and practical part. Within the first part students will research and present tolerant and courageous people/acts of their countries while the second part focuses on learning by doing, enabling students exchange of their ideas, presentations, knowledge. The cooperation between schools will be conducted at personal, educational, social and international levels.

The eTwinning platform will be the main tool used in the interaction between schools and teachers (a special project group called “You on My Mind” has already been established). Apart from online cooperation, the participants will get the chance to meet each other during 6 project meetings - each one hosted by one of the partner schools and consisting of 5 working days filled with various project activities and 2 days for travelling (arrival and departure). We definitely want to take more than 100 participants in total to the project meetings. We are determined to deal with the budget provided by the EU very wisely to save up money in order to enable more pupils and teachers to participate in the meetings. Our plan counts with approximately 5-10 students per school plus 2 teachers adding up to 60 foreign participants per meeting. All students have to speak English on a communicative level as this language is the main language of our project. In addition, the pupils will be staying with their host families that are why English will be the main tool of communication between hosts and guests. During the project students will take part in various activities such as: guided visits to the places of historical value, lectures, seminars in places of historical interest, workshops, meetings, city games.

Other activities will include sport-oriented tasks (football without frontiers, conquering fears, climbing, basketball etc.) and artistic workshops (drums, drama, drawing, collage, photography, music and dance). Thus the methods used in the project include team work, group work, pair work, presentations, discussions, lessons, artistic events such as drums workshop, painting in the art studio, sport activities, surveys and analyses and are all based on the principals of “experimental learning” or - in other words - “learning by doing”. The main idea of the project is to combine theoretical and practical parts by learning through reflection on doing. In between the meetings, students will work together on various smaller projects, exchanging ideas, learning to communicate, work as a group and reach decisions in a fair and democratic way. Students will learn the value

not only of their hometown cultural impact, their traditions but also get the broader scope of a feeling of European unity. By teaching about and working on presenting uniqueness of each participant country we will try to discover the unifying common elements for all the partner nationalities.

The main results expected to be achieved through the project can be divided into two groups. The first one being closely connected with all the participants and the other one is focusing on more widespread effects. First and foremost we expect the participants to act in a tolerant and open way, think critically and to reflect at the same time. Students from different parts of Europe will get the chance not only to use their language skills but also to exchange their points of view with peers from various backgrounds and of different origins by working on commonly shared values and principles. As to more widespread effects, we are sure that the project participants will contribute in a positive way to local communities which will be visited during the exchange meetings, which include a visit to a local hospital, refugee camp or local historical and educational centres. Not only students but also teachers will get the chance to learn about modern educational methods, approaches and systems.

Project management skills will be also of great importance as the involvement of various people will be necessary in order to carry out the project. Local authorities and parents will be an important part of the project implementation as their help in organizing the activities will be vital. The beneficent will also be the whole school communities as even the pupils not directly involved in the project will see its positive outcomes. By learning about different cultures, traditions, art, history and geography we will encourage the students to become tolerant, supportive young leaders of the European community.



Τίτλος Σχεδίου	Eco-Hiking Europe
Συντονιστής	Stredni umeleckoprumyslova skola Karlovy Vary, prispievkova organizace Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΣΗΤΕΙΑΣ
Εταίροι	Colegiul National "Nicolae Balcescu" Joensuun yhteiskoulun lukio Agrupamento de Escolas Frei Heitor Pinto
Χρηματοδότηση	Ελληνικού σχολείου: 20.875,00 €
Διάρκεια Σχεδίου	25 μήνες
E+ Link number	2016-1-CZ01-KA219-023903_3

Περίληψη Σχεδίου

The "Eco-Hiking Europe" project is aimed to enhance, develop and improve participants' professional and transferable skills and competencies. Five secondary schools from the Czech Republic, Finland, Romania, Greece and Portugal will cooperate and exchange groups of students in order to spread the idea of European citizenship, discover and explore each countries' natural treasures and to create new materials and other outputs that have not been attempted yet. Most activities will take place outdoors in the environment of first-hand experience and learning by discovering. Since the schools prepare students for their professional career, the activities are focused on aspects of their employability in present and future labour market.

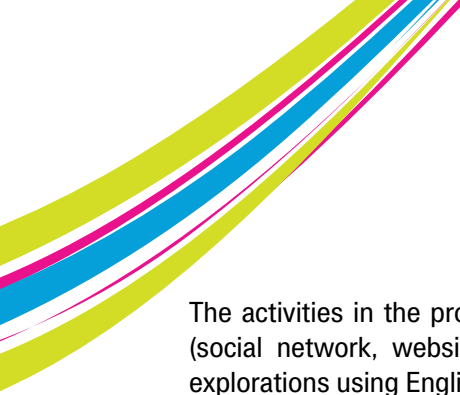
The main objectives concerning the students and teachers are:

- developing knowledge of English and ICT for communication as well as for their professional lives
- deepening and enhancing their theoretical, social, interpersonal, communicative and also physical skills
- increasing their chances in the labour market - working and cooperation in international teams
- improving orientation in the real - out of class world
- expanding their horizons and knowledge of variety of natural phenomena
- helping them realize differences as well as similarities between partner countries related to their cultural, social and historical aspects that will enhance mutual understanding and respect for individual cultures

The main targets concerning the institutions

- internationalization of the schools
- enrichment of general and specific parts of the schools' curricula
- implementation teaching of ecology in English and transferable skills in curricula
- facing each institution with the counterpart/competition from other countries
- catching up with current development European-wide. Approximately four hundred of participants will be involved in the project, most consisting of students and their teachers

who will plan, implement, realize, assess and disseminate activities and outcomes gained and organised in the project. It is strongly believed that the overall project team with the cooperation of the schools' implementation teams and participants will be able to achieve the goals and fruitfully accomplish all the activities and products planned in the proposal.



The activities in the project cover wide variety of work. On one hand, the participants will use IT tools (social network, website, video sharing) for communication, work and presentation results of their explorations using English as Lingua Franca, on the other hand though, mainly, they will discover, explore, hike and analyse under expert supervision different types and kinds of natural habitats and unique natural geoparks. They will learn how to cooperate, communicate, suggest solutions and share own ideas and attitudes towards wide range of natural aspects in order to produce outcomes usable for their professional lives (photobook, nature trail proposal, videos with worksheets or presentations) as well as for ideas for exhibitions and public relations. Five international outdoors workshops focused on five different kinds of natural phenomena will be organized in the project. The receiving school which is responsible for preparation, organization and assessment of the workshop will make a detailed schedule which will combine hikes in the actual natural area with activities undertaken while hiking and consequential fifth day at school where results of outdoors activities will be analysed, discussed and put into theory. During the major part of each workshop - hiking part - participants will work as one international team under the lead of receiving organisation. Depending on the country, students will discover rare and unique natural phenomena such as various national parks across Europe, unique palm trees, birds, snakes, herbs and spices, marshes and swamps, lakes, geothermal areas and many more. The whole international team will hike and work on various tasks outdoors prepared by implementation team of receiving organisation. Students will explore nature which they don't have in their own country and will learn many new skills.

Major results will be detailed photobooks from each workshop, new worksheets for schools to use in curricula, new, complete nature trail ready to be constructed. Methodology used is described in section G in detail. It is covered by coordinators' assistant who is an expert on Ecology+Geography. It is believed that the project will help students to improve and enhance not only their professional skills but also transferable competencies so important for their employability or entrepreneurship. Moreover, it will make students aware of belonging to a community at local, regional, national and European level. The examples of the best practice as well as some of the results will be integrated into the schools' curricula so that it has a long-term impact on preparation of present and future students.

Τίτλος Σχεδίου	Shapes
Συντονιστής	Gymnazium Brno, Slovanske namesti, prispevkova organizace Ελληνικό σχολείο: 4ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΧΑΝΙΩΝ
Εταίροι	KORFEZ FEN LISESI Agrupamento de Escolas Alves Redol
Χρηματοδότηση	Ελληνικού σχολείου: 21.890,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-CZ01-KA219-023946_3

Περίληψη Σχεδίου

In the project of “Shapes” four secondary schools from the Czech Republic, Greece, Portugal and Turkey will enhance the European dimension of education by promoting joint cooperation activities among them. They will study regular geometrical shapes and symmetry around us and this way they would like to contribute to a decrease in the number of cases of underachievement in maths and science. Partnership would like to show geometry as a part of our life and as a part of the nature around us, to get a new view of the world around us, to explain that geometry belongs to the basic knowledge that connects a lot of disciplines, to show that geometry can be interesting and amusing. Participants of the project will be students and teachers of the school. Direct participants should be about 140, indirect participants (students involved in presentations, CLIL lessons and competitions) 600.

The common work and above all four short-term exchanges of groups of pupils will teach the participants about countries and their cultures improve the language knowledge, motivate them to study languages, show how to work in international teams and contribute to building new Europe. Besides short-term exchanges four transnational project meetings will be organized. Main activities of the project are: taking and making photos of regular shapes around us, visits of galleries and museums, competitions in painting and creating regular shapes, competitions in puzzles, CLIL lessons and preparation of materials that will help teachers teach geometry in an interesting way.

The most crucial results will be common catalogue of cards with regular shapes around us with explanations of the shapes, mathematical stories named “Back in history”, presentations on regular shapes, CLIL lessons, sets of geometrical puzzles, a multilingual geometrical mini dictionary and works of art. After the project and after its dissemination the attitude to geometry at participants and some students of other schools may improve. At the same time the names (the trade marks) of participating organizations should get higher value for the local public. The digital products will be available on the project websites so teachers and students may benefit from them also in the future.

Τίτλος Σχεδίου	Let's take a CLIL L.E.A.P. (Limitless Employment Abroad Possibilities)
Συντονιστής	Zakladni skola a Materska skola Klic s.r.o. Ελληνικό σχολείο: 4ο Γυμνάσιο Βόλου
Εταίροι	Cooperativa de enseñ anza Narval Escola Secundã ria/3 Camilo Castelo Branco II. Rákóczi Ferenc Magyar-Angol Két Tanitási Nyelvu Baptista Általános Iskola és Alapfokú Muvészeti Iskola
Χρηματοδότηση	Ελληνικού σχολείου: 24.465,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-CZ01-KA219-023966_5

Περίληψη Σχεδίου

As the title of the project “Let’s take a CLIL L.E.A.P. – Limitless Employment Abroad Possibilities” suggests, it intends to focus on broadening the experience and perspective of the future within classrooms with an average age from eleven to fifteen years. The project itself will be realized among the partner schools from the Czech Republic, Hungary, Spain, Greece and Portugal. Each of these member schools differs in size and experience and has a different cultural and sociological background. That will additionally give the involved members new angles, from which to look at either the educational process or life in general. There are two main objectives of the project as well as there are two target groups benefiting from its fulfilment. First off, the students will be shown that the possibility of studying or perhaps even establishing a career abroad is getting more accessible by the day. This will be done in two different ways.

First of those is the CLIL (Content and Language Integrated Learning) method, which we will temporarily (but hopefully permanently) integrate into the schools’ curricula. We believe it will prove to the students that most of them already have what it takes to consider their possibilities outside their own country. The second part is the actual hands-on experience for students, who will be chosen to travel abroad. They will meet and conduct interviews with ordinary foreign citizens with a specific employment characteristics.

Therefore, we believe students will see the benefits of CLIL method in real-life situation, in which they will be using English in order to accomplish a “non-language” objective. Consequently, the students will be asked to give form to the gained information and share it with the rest of the involved community. By doing that, we hope to address the widest possible audience with their results. Secondly, the partner schools and teachers will have an opportunity to get accustomed with the CLIL method (in case they have not worked with it before), try and embrace different approaches towards the method and more importantly, share any kind of experience they have had with CLIL so far. This is how schools unacquainted with CLIL will get a chance to grasp its concept and basics, whereas more experienced school will be encouraged to contemplate and share what they have already worked out. To ensure that insufficient experience with CLIL is in no way obstructive or disadvantageous for the school’s advancement in the project, there will be organized seminars throughout the joint staff meetings.

The following will be the products of the joint effort on the project:

Website – There will be a website created and managed to contain every important piece of information and to make it available to every interested party.

Database of CLIL materials – Every member school will be responsible for the creation and management

of one of these databases. There will be a total of five different databases, each consisting of education materials using CLIL method and concerning a particular set of school subjects.

Joint Magazine – The students, who will be chosen to be a part of the short-term joint student exchanges, will be encouraged to share their experience and newly-gained information via production of a short magazine. Such written expression of their endeavours will not only spread the word around, but also motivate students from different to work with each other and improve their language skills at the same time.

Erasmus Day – With the project coming to an end, the Erasmus Day will serve as its climax. Its purpose will be to spread the information about the project and thus make the project transparent to other students, teachers, parents and local community. It will display the products of our collective effort.



Τίτλος Σχεδίου	FIGHT AGAINST DISCRIMINATION AND RACISM
Συντονιστής	Stredni zdravotnicka skola a Vyssi odborná skola zdravotnicka, Plzen, Karlovarska 99 Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΒΑΜΟΥ
Εταίροι	Liceul Teoretic “Gheorghe Munteanu Murgoci” ISTITUTO TECNOLOGICO STATALE TRASPORTI E LOGISTICA “LEONE ACCIAIUOLI” - ORTONA (CH) Duragan Anadolu Lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 23.390,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-CZ01-KA219-023979_3

Περίληψη Σχεδίου

CONTEXT/BACKGROUND

Today's world map shows us an increasing intermingling of various cultures that have to or want to live together. More often than not, these colourful maps are often clouded by inherent conflicts and threats of imminent war. It is why we believe that the sooner we act, the better chance we will stand to prevent such conflicts from breaking out. The reason why we chose to make this a priority of our project is the fact that this entire phenomenon is also visible from early stages of life, at ages when children should try to see the beauty of life, should learn acceptance and tolerance and should be free from prejudices. The basic behaviour that students generally resort to, at their age, to show disrespect and lack of tolerance, is bullying, a phenomenon which has increased steadily and affected an increasingly worrying number of students in the past years.

OBJECTIVES

The overall purpose of the project is to combat the unsound mentalities existing inside communities which are built on disrespect and intolerance against certain groups of people by raising students' awareness of the terrible effects of these behaviours on the development of a human being and by combating hate speech and hate behaviour inside schools. The objectives we have established are meant as steps that need to be undertaken in order to attain the purpose:

1. to promote inter-cultural dialogue between different countries and socio-cultural categories
2. to reduce violence, school dropout and inequality by promoting values such as tolerance, acceptance of alterity and inter- and intra-cultural respect
3. to actively involve students in activities that presuppose working in multicultural teams
4. to discourage the tendency to stereotyping and prejudice based on isolated cases of misbehaviour
5. to enhance the quality of the relationship among students of different cultural backgrounds and develop their social and communication skills
6. to encourage the learning of different languages and cultures from the European space

NUMBER AND PROFILE OF PARTICIPANTS

2000 students in the 5 schools with ages ranging from 14-19 will benefit indirectly. Out of these, 128 students will participate in the short-term exchanges. 32 of them are at risk of social exclusion, facing economic difficulties or have behaviour problems. The selection will happen before each meeting (8 students/partner/meeting) according to a previously established methodology. One criterion in the selection of the team will be

to have a wide variety of cultures and minorities. 200 teachers involved directly and indirectly. The project team in each school will comprise at least 1 school counsellor, 1 English teacher, 1 Arts teacher, 1 Music teacher and 1 PE teacher. Their work will be coordinated and supervised by the contact person and the legal representative of each institution.

DESCRIPTION OF ACTIVITIES & METHODOLOGY TO BE USED

- Project management (ongoing): Design and implementation of methodologies to be applied
- Selection of participants, communication, reporting; Financial management and acquisitions; Risk management and control; Evaluation of activities and results.
- Transnational Meetings:
M1-TR Presentation of bullying issues at local levels by each school. Current local measures to combat and prevent bullying;
M2-CZ The role of teachers in combating bullying. Developing a programme to include victims of discrimination and bullying
- LTTAs:
C1 - CZ Types of discrimination.
Forms of bullying //Sports To Stop Violence;
C2 - IT Victims and aggressors within discrimination and bullying.
Arts & crafts to stop violence;
C3 - RO Neutralising hate speech.
Music & dance to stop violence;
C4 - GR Consequences of bullying.
Photographs & films to stop violence.
- Dissemination of project results and activities (ongoing): Creation of website and updates; Creation of eTwinning space; Design of materials - brochures, CDs, DVDs, flyers, posters, banners; Dissemination meetings; Elaboration of sustainability plan

RESULTS AND IMPACT

- booklet which includes outcomes-programme for assistance of bullies and bullied devised and implemented at the end
- students, staff, local communities will become aware of the phenomenon and implications of bullying and develop better intercultural relationships
- the cases of bullying are reduced
- the schools become part of a network and can assist each other in dealing with bullying
- values like tolerance and respect are promoted among participants and indirect beneficiaries.

LONG-TERM BENEFITS

- programme will be implemented according to sustainability plan
- booklet will be available online for free use by other schools
- number of bullying cases is reduced-synergy among different cultures is established

Τίτλος Σχεδίου	Make the chemistry sexy
Συντονιστής	Hellweg-Schule Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΕΥΚΩΝ
Εταίροι	Gimnazjumnr 9 im. Powstancow Wielkopolskich BIGA MEHMET AKIF ERSOY ANADOLU LİSESİ CEPAS.C.A.
Χρηματοδότηση	Ελληνικού σχολείου: 22.145,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-DE03-KA219-022822_5

Περίληψη Σχεδίου

“Chemie” ist ein bedrohtes Unterrichtsfach: Es ist bei den meisten Schülern nicht besonders beliebt und wer kann, wählt es ab. Dies gilt wohl europaweit, die Gründe dafür sind nur teilweise landesspezifisch. Für alle am Projekt “Ma.t.che.s. - Make the chemistry sexy” beteiligte Schulen gilt wohl, dass die hohe Voraussetzungsgebundenheit des Faches kombiniert mit seinem “Nerd-Status” den Schülerinnen und Schülern das Fach oft schon von vorneherein verdirbt. Dabei leistet die Chemie als Schulfach einen enormen Beitrag zur Entwicklung von Basis- und Querschnittskompetenzen: Objektives, ausdauerndes Beobachten und Dokumentieren, Aufdecken von Widersprüchen, zielstrebiges Handeln zur Lösung von Problemen, analytisches Denken, Arbeiten mit Modellen und Simulationen (auch im IT-Bereich) sind allesamt tagtäglich im naturwissenschaftlichen Unterricht vermittelte Kompetenzen. Hinzu kommt in den Experimentalfächern wie “Chemie” noch die Teamfähigkeit (z. B. bei Schülerexperimenten). Schüler, die über die genannten Kompetenzen verfügen, lernen auch in anderen Fächern leichter und besitzen mit Sicherheit größere Karrierechancen. Fünf Schulen treten nun in diesem Projekt an, Schülern die Scheu vor dem Fach “Chemie” zu nehmen. Durch Planung von Aktionen und Entwicklung von Materialien von Schülern für Schüler und durch eine Herangehensweise, die man im konventionellen Chemieunterricht nicht findet, sollen Möglichkeiten gefunden werden, die Haltung von Schülern gegenüber dem Chemieunterricht wenigstens soweit zu ändern, dass das Fach seinen “Nerd-Status” verliert und nicht mehr die Aura des “Nur für Genies”-Faches hat. Es soll bewältigbar erscheinen, damit die Schüler sich nicht gleich bei jeder Schwierigkeit dem Fach verschließen. Hauptakteure des Projekts sind die Schüler. Zunächst sollen Sie über eine selbst entworfene Umfrage herausfinden, wo ihresgleichen Probleme mit dem Fach haben. Gleichzeitig werden Erwartungen und Verbesserungsvorschläge abgefragt. Die Ergebnisse der Umfrage werden genutzt um unkonventionelle Aktionen, die eine Haltungsänderung bei Schülern bewirken sollen, zu Planen und durchzuführen. Denkbar wären hier z. B. Fotoshootings mit Sicherheitskleidung, ein Mad-Scientist-Contest, online-Votings für schöne / laute / erstaunliche Experimente, das Experiment des Monats oder was immer den Schülern einfällt und hilfreich erscheint. Im weiteren Verlauf des Projekts entwickeln Schüler für Schüler attraktive Arbeitsblätter zu Kernproblemen des Chemieunterrichts. Alle Aktivitäten finden jeweils unter einem Austausch von Ideen und Ergebnissen auf internationaler Ebene statt; bei allen Aktivitäten werden die Schüler natürlich von den Chemielehrern der teilnehmenden Schulen betreut. Die Ergebnisse der Umfrage sowie Handreichungen zur Durchführung der Aktionen und die entwickelten Arbeitsblätter werden in den Chemieunterricht der Schulen integriert und weiterhin auf OER-Plattformen publiziert. Während der Projekttreffen wird den teilnehmenden Lehrern durch Vorträge und Hospitationen ein Einblick in den Chemieunterricht der jeweiligen Partnerländer gewährt, wodurch auch auf dieser Ebenen ein Austausch von best practise ermöglicht wird. Um den Wert der erarbeiteten Materialien zu erhöhen, wird über den gesamten Projektzeitraum ein intensiver Austausch mit ortsansässigen Universitäten gepflegt, die die teilnehmenden Schüler und Lehrer unterstützen. Dahinter steht auch die Hoffnung, dass qualitativ hochwertige Ergebnisse eher von Außenstehenden angenommen werden, womit die Reichweite und Nachhaltigkeit des Projekts erhöht würde.

Τίτλος Σχεδίου	EDUCATION - the key for your future!
Συντονιστής	Schule Finowfurt Oberschule mit Grundschulteil Ελληνικό σχολείο: 62ο ΓΥΜΝΑΣΙΟ ΑΘΗΝΑΣ
Εταίροι	ViaNovaCollege Özel Mektebim Cukurova Bilfen Anadolu Lisesi Baktay Ervin Gimnázium Instituto de Educación Secundaria José Arencibia Gil
Χρηματοδότηση	Ελληνικού σχολείου: 31.235,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-DE03-KA219-022827_3

Περίληψη Σχεδίου

Kein Interesse für Bildung, Schulunlust bis hin zum Schulabbruch sind Themen, die unbedingt intensiver diskutiert werden müssen. Bildung ist die Chance, den ständig wachsenden Anforderungen im In- und Ausland gerecht zu werden. Jedes Kind und jeder Jugendliche hat das Recht und einen Anspruch darauf, durch hochwertige und differenzierte Bildungsangebote, individuell und gleichbleibend gefördert und gefordert zu werden. Doch die Realität (2012) unserer Projektländer sieht anders aus: Niederlande (8,8%), Deutschland (10,5%), Ungarn (11,5%), Griechenland (11,5%), Spanien (24,9%) und die Türkei (39,6%). [http://ec.europa.eu/education/policy/pdf. 31.01.2016] Ziel: Die europäischen Länder haben sich aufgrund negativer Ergebnisse verpflichtet, den durchschnittlichen Anteil von frühen Schulabgängern bis 2020 auf weniger als 10% zu reduzieren. Wir werden Strategien erarbeiten, um Schulunlust vorzubeugen und den Anteil an Schulabbrechern nachweislich zu senken. Beteiligte: In erster Linie werden an diesem Projekt LehrerInnen und SchülerInnen teilnehmen. Um Erfolge zu garantieren, ist es jedoch notwendig, Eltern, Institutionen wie z.B. das Jugendamt, die Kommune oder Pädagogische Hochschulen oder Universitäten einzubeziehen.

LehrerInnen der teilnehmenden Partnerländer werden hospitieren, voneinander lernen, Strategien erarbeiten, um faire Entwicklungschancen für jedes Kind zu entwickeln. Die Niederlande nimmt zum ersten Mal an einem internationalen Projekt teil, die anderen Länder haben bereits Erfahrungen mit einem Comenius Projekt. eTwinning soll nunmehr in allen Ländern fester Bestandteil werden. Hier gibt es auch Newcomer. Aktivitäten: Unser Projekt besteht aus mehreren Modulen. Deutschland: „ Faire Entwicklungschancen für jedes Kind schaffen- Integration und Chancengleichheit durch Respekt und Toleranz “Griechenland: „ Erhöhung der Lesekompetenz – Erarbeitung von verschiedenen motivierenden Techniken zur Aneignung oder Verbesserung der Fertigkeit Lesen“Ungarn: „ Vorzeitige Leistungsmessung, insbesondere beim Erlernen von Fremdsprachen, um frühzeitige Schulabbrüche ohne Schulabschluss zu verhindern “Türkei: „ Sinnvoller Umgang mit dem Internet und sozialen Netzwerken - Digitaler Mensch“Niederlande: „ Sport als unverzichtbarer Bestandteil umfassender Bildung und Erziehung- Sport für die psychische und körperliche Gesundheit“Spanien: „Musik und Sprachenlernen – Die Forschung sagt: Unbedingt!“Ergebnisse: Unsere internationale Partnerschaft soll dazu beitragen, Probleme schon im Anfangsstadium zu erkennen, voneinander zu profitieren, positive Unterrichtspraktiken und Aufgabenbereiche zu übernehmen und dadurch das Schulprofil qualitativ zu verbessern.

Als Arbeitsschwerpunkt während der Treffen werden die vorbereiteten Aufgaben präsentiert, erstellte Unterrichtsmaterialien in internationalen Gruppen ausprobiert sowie evaluiert. Das Pädagogische Handbuch und die Anpassung unserer Lehrpläne ausgehend von unseren Erfahrungen und Ergebnissen werden

Hauptziel sein. In unserer Projektarbeit werden die Eltern und öffentliche Institutionen miteinbezogen und fortlaufend über Fortschritte informiert. Fragebögen und Evaluationen geben über unsere Arbeit Auskunft. An allen Schulen sollen die LehrerInnen motiviert werden, positive und erprobte Strategien zu übernehmen.

So werden schulische Fortbildungen und Informationsveranstaltungen stattfinden. Unsere SchülerInnen werden selbst aktiv werden und Erfahrungen und Ideen mitteilen. Sprachkurse, die während der interkulturellen Treffen durchgeführt werden, sollen bei Jugendlichen und Lehrkräften Lust auf andere Sprachen und Kulturen wecken. Nachhaltigkeit: Es ist ausdrückliches Ziel dieses Projekts, dass alle Ergebnisse auf verschiedenen Wegen einer breiten Öffentlichkeit zugänglich gemacht werden. Mögliche Interessenten, z. B. andere Schulen sollen unterstützt und beraten werden, um durch uns gewonnene Inhalte und Erfahrungen weiterzugeben. Wir werden Printmedien und Medien in digitaler Form erarbeiten und zur Verfügung stellen. In einem Zeitraum von drei Jahren werden wir Fragen von beiderseitigem Interesse bearbeiten und innovative Materialien wie ein gemeinsames Pädagogisches Handbuch und Pläne bzw. Methodologien erstellen. Landesintern werden wir unsere Materialien pädagogischen Hochschulen und Universitäten zur Verfügung stellen.

Es sollen neue Formen der Kooperation mit Schulen aus unterschiedlichen Teilen Europas entstehen. Auch nach Projektende gilt festzustellen, ob unsere Strategien von Erfolg gekrönt waren. Anhand von Statistiken werden wir nachweisen können, ob z.B. die Schulabbrecherquote gesunken ist oder wir Erfolge in der Erhöhung der Lesekompetenz verzeichnen können. Gründe für eine dreijährige Partnerschaft (und darüber hinaus). Allen Kindern, die Chance auf eine gute Zukunft zu ermöglichen, sie nicht alleine zu lassen und Teil ihres Werdeganges zu sein, das ist das Ziel in unserem europäischen Projekt!



Τίτλος Σχεδίου	PROMOTE INTEGRATED ENVIRONMENT TO GUARANTEE REFUGEES ACCEPTANCE THROUGH ERASMUS Plus
Συντονιστής	Gymnasium Kenzingen Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ
Εταίροι	Drottning Blankas Gymnasieskola Borås Óscar Romerocollege 2 (ORC2) Istituto d'Istruzione Superiore Majorana
Χρηματοδότηση	Ελληνικού σχολείου: 19.475,00€
Διάρκεια Σχεδίου	22 μήνες
E+ Link number	2016-1-DE03-KA219-022875_5

Περίληψη Σχεδίου

Our project intends to improve social inclusion structures and democratic practices at our schools in order to tackle the challenge of the refugee crisis directly where it concerns us: in the integration of newly arrived refugee children to our schools. We are 5 partner schools in the project, from Belgium, Germany, Italy, Sweden and Greece. All countries involved are directly concerned by the refugee problem, as refugees are not only passing through but staying on. All schools are expecting refugee children to join them in the near future or do already have refugee children at their school, have experiences in the field of shaping their school environment and share the interest of improving their structures towards a welcome culture for refugee children. In our activities we want to look at the existing social structures favourable to inclusion at our schools (different cooperation structures like students' representative systems, mentoring systems, partner learning etc.), exchange experiences and existing good practice about them and extend them to a welcoming environment for refugee children by on the one hand taking their needs into account, on the other hand communicating them our fundamental values and how our societies operate.

The subtopics involved will include such as historical and current aspects of migration, needs and requirements of the refugee children, studies on values/rules and obligations of the European societies, inclusive activities, improvement of school structures, fostering of democratic practices and, at the end of the project, providing materials for teaching/training activities to be used by a larger public for the instruction of refugee children.

The topics will be dealt with in different ways: we will have international discussion forums and round tables as well as expert conferences and practical teaching/training activities during our meetings, we will visit places where refugees stay and have debates with refugee help organisations, we will have cross curricular studies and prepare documents and presentations in between the meetings, we will write and publish a handbook (online and paperback version) with all the relevant information for refugees' inclusion at our schools, a sample of a school agreement adjusting the school community's life and a choice of already established teaching material including methodological hints for its use with refugee children which will be extended and completed over the following years.

The impact envisaged is to have our schools ready prepared for receiving refugee children but also to have improved cooperation structures for the whole school community. We want to share these experiences with other schools, directly with our neighbouring schools by inviting them to some project activities and with others through the material we provide via internet, but we also want to share the experiences with other institutions from outside school such as the local government, NGOs and refugee concerned organisations

and thereby build a network of different stakeholders. The cooperation with other schools will also include consultation on individual refugee student cases in order to give them a suitable school career orientation. Education and integration start at school and with young people. The potential long term benefits of the project should be a better because well thought of and well organised inclusion of refugees to our schools and thereby to our societies and a fostering of democratic thinking and practices which can contribute to prevent radicalisation tendencies and promote a functioning multicultural society, inside and outside school.



Τίτλος Σχεδίου	Werte wagen - Partizipation in unserer Stadt
Συντονιστής	Ernst-Hansen-Schule Ελληνικό σχολείο: ΟΛΟΗΜΕΡΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΑΘΥΛΑΚΚΟΥ
Εταίροι	Osnovna sola Stocja vas ZS sv. Cyrila a Metoda, Bernolakova 18, Kosice BRG Wels Wallererstraße F.P. Dominicas de la enseñanza. Colegio Santo Domingo de Guzmán
Χρηματοδότηση	Ελληνικού σχολείου: 13.220,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-DE03-KA219-022892_4

Περίληψη Σχεδίου

Aus dem eTwinning-Projekt "Frieden ist eine Kunst" zum 63. Europäischen Wettbewerb 2016 entwickelte sich der Antrag. Alle Partnerschulen haben sich durch ihre geografische und (schul-)politischen Lage in ihren Schulprogrammen der Förderung von Benachteiligten verpflichtet. Der Anteil von Schülern mit besonderen Förderbedürfnissen ist groß, viele Kinder kommen aus Familien, die von Transferleistungen leben. Selten nehmen diese Familien an demokratischen Entscheidungsprozessen teil.

Durch die demografischen Verschiebungen und urbane Veränderungen in den Städten rückt die Schule immer mehr in den Focus der Stadtentwicklung, üben und lernen Kinder und auch Eltern zunehmend demokratische Prozesse kennen. Die Partnerschulen öffnen sich diesem Prozess mehr und mehr. Die Integration von Flüchtenden in unsere Schulen und die Gesellschaft betrachten die Schulen als ihre Aufgabe und entwickeln bereits jetzt schon Kooperationen und Unterstützungsangebote.

Die Partnerschulen möchten in ihren Einrichtungen individuelle und kollektive Handlungskompetenz im Zeichen einer europäischen Solidarität leben. Diese fördert die Achtung vor anderen Kulturen, Lebensweisen und Weltansichten, beleuchtet die Voraussetzungen der eigenen Positionen und befähigt dazu, für gemeinsame Probleme zukunftsfähige Lösungen zu finden. Durch neue, innovative Unterrichtsmethoden, die ein schülerorientiertes Arbeiten und problemorientiertes Lernen möchten wir Schüler zur Steigerung ihrer Schreib- und Lesekompetenzen motivieren. Dieses Projekt wird in deutscher Sprache durchgeführt.

Während die Schüler und Lehrer in Griechenland, Slowakei, Slowenien und Spanien ihre Fremdsprachkenntnisse erweitern und Kinder und Jugendliche ermutigen die deutsche Sprache nicht nur in Alltagsthemen anzuwenden, sondern sich neuen Sprachfeldern zu üben, ergeben sich für die Schulen aus Deutschland und Österreich andere Chancen. Durch die Durchführung in deutscher Sprache werden sich mehr Schüler engagierter am Projekt beteiligt. Viele Schüler mit Migrationshintergrund in Deutschland und Österreich haben nur geringe deutsche Sprachkenntnisse, sie sind durch den Austausch, die schriftliche und interaktive Verbreitung von Arbeitsergebnissen sehr motiviert, aktiv an der Erweiterung ihrer sprachlichen Kompetenzen zu arbeiten. Bei Schüleraustauschen ist die Kommunikation einfacher.

Die Teilnahme an Diskussionsrunden und Debatten gelingt effektiver. Alle Schulen verfügen über ein großes Netzwerk außerschulischer Partner, die im Schulleben eine große Rolle spielen, das Schulprogramm maßgeblich mit beeinflussen. Einige Projekte sind ähnlich, ein Austausch mit den Erfahrungen europaweit ist für Lehrer und Lehrerin sehr interessant. Wir haben uns auf 4 Module geeinigt, die jeweils halbjährlich in den Schulen besprochen werden. Diese sind a. Miteinander leben/Werte wagen b. Migration c. Partizipation/ Teilhabe/Demokratie d. Inklusion (im Stadtteil, in der Kommune)

Τίτλος Σχεδίου	Being a European: Find your way to the future - School, Job and Life in Europe Meine Zukunft in Europa: Schule schaffen - Beruf finden - als Europäer leben
Συντονιστής	Oberschule Westercelle Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΑΓΡΙΑΣ ΒΟΛΟΥ
Εταίροι	Copernicus SG Hammaraskolan, Surahammars kommun Agrupamento Escolas Marinha Grande Poente
Χρηματοδότηση	Ελληνικού σχολείου: 23.390,00€
Διάρκεια Σχεδίου	25 μήνες
E+ Link number	2016-1-DE03-KA219-022906_5

Περίληψη Σχεδίου

Das Projekt "Being a European: Find your way to the future - School, Job and Life in Europe - Meine Zukunft in Europa: Schule schaffen - Beruf finden - als Europäer leben" basiert auf der Paris-Deklaration von 2005 und ihrer Forderung nach Vielfalt in der Bildungsarbeit, nach Entwicklung sozialer, zivilgesellschaftlicher und interkultureller Kompetenz und Medienkompetenz.

Das Projektvorhaben bezieht sich auf den Strategischen Rahmen allgemeine und berufliche Bildung 2020, der die Senkung der Schulabbrecherquote zu den zentralen Zielen zählt und fordert, dass junge Europäer zum lebenslangen Lernen und zur Teilhabe an Europa befähigt werden. In unseren Schulen unterrichten wir Jugendliche mit heterogenen Ressourcen und unterschiedlichsten Bedürfnissen, die von Förderbedarf aufgrund von besonderem Leistungspotential über den "Durchschnittsschüler" über Förderbedürfnisse aufgrund von sonderpädagogischen Unterstützungsbedarfs bis hin zu Förderbedürfnissen aufgrund von Fluchterfahrung und Migration reichen. In allen fünf teilnehmenden Länder haben die Schulen verschiedene Möglichkeiten zur Förderung dieser vielschichtigen Schülerschaft entwickelt, um in den jeweiligen wirtschaftlichen Strukturen eine erfolgreiche, lebensbildende Berufswahl für SchülerInnen zu eröffnen. Ziel ist es, sowohl unternehmerische Fähigkeiten der Schüler zu entwickeln oder auszubauen als auch ein Bewusstsein für die Ansprüche und den Wettbewerbsgedanken des Europäischen Arbeitsmarkts zu schaffen ■ eigene Marktfähigkeit" hinsichtlich Flexibilität, lebenslangem Lernen, beruflicher Veränderung und Teamfähigkeit auf dem Europäischen Arbeitsmarkt einschätzen und verbessern.

Um dieses zu erreichen, werden die Schüler beim Erstellen ihrer Online-Bewerbungsunterlagen, in der Vorbereitung für unterschiedliche Vorstellungsgespräche sowie bei der Optimierung ihrer Arbeitsmarktchancen gezielt unterstützt. Die jungen EU-Bürger sollen innerhalb des Projekts lernen, wie sie aktiv am europäischen Gedanken weiterarbeiten und bereits geschaffene Strukturen erhalten können, um ein starkes Europa zu unterstützen. Die zentral ist es, ihre geistigen, moralischen, sozialen, kulturellen Fähigkeit innerhalb diese Projekts für sich selbst und damit auch für ein starkes Europa zu entwickeln, um sie zur Teilnahme am europäischen Arbeitsmarkt und Umsetzung des europäischen Gedanken zu befähigen.

Aus den Schulen der Teilnehmerländer Niederlande, Griechenland, Schweden, Portugal und Deutschland nehmen an den Unterrichts- und Lernaktivitäten während der Projektbesuche in den Partnerländern jeweils Lehrkräfte und Schüler teil, die in den Heimatländern jeweils wiederum als Multiplikatoren fungieren. In den Ländern finden Erasmus+ -Wahlpflichtkurse und -Clubs statt, in denen jeweils zwischen 20 und 60 SchülerInnen

organisiert sind. Die Jugendlichen (14-18 Jahre) lernen in allen Bildungsgängen (von der Förderklasse bis zum Gymnasium). Zielgruppe sind alle Schüler, die eine Berufstätigkeit anstreben. Zur Teilnahme an den Projektbesuchen mit Unterrichts- und Lernaktivitäten bewerben sich die SchülerInnen und werden nach pädagogischen Gesichtspunkten ausgewählt. Im Kick-Off-Meeting werden die Grundsteine der Arbeit für die zweijährige Projektlaufzeit gelegt.

Ein konkreter To-Do-Plan für alle Teilnehmer ist so für alle durchschaubar zu dokumentieren und abschließend in einem Evaluationstreffen reflektiert. Die länderübergreifende Lernaktivitäten sind wie folgt gegliedert: Grundlagenwissen - Betriebsbesichtigung bei einem europäischen Unternehmen - Europa als Ausbildungsplatz ■ berufskundlicher Unterricht im schulische Curriculum - Auswertung und Verbreitung. Als Verfahren zur Projektdurchführung werden vielfältige Medien genutzt, von der greifbaren Ich-Box über das Plakat, den eTwinning-Beitrag bis zur Onlinebewerbung und zur Gestaltung eines berufs- und europakundlichen Service-Bereichs auf den Schulhomepages wird methodisch vielfältig nach dem Think-Pair-Share-Prinzip gearbeitet.

Die methodische Großform des Entreprenasiums wird hierbei besonderen Raum zur Darstellung der jungen Europäer und ihrer innovativen Ideen sein. Ergebnisse und Wirkungen des Projekts sind Selbstständigkeit einer starken Schülerpersönlichkeit, Sprech- und Sprachbewusstsein der Teilnehmer, ihre sozialen und multimedialen (ICT) Kompetenzen und ihre aktive Bürgerschaft (und Arbeitnehmerschaft) in Europa, die sie durch selbst gestaltete Bewerbungen für sich und durch Leitfäden und Vokabeltrainer in die Gesellschaft einbringen. Ein langfristiger Nutzen entsteht durch die Verbreitung der Projektergebnisse in den lokalen Medien und über das Internet sowie durch die Weiterentwicklung der schulischen Curricula und Konzepte, die mit dem Projektverlauf über den Erfahrungsaustausch zwischen den Partnerländern geleistet werden wird. Nachhaltiger Nutzen wird eine Verminderung der Schulabbrecherquote, eine Steigerung der direkten Übergänge in die Berufsausbildung an den beteiligten Partnerschulen sein.



Τίτλος Σχεδίου	Liberté - je t'aime
Συντονιστής	Dossenberger-Gymnasium Ελληνικό σχολείο: 2ο ΓΥΜΝΑΣΙΟ "ΟΜΗΡΕΙΟ» ΝΕΑΣ ΣΜΥΡΝΗΣ
Εταίροι	Liceul Tehnologic Baia de Fier Ic vergato grizzana
Χρηματοδότηση	Ελληνικού σχολείου: 21.200,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-DE03-KA219-022919_3

Περίληψη Σχεδίου

Liberté: jet'aime! Voilà une déclaration d'amour peu banale, mais qui s'applique pourtant à chaque être humain aspirant à être, penser et agir en toute liberté pour s'épanouir pleinement. Liberté: je t'aime! C'est aussi le titre d'un projet Erasmus-Plus ambitieux qui s'adresse à des adolescents de 15 ans issus de quatre pays du coeur de l'Europe: Allemagne, Roumanie, Italie et Grèce.

Pendant 24 mois, une vingtaine de jeunes vont faire connaissance, communiquer en français et échanger leurs idées sur le thème de la liberté, cette valeur universelle fondamentale au delà des différences culturelles. Grâce à ce projet, les jeunes vont pouvoir améliorer leurs compétences de base dans les domaines de la lecture de textes divers (journalistiques, juridiques, littéraires) puis de l'expression écrite en rédigeant eux-mêmes des articles et textes divers, tout en développant leur sens critique, pour répondre à la question de la place de la liberté dans notre société.

Par ailleurs, ils vont améliorer leurs connaissances en français et renforcer leur motivation d'apprendre cette langue grâce des méthodes innovantes via eTwinning et grâce à l'approche multidisciplinaire pour les matières histoire, éducation civique, français en tant que langue étrangère, mais aussi art et musique. Les initiateurs du projet ont également choisi le français comme langue de travail en hommage aux philosophes des Lumières qui ont développé les idées de la démocratie en Europe, aux révolutionnaires qui ont rédigé la Déclaration des Droits de l'Homme, et aux caricaturistes de Charlie Hebdo qui croyaient à la liberté d'expression comme un droit sacré.

Mais tous les pays des écoles partenaires ont une histoire riche et complexe au cours de laquelle des grands penseurs et des écrivains engagés ont, par leur plume, posé les bases de la démocratie. C'est pourquoi les élèves vont d'abord se pencher sur les textes et lois diverses relatives à la liberté dans nos sociétés occidentales. En s'appropriant ces textes, les jeunes vont développer leurs connaissances en éducation civique. L'objectif supérieur est de faire d'eux des adultes responsables et tolérants qui s'engageront pour la défense des libertés et droits de chacun et qui combattront les idées xénophobes propagées par les mouvements d'extrême-droite de notre époque. Ensemble, les jeunes vont réaliser des collages en français et dans leurs langues maternelles respectives, mais aussi des affiches pour une campagne "pour la tolérance et le droit d'être différent".

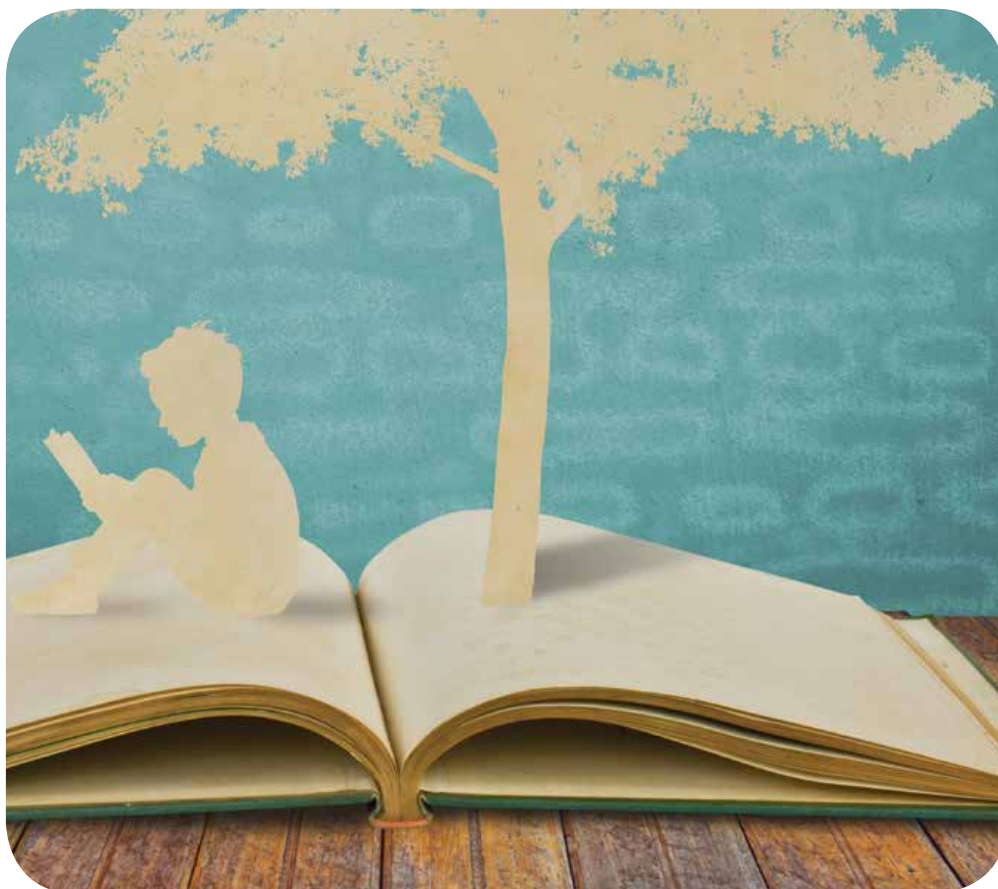
Pendant les quatre rencontres transnationales prévues dans chacun des pays partenaires, et dans leurs régions, ils vont visiter des lieux symboliques de la liberté: ce peut être des "places de la libération", des ambassades, des sièges d'organisations internationales comme l'UNESCO, Greenpeace. Ils vont rencontrer des politiciens, mai aussi des journalistes, à qui ils poseront leurs questions sur la liberté d'expression

aujourd'hui. Ils vont écrire des lettres à l'éditeur et des articles de journaux dans le journal scolaire de leur école. Ils vont également s'initier à la réalisation de caricatures.

Ainsi, ils vont s'interroger sur les limites de la liberté d'expression sur les réseaux sociaux par exemple. D'autre part, ils réfléchiront aux limites à leur liberté personnelle dans notre société moderne: l'influence des médias ou de la mode, les préjugés, la dépendance aux jeux vidéos ou au smartphone, ou encore les contraintes de leur vie d'écolier.

Ainsi ils apprendront à prendre leur vie en main pour devenir des citoyens libres et heureux dans une Europe en paix. Tout au long du projet, les jeunes participants vont donner libre cours à leur imagination en participant à des ateliers d'écriture (poème, slam, nouvelles, sketches de théâtre, chansons), en composant des morceaux de jazz et en réalisant des oeuvres d'art diverses sur le thème de la liberté.

Ensemble, ils vont réaliser leur propre "Statue de la liberté" qui sera exposée à l'école coordinatrice. Les participants au projet vont connaître leurs activités en premier lieu sur la plateforme eTwinning, mais aussi au moyen d'expositions dans les écoles et les communes. Le projet Erasmus-plus aura un impact sur la vie quotidienne et la façon de penser de tous les adolescents en développant leur personnalité de façon durable. La liberté d'être et d'agir pour le bien-être de tous deviendra vitale.



Τίτλος Σχεδίου	KIDS CONQUERING CASTLES
Συντονιστής	Otto Wels Grundschule Ελληνικό σχολείο: 1ο ΠΕΙΡΑΜΑΤΙΚΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΑΛΕΞΑΝΔΡΟΥΠΟΛΗΣ
Εταίροι	Col·legi Sant Josep EDN Fundació privada Cyfarthfa Park Primary School VS Grubergasse ISTITUTO COMPRENSIVO DI GEMONA DEL FRIULI
Χρηματοδότηση	Ελληνικού σχολείου: 28.500,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-DE03-KA219-022924_3

Περίληψη Σχεδίου

WHY

Entrepreneurship (E.) is an essential but rather neglected part of education in Europe, especially at primary school level. It is essential as it encompasses a set of attitudes, skills and behaviours which are skills for life. In fact, personal development requires the ability to set personal goals and the know-how to attain them: this is what entrepreneurial learning is about. It supports the general learning processes and basic skills achievement with positive effects on self-confidence, achievement orientation, perseverance, analytical ability, proactivity and creativity, and fosters cooperation, personal commitment and appreciation of individual skills and talents. It appears to be neglected, as many European countries do not provide specific training and guidance for primary teachers who are not familiar with E. education, and therefore do not set up entrepreneurial activities in their schools.

WHAT

“Kids Conquering Castles” (KCC) will contribute to enhance, among teachers and school communities in the partnership, the understanding of E. as a key competence to be promoted from early education. It will provide initial and on-going training for teachers, and offer pupils and staff the opportunity to experience and share specific strategies and tools during the three project years through setting up and managing a school cooperative enterprise. International cooperation will be a key resource, bringing in cultural comparison, expertise and actual examples, and enhancing communication skills and European spirit among the participants. KCC will foster awareness about E. competence among families and community, while the castles theme will offer actual opportunities to connect school and territory pursuing strategic synergy. In the surroundings of each partner school there is a castle. The “Kids Conquering Castles” Cooperative’s aim is to organize specific activities and events for a child-oriented approach to the castles. The cooperative ethical spirit will help respond to the inclusivity needs of disadvantaged students and families. This spirit will be further highlighted by devolving the KCC Cooperative profits to a NGO, at the end of the third year.

HOW

Along the project life, each year will focus on a specific theme:

1^o- “The Cooperative in the Castle” presenting the local castles and setting up the KCC Cooperative. All the formal steps for the Cooperative registration and management will be made within the partnership (decisions on status, name, logo and mascot, steering board and profit destination).

2°- “Market in the Castles”: designing, producing and selling castle souvenirs - using territorial resources and historical workshop knowledge – developing market research and advertising abilities.

3°- “Ethical investments and Castle promotion”: bringing the acquired know-how into the local, and sharing results: markets in partner communities to enhance project awareness and experience, as well as additional cooperative profits to be donated to NGO.

At the end of each year, a group of students from every country, as ambassadors of their schools, will meet (in Spain, Italy, Germany) to work together in the KCC Cooperative, celebrating the year's theme and promoting the local castle in an European context.

The results from the meeting – in terms of assessment and of acquired knowledge and skills - will be brought back and shared in the partnership's schools. Regular communication will allow and support cooperation and play a strategic role in the project implementation. This will be mainly ensured by the eTwinning platform - where activity and assessment tools will be shared, results documented and live meetings organized - and in the three transnational meetings, where coordinators will monitor, plan and assess the project implementation.

WHO

The “Kids Conquering Castles” Cooperative will directly involve in entrepreneurial activities 63 classes - around 100 teachers and 1450 pupils aged 6-11, in 6 European countries. The project will impact on schools and communities, enhancing educational standards, cooperation attitudes and European citizenship awareness. Teachers will become confident in E. education, the number of specific activities in schools will increase and the entrepreneurial approach will be more broadly used in teaching, so that pupils will be trained to be active, creative and responsible for their own learning.

The project experiences will encourage further cooperation between schools and local administrations, agencies and education stakeholders; the best Kids Conquering Castles practices will be carried forth for a child-oriented use of the local castles beyond the project life. In our vision, the creativity that children will express working together within Kids Conquering Castles will encourage the communities to value and support children's role in an inclusive, open-minded and collaborative society.

Τίτλος Σχεδίου	Reporters without frontiers
Συντονιστής	Adolf-Reichwein-Gymnasium Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΜΕΣΟΒΟΥΝΙΩΝ ΜΕ ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ
Εταίροι	IES Ángelde Saavedra Fjölbrautaskólinn í Breiðholti Lycéeprivé d'Hulst
Χρηματοδότηση	Ελληνικού σχολείου: 30.770,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-DE03-KA219-022931_2

Περίληψη Σχεδίου

Im Projekt 'Reporters without frontiers' stellen Schüler in der Rolle von Reportern interkulturelle Studien zu wichtigen Problemen Europas und zu schon existierenden Lösungsansätzen mit den Medien Fotografie, Video, Ton, Interview, Text und Text-Bild-Kombinationen an. Die erste Arbeitsebene ist die Vorbereitung, Durchführung und Nachbereitung von länderübergreifenden AUL-Aktivitäten. In allen Ländern wird hier fächerübergreifend (Geschichte, Politik & Wirtschaft, Erdkunde, Sprachen, ggf. Ethik und Biologie) zu fünf Themen gearbeitet. Überall verpflichtend ist das Thema Flüchtlinge. Vier weitere Themen kommen, jeweils ortsspezifisch ausgewählt, hinzu. Beispiele hierfür sind 'Umweltschutz, Arbeitslosigkeit, Armut', 'Gentrifizierung', usw. Jede AUL-Aktivität dauert 10 Tage, incl. An- und Abreisetag. Es reisen 5 Schüler und 2 Lehrer aus jeder Gastschule. So entstehen vor Ort 5 Teams zu je 4 GastSchülern und mindestens 4 gastgebenden Schülern. Die GastSchüler wohnen vor Ort in den Familien der einheimischen Schüler. Die gastgebende Schule leistet bezüglich der 5 Arbeitsthemen eine Vorrecherche (Orte, Kontaktpersonen, Verantwortlichkeiten, zeitliche Strukturierung, evtl. Schwierigkeiten) und stellt die Ergebnisse vor dem Treffen transnational zur Verfügung. Vor Ort dienen die einheimischen Schüler als 'local specialists'. Die während des Treffens in Form von Fotos, Videos, Interviews, Texten und Soundscapes entstehenden Ergebnisse werden nachbereitet, ausgewertet und in allen schulischen und politischen Gemeinden präsentiert.

Die zurückgekehrten Schüler-Reporter fungieren hier als fachkundige Spezialisten und berichten nebst Ausstellungen auch in mediengestützten Vorträgen von ihren Ergebnissen und Erfahrungen. Parallel zur intensiven Bearbeitung der jeweiligen fünf Themen erforschen die Schüler mit den genannten Medien das Alltagsleben ihres eigenen Landes und des jeweiligen Gastlandes. Inhaltliche Schwerpunkte sind hier das Familienleben, der Schulalltag, der Freundeskreis, die Freizeitgestaltung, Lieblingsplätze, Nicht-Orte, usw. Methodisch grundlegend sind dabei folgende Prinzipien: Schüler werden in ihrem eigenen und in den besuchten Ländern zu 'Spezialisten'.

Das 'Spezialistenwissen' wird in den schulischen und politischen Heimatgemeinden flächendeckend weitergegeben. Arbeitsgruppen funktionieren soweit irgend möglich transnational. Es findet eine umfassende Verzahnung theoretischer und praktischer Lernprozesse in der Nutzung audiovisueller Medien und der Anwendung von Recherche- und Präsentationstechniken statt. Gefundene Ergebnisse werden wiederum in praktisches Handeln überführt. Das gewährleistet einen hohen Grad an Wirksamkeit.

Τίτλος Σχεδίου	Maths in Art
Συντονιστής	Wiestorschule Überlingen Ελληνικό σχολείο: 2ο ΓΥΜΝΑΣΙΟ ΒΑΡΗΣ
Εταίροι	DIMOTIKO SCHOLEIO CHRYSELEOUSAS K.B. Saule private gymnasium Meram Anadolu Lisesi XXIII Circolo Didattico Szcola Podstawowa nr 12
Χρηματοδότηση	Ελληνικού σχολείου: 18.525,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-DE03-KA219-022934_6

Περίληψη Σχεδίου

Our project arose from joint desire of making learning and teaching Maths more effective. According to deep data analysis our students are afraid of this subject; they don't have learning motivation and find Maths very difficult. Final Maths test results are below national and European average level. That's why we created our project to improve the level of key competences - especially Maths - through access to high quality innovative education and adopting teaching and learning to surrounding reality. Math is an important tool for other subjects and everyday life, so students need to know it well. Especially students with difficulties, refugees and Romanies to get chances to integrate. Good command of key competences will help them to find the right place in the society. We want to make our students aware of importance of Maths and show the beauty and universality of this subject. Each school tried its best but only wide international coalition of different schools: private and state ones and primary and secondary teachers will enable to find novel and highly effective approach in Maths teaching and learning. Our partnership comprises primary and secondary schools from seven different countries. We wanted to have a mix of schools, situated in different areas, private and state ones from Poland, Turkey, Germany, Italy, Lithuania, Cyprus and Greece.

“Maths in Art” project consists of:

- Getting to Know Each Other Unit
- Travelling around Europe Unit
- Discovering Artists from Partner Countries Unit
- Finding Maths Elements in Partner Countries' Paintings Unit
- Finding Maths Elements in Partner Countries' Architecture Unit
- Finding Maths Elements in Partner Countries' Sculptures Unit
- Finding Maths Elements in Partner Countries' Music Unit

Through this project we will improve basic skills, foster innovation in education, improve teaching and learning Maths and foreign languages, increase motivation and morale for both staff and students, particularly Romanies and refugees, students with special educational needs, and learning styles to work together on the project, develop personal and social skills and the idea of cooperation and responsibility for the common work by stimulating art methods.

Τίτλος Σχεδίου	Phoenix
Συντονιστής	Integrierte Gesamtschule Grünthal - mit gymnasialer Oberstufe- Ελληνικό σχολείο: ΕΣΠΕΡΙΝΟ ΓΥΜΝΑΣΙΟ-ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ ΤΡΙΚΑΛΩΝ
Εταίροι	Springwood High School Lycée général et technologique Auguste Béhal Centro privado plurilingüe La Grande Obra de Atocha Istituto d'Istruzione Superiore Majorana
Χρηματοδότηση	Ελληνικού σχολείου: 19.660,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-DE03-KA219-022941_6

Περίληψη Σχεδίου

The name of our project is 'Phoenix'. It is a symbol of a lightened firebird rising from the ashes into a bright future. We chose it for our project because it fits to a huge amount of participating students whose past had been defined by failures and demotivation in school. With the help of 'Phoenix' we open new access and approaches to disadvantaged and highly efficient students by working together in international teams, using new media, gaining new strategies for learning, showing them new perspectives for life after school and raising their awareness about the fact of taking charge of their own future. Our project will increase several competences, such as social competence by working with and learning from each other, media competence by discovering and trying out 21st century skills. Therefore they will seek to examine past and present trends concerning media and last but not least self competence by widening their horizons and gaining new knowledge. "Phoenix" is based on close cooperation between six European schools.

The target group includes teachers, students and their families and local communities. We intent to work with interested students aged 14-18 and some adult Greek students because the relevance of successfully passing exams and questions related to job perspectives is pretty high. For short term student exchanges we want to travel with three students and two teachers from each participating school. In seminars we want to deal with relevant topics, such as "Detecting problems and difficulties of socialization of students at drop out risk", "Possibilities of motivating students", "How to enhance students' motivation to learn", "Bilingual lessons" and "Experience and good practices on how to improve the atmosphere in the class", "Technology enhanced teaching", "Most innovative online tools to create digital contents, such as Calibre for e-books, padlet for learning diaries...". In associated cooperative workshops we want to discuss and work on questions about possible certificates and job chances, dream job, what to know about life after school, sustainability, raise civil awareness, most sustainable learning methods and their impact on reducing early school leaving, impacts of communication and cultural products, manifold usage of new media in lessons, challenges and importance of language assessment, different cultures and different traditions (fests, religions, meals...).

The products will be: - short movies of participating schools in different languages (German, English, French, Italian, Greek and Spanish) - surveys on effectiveness of approaching different 'new' learning methods - poem-website-e-book with a logical structure to all activities carried out over the two years.

The handbook will be divided into the following chapters:

1. Effective engagement at school: how to put it into practice?
2. Career support for students with learning difficulties and advanced learners

3. Effective sustainable business: study cases and successful examples

4. Evaluation solutions: a final table for evaluating the level of sustainability practiced in every participating school. Concrete project objectives are studying and understanding European cultural and linguistic diversity, encouraging communication and cooperation between students from different European countries, helping to create positive attitudes towards learning among students and to new and collaborative teaching approaches among teachers, integrating project activities into the regular activities of the school, encouraging students to learn foreign languages, helping students to improve their ICT skills. Our project makes participants to gain consciousness about their belonging to a wider Europe where many differences and similarities coexist. They develop understandings to contribute to, and benefit from, reconciliation between indigenous and non-indigenous EU's identity and cultural diversity which overlaps with the other learning emphasis in global education.



Τίτλος Σχεδίου	Stars in Europe
Συντονιστής	Max-Planck-Gymnasium Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΒΑΡΔΑΣ ΗΛΕΙΑΣ
Εταίροι	Istituto Statale d'Istruzione Superiore "Pitagora" Siauliu Lieporiugimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 19.660,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-DE03-KA219-022941_6

Περίληψη Σχεδίου

The project "Stars in Europe" started with a rarely used telescope housed in an observatory cupola on top of a school. And with astronomy regarded as a highly complex field of black holes, dark matter or string theory, to many people this particular brand of physics, like unfortunately so many areas of natural sciences, seems complicated and unrelated to anything of practical importance.

So the project was developed with the two premises of "stars" and "practical work/ application" in mind. Stars stand for celestial bodies that have always been closely and intensely watched by human beings as we can see with monuments like Stonehenge, Carnac or the Nebra Sky Disk; we celebrate Easter on the Sunday after the first full moon after the spring equinox.

First, stars are observable everywhere. Students can see how large the differences in the rise and setting of stars are. They can investigate the mythology of constellations, they world views that were related to the explanation of star movements, they can apply their knowledge by setting up a precise sun dial that works according to the geographical position. So this topic offers both, a practical and a cross-curricular approach to learning. Second, with the image of the nightly sky in mind and the simple tool of a smart phone with its camera and microphone in hand, we have an opportunity to check the light and noise pollution in various surroundings to make two parameters of "night" measurable. Biological, artistic and social aspects can be taken into consideration. Third, the metaphorical idea of stars as model characters: stars change over time and they are different from culture to culture. Who are they and what makes them stars- students can find out about present or former stars, they can collect and analyze biographies, find criteria and try to establish cultural patterns. All this requires a lot of communication, questioning general beliefs and relying upon each other.

Our objectives are the popularization of scientific and connected thinking. Sciences (natural as much as social) are based on looking by yourself, trying to make sense of your findings and, if possible, using them to explain something and/or solve a problem by means of your findings, so the world looks a little bit different, more understandable than before. Learning is an active process. Mere studying from books and copying formulae from the black board has little to do with sciences. What we are trying to achieve in this project are students looking by themselves, comparing and talking to each other about their discoveries.

This way they learn about sciences, about using a common foreign language on a purpose that has nothing to do with foreign language classes, and they learn about each other. We are a group of four schools from Siauliai/ Lithuania by the Baltic Sea, Karlsruhe/ Germany one hundred kilometres north of the Alps in central Europe, Montalbano/ Italy very much in the South of Italy by the Mediterranean and Varda/ Greece in the north-west of Greece, close to ancient Olympia.

None of our students speak English as a first language, so they all meet on equal terms. The schools are different in size, organization and intellectual outlook, so we can use the different approaches to the humanities, to project-oriented work or simply to forms of teaching to learn from each other. We try to involve our students in active, cross-curricular and to some degree self-organized learning, so the schools and teachers have to adapt to these requirements as well, which also offers a welcome opportunity for school development.

We expect our project to deliver star charts and a little catalogue of particularly prominent constellations like Orion or the Pleiades that have always raised particular attention and thus left a trail of explanations and usages behind over the millennia. We intend to establish various astronomical instruments in our schools: Visible ones like sun dials so there is a permanent reminder of our project on school campus; and seemingly primitive instruments like astrolabes so future generations of students can take their first steps into astronomy by relying on their own eyes.

We want to raise the awareness of our students and a wider public to the significance of light and noise at night, to the significance of topography, geography and human interference. This can have an effect on future planning of lighting or noise reduction measures and in any case it raises students', parents' and neighbours' awareness for their environment.

Why is a night by the Baltic Sea different from one in the Black Forest or by the Mediterranean Sea? We have a hunch, but the project might offer categories to qualify this. And knowing the reasons, we can start to work at or simply accept the differences as something worthwhile. So the long term effect is about communication by having a common language and by learning about the advantages and value of differences.



Τίτλος Σχεδίου	In einem gesunden Körper lernt ein kluger Geist-in meinem Körper fühle ich mich wohl
Συντονιστής	Grundschule Sudenburg Ελληνικό σχολείο: 12ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΕΡΙΣΤΕΡΙΟΥ
Εταίροι	VS Lavant Saaren koulu CEIP JUAN XXIII Szkoła Podstawowa im. Mikołaja Kopernika w Tworkowie Hvide Sande Skole
Χρηματοδότηση	Ελληνικού σχολείου: 24.815,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-DE03-KA219-022959_3

Περίληψη Σχεδίου

Das Projekt wird von Schulen aus sieben verschiedenen Ländern (Deutschland, Griechenland, Polen, Spanien, Österreich, Finnland und Dänemark) durchgeführt. Wir möchten eine multilaterale Erasmus+ Partnerschaft gründen und unsere Projektidee "In einem gesunden Körper lernt ein kluger Geist" verwirklichen. Jedes Land bringt sich aufgrund seiner geographischen Lage und soziokulturellen Merkmalen in die Themenfelder des Projektes ein.

Die deutsche Grundschule "Sudenburg" koordiniert das Projekt. An allen beteiligten Grundschulen haben sich die Lernvoraussetzungen der Schüler gravierend verändert, und somit wird ein Umdenken der Lehrkräfte und des weiteren pädagogischen Personals erfordert, um geeignete Lernbedingungen und Unterrichtsmethoden für unsere Schüler schaffen zu können und das schulische Leben für alle darin involvierten Personen zu bereichern. Gelingt es uns in der Grundschule nicht, Schüler für den Unterricht zu interessieren und motivieren, wird sich Schulunlust in den weiterführenden Schulen zu Schulabbruch ausweiten und schlimmstenfalls für den Schüler in zukünftige Arbeitslosigkeit enden.

Mit der internationalen Dimensionierung greift das Thema Chancengleichheit und Inklusion auf,"indem Lernenden aus benachteiligten Verhältnissen der Zugang zu den bestehenden Angeboten erleichtert wird. Die Benachteiligungen resultieren aus persönlichen Schwierigkeiten oder aus Hindernissen, die einer Beteiligung an länderübergreifenden Projekten entgegenstehenoder die Möglichkeiten einer Beteiligung zumindest beschränken." (Programtleitfaden der EU Seite 16) Ziele des Projekts sind, den Schülern nachhaltig bewusst zu machen, welchen hohen Wert kontinuierliches Lernen während der Grundschulzeit hat und ihnen Mittel an die Hand zu geben, die ihnen das Lernen erleichtern und es wieder für sie sinnvoll erscheinen lassen. Ziel ist es weiterhin, die internationale Bedeutung auch unter Berücksichtigung verschiedener Perspektiven zu veranschaulichen und gemeinsam Lösungsansätze für Probleme im Zusammenhang mit dem Erlernen neuer Unterrichtsmethoden und -verfahren zu suchen.

Die Schüler analysieren gemeinsam mit ihren Eltern ihre Lernfreude, Lernbereitschaft aber auch Stressbelastung zu Beginn, während und am Ende des Projektes. In diesem Zusammenhang steht auch die eigene Auseinandersetzung mit persönlichen Lernstrategien um Schulunlust und Schulabbruch zu verringern. Für die Pädagogen eröffnet sich durch das Projekt eine Verbesserung ihrer Methodenkompetenz. Diese sichert wiederum die Qualitätsstandards der Schule und unterstützt gleichzeitig die Personalentwicklung.Gemäß der

Leitlinie Europa 2020 wird damit der Forderung zur Erleichterung von Übergängen Rechnung getragen. In den Themenfeldern erweitern die Schüler ihre Kompetenzen im Umgang mit neuen Medien, lernen den Einsatz der Fremdsprache schätzen und verbessern ihre Fähigkeiten im eigenen Anwenden erlernter Stressbewältigungsstrategien. Sie erlangen Bewusstheit in der Verantwortung für ihr Leben auch über die Grundschulzeit hinaus. Die gemeinsamen Aktivitäten fördern die interkulturellen Kompetenzen.



Τίτλος Σχεδίου	From Papyrus to Stonepaper and Beyond - the Questions behind
Συντονιστής	GrundschuleimBeerwinkel Ελληνικό σχολείο: 13ο ΓΥΜΝΑΣΙΟ ΚΑΛΛΙΘΕΑΣ “ΣΩΚΡΑΤΗΣ”
Εταίροι	SOCIEDAD COOPERATIVA MADRILEÑA LIMITADA LA CANTOÑA Szkoła Podstawowa nr 1 w Barlinku RESAT TURHAN ORTAOKULU stichting De Noordwijkse School Istituto Comprensivo Cantù 1 The Edinburgh Academy J.V.Veski nim. MaarjaPõhikool
Χρηματοδότηση	Ελληνικού σχολείου: 26.330,00€
Διάρκεια Σχεδίου	25 μήνες
E+ Link number	2016-1-DE03-KA219-022972_8

Περίληψη Σχεδίου

Our project – From Papyrus to Stonepaper and Beyond, is planned as a journey in developing exciting teaching and learning within a European framework. We aim to take a journey across our European past to explore our history, but use it to develop future good learning and teaching practice. To do this we have identified a subject which is based on the progress of paper and written communication over the centuries and developed a framework centred on “Five pillars of wisdom” which will take forward the student learning. This framework will encourage colleagues to take clear steps into cross curricular learning, innovative teaching, developing new methodologies, (e.g. using questions for better learning), and also encourage the effective use of self evaluation and targets.

There will be significant focus on art and design as well as expressive arts. The nature of the topic encourages wide publication and sharing of work from the published word to public performance and through expressive arts workshop experiences. It fits well with all ICT and future thinking and has clear study routes through past European cultures. The whole project will be designed to encourage the development of healthy active minds and lives within our local communities and within our European community. Within our partnership we have a wide range of school types from small, isolated and rural to multi-stage / age urban models. In this project we will be nine schools and one associate partner in Belarus. We consider this to be a key strength of our group and feel comfortable and relaxed about the fact that there is not one specific approach to delivering the project successfully in our own communities and as a group. Over the years we have had a wonderful learning journey, and all of the partners have a strong sense of European Citizenship because of our work. We have seen at first hand how education can be delivered in a wide variety of school buildings and circumstances.

Our vision for the future, and for this project journey, one is where being an active European Citizen is at the heart of our cultures and the lives of those in our school communities. Our commitment as a group of European partners is to work together through shared aims, objectives and targets to increase the depth of the educational experience we offer to our pupils and staff. In doing this, we aim to raise attainment in learning through motivating our pupils and offering them exciting, real learning experiences. At the centre of this vision is a wish to offer our students innovative learning, in a modern, exciting and supported group structure with a clear membership of European Collegiality for our staff.

Through committing to working together, we aim to unite and enhance the European dynamic of our

curriculums and commit to delivering a project which will offer study routes to increasing our wisdom on the history, culture and ecology of our European past. Central to this will be a focus on the future and how through understanding economy, the development of ICT, ecological and environmental issues, we can work together to build a better future.

Through offering our stakeholders clear European membership we believe that working positively together will increase the empathy and support for a united future. The project will offer many opportunities for the effective use of modern technologies and ICT to enhance communication, encourage the development of our European identity and to support the learning of a foreign language.

Through the work of this project as a working European group of schools, we aim to develop:

- 1.** Exciting and innovative teaching and learning
- 2.** A sense of European unity and purpose
- 3.** Real and worthwhile staff development opportunities to take forward learning innovation
- 4.** Ways to develop real skills and understanding through enterprise linked to our colourful European cultural diversity
- 5.** Enterprise at the heart of school community with cross generational co-operation
- 6.** European group enterprise with whole group shared events
- 7.** Healthy active lifestyles with participation and achievement recognised and encouraged
- 8.** Inclusion for students of all abilities
- 9.** Learning workshops with opportunity to participate in 'bigger learning experiences'
- 10.** Wisdom on our heritage and an exploration of our European past
- 11.** Learning modern languages with real contacts across Europe
- 12.** ICT as a connection tool between our schools
- 13.** Future thinking in relation to using ICT within the project structure
- 14.** Student confidence to participate in new experiences as active contributors
- 15.** Build a target led self evaluation model to include whole group developments
- 16.** Encourage whole community involvement through structured school development
- 17.** Exciting expressive arts events and exhibitions to engage the public with our work

Τίτλος Σχεδίου	Making Integration a Reflective Responsible Opportunity for a Rightful Society
Συντονιστής	Sekundarschule Niederrhein Ελληνικό σχολείο: ΚΑΛΛΙΤΕΧΝΙΚΟ ΓΥΜΝΑΣΙΟ ΓΕΡΑΚΑ
Εταίροι	Szkola Podstawowa nr 41 Dimotiko Scholio Kalou Choriou Lemesou ISTITUTO COMPRENSIVO RONCALLI
Χρηματοδότηση	Ελληνικού σχολείου: 21.365,00€
Διάρκεια Σχεδίου	22 μήνες
E+ Link number	2016-1-DE03-KA219-022978_4

Περίληψη Σχεδίου

The context of this project grounds on the participants' recognition of a basis of common needs and objectives, which are embedded in the choice of specific priorities and topics, focusing on innovation to promote integration & inclusion through the implementation of experimental teaching/learning practices and strictly connected to a number of urgent educational and social issues born from the progressively increasing waves of migration which have lately reached most European countries.

The title of the project itself - MIRRORS: Making Integration a Reflective Responsible Opportunity for a Rightful Society - highlights the partners' will to work together to make integration & inclusion something more than a temporary, urgency-related series of activities; in fact integration & inclusion are considered the essential bricks in order to build new multicultural communities, really respectful of everyone's rights. Sidney J. Harris' quote "The whole purpose of education is to turn mirrors into windows" seemed to be the most proper and challenging motto for our project's objectives; in fact, students are firstly invited to look at themselves in the mirror in search of their own cultural and personal identity, and are then progressively guided to open themselves to the richness of diversity, looking into and through windows to different cultures, and looking for building new, creative ways of communicating, sharing, learning & growing together. Five partner schools participate in the project: three lower secondary schools from Germany, Italy and Greece and two primary schools from Poland and Cyprus. The youngest and the oldest students from these schools respectively form the intersection with whom the project will be carried out, even though all students in the five schools will be encouraged to participate in various ways. In all of the five schools inclusion of students with special educational needs is very high on the agenda, followed - the importance depending on geographical and political determinants - by the integration of students with migrant and/or refugee background.

The project partners came together to exchange experiences and best practices in these two fields and find innovative ways to push forward with the necessary processes; they soon agreed that visual and performing arts would make available non-verbal "languages" to students who experience severe linguistic limitations when it comes to expressing experiences and emotions and of course when it comes to learning. To varying degrees creative drama, Forum Theatre, expressionist dance and video/film as well as sports were identified as being practiced in our schools to promote inclusion and integration, and were consequently chosen as the main methodological pillars of the project. Each of the five schools specialises in one of the aforementioned sectors and takes charge of providing training in one of the fields to teachers involved in the implementation of the project during Transnational Project Meetings and of providing lesson plans to be carried out in the partner schools in preparation of one of the three Learning/Teaching/Training activities (LTTAs).

These LTTAs will allow students to present to each other their work results, work collaboratively on new tasks and at the same time gather first hand experience of cultural and social features of the partner countries and apply and expand their newly acquired social, emotional and intercultural skills. The desired and expected results of the project are engaging and supportive learning environments in which ALL students, including SEN or migrant/refugee students will be better equipped with cognitive as well as social, emotional and intercultural skills acknowledging the EU founding values such as pluralism, tolerance, non-discrimination, solidarity, justice and equality. A number of physical deliverables will also be produced, such as the Project logo, regular Newsletters (in English, and in all the different languages involved - possibly those of migrant students included), regular journals/logbooks/videos reporting about ongoing activities, creation of a final film titled “Turning Mirrors into Windows” and of a number of Tableaux Vivants, e-book to disseminate the project’s objectives and outcomes among stakeholders, learning units/ lesson plans for all the topics to be worked on and be made available to interested professionals. Most of the activities proposed will be maintained after the end of the EU funding, especially because they might be fruitfully transferred to different project-based learning/teaching contexts and incorporated into schools curricula. All partners are convinced that intercultural competences are a prerequisite for successful integration efforts and that the acquisition of non-verbal means of communication substantially contributes to inclusion efforts, accordingly we hope to anchor our approach in our school contexts most and foremost.



Τίτλος Σχεδίου	Sustainable lifestyle and refugees
Συντονιστής	Staedtisches Heinrich-Heine-Gymnasium Muenchen Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΤΡΙΑΝΔΡΙΑΣ
Εταίροι	Galatasaray Lisesi Liceo Garofano Capua Zespol Szkolw Tuchowiczu Publiczne Gimnazjumw Tuchowiczu
Χρηματοδότηση	Ελληνικού σχολείου: 17.200,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-DE03-KA219-022990_5

Περίληψη Σχεδίου

1. Context/background of the project

Young people are generally interested in protection of environment. They are willing to engage as well in environment as in social belongings. Nevertheless they neither have in mind that our way of life isn't sustainable nor that wealthy and consumption have negative consequences for others. Interdependences between the local acting and the worldwide consequences are obviously. Especially the current stream of refugees is among other things an example of these impacts of our lifestyle. How to deal with this problem is one of the most important questions on national and international level. Sustainability does not only concentrate on environmental subjects, but also on attitudes. We are convinced that our project supports the development of a vision, action and research for sustainability in Europe. In addition we have to get in mind that standard of living as well as acknowledging that there are a range of possible approaches to sustainability and global citizenship are constantly changing. This indicates a need for critical thinking, flexibility and lifelong learning. These aspects are key skills, which are not only needed in environmental subjects, but also in attitudes. Therefore we also focus on the current refugee situation, because it seems to be one of the key challenges in the future.

2. Objectives

The learning of English and the ability to communicate in English will increase thanks to the close collaboration with Email, Skype and eTwinning by staff and pupils in the partner schools. The students acquire knowledge of political, ecological and global economic contexts; they become aware of their own lifestyle and try to get to the bottom of that; they understand the contexts between their own lifestyle and the quality of life in other countries; the current refugee problem is an example of these impacts of our lifestyle.

3. Number and profile of the participants

Five Schools or Institutes for general education (secondary level) situated in different parts of cities or villages take part. The body of pupils is heterogeneous, for example in Germany we have a big part of immigrants. Every school forms study groups with 15 -20 pupils, who meet periodically. At every school exists a group of teachers with different subjects involved in the project.

4. Description of activities

- ecological footprint: How compatible is my lifestyle concerning ecological questions?
- research: Dealing with water / plastic in our region
- self experiment: How long can I live without meat, mobile phone etc.?
- self experiment: Is it possible to live without plastic?

- research: shops and organisations offering products without plastic and other examples of sustainable living in our region
- permaculture, a solution against desertified landscapes where a lot of refugees come from?
- glossary of the important terms of sustainability in English, German, Greek, Italian, Polish and Turkish:- interviews with people harmed by pollution in the Campania region
- researches: Independences between our lifestyle and refugee movement like:
- consequences of our high petrol consumption--climate change by CO2 --clothing and low wages-visits of refugees accommodations, arrangements of meetings with refugees, organization of excursions with them, interviews with them about their recent and current situation-investigation with refugees: does music make our life sustainable? Does music help in difficult situation?

5. Methodology

Above all we use an inductive approach: - analysis of the status quo- researches- interviews- discussions- practical work: Permaculture Editing of the results by new technologies and medias encourages the respective competences.

6. Results and impacts

Acknowledging that global equity and justice are necessary in a sustainable society and quality of life is a broader concept as well as the understanding that quality of life is not just dependent on standard of living. Our project will reveal useful patterns of innovation at the society and global level for present and future generations. It aims to identify opportunities to enable sustainable living options that support a more sustainable future for Europeans. The concept will bring together the environmental, economic and social justice conditions necessary for meeting the needs of present and future generations including the immigrants.

7. Potential longer term benefits

The students improve the English language as mentioned in point 2 “Objectives” and get knowledge in ICT. They get better skills how to avoid the destruction of the environment and more knowledge about sustainable lifestyle. The pupils develop tolerance towards other cultures and especially towards refugees. They get to know that sustainable lifestyle in a deeper understanding means relationship, engagement, creativity instead of consume.

Τίτλος Σχεδίου	Omnes cives mundi sumus: Bollwerk Europa oder...?
Συντονιστής	Wittelsbacher-Gymnasium München Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΓΑΖΙΟΥ
Εταίροι	Klassisches, Sprachen- und Kunstgymnasium mit Landesschwerpunkt Musik "Walther von der Vogelweide" Bozen - Liceo classico, linguistico ed artistico con indirizzo musicale in lingua tedesca "Walther von der Vogelweide" Bolzano BGRein Barlaeus Gymnasium
Χρηματοδότηση	Ελληνικού σχολείου: 13.075,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-DE03-KA219-022999_5

Περίληψη Σχεδίου

Die Migrations- und Flüchtlingsproblematik in unserer Zeit stellt für Europa eine der größten Herausforderungen dar: Gerade die am Projekt beteiligten Länder Deutschland, Italien, Österreich und Griechenland beschäftigt die Thematik besonders, auch die Niederlande sind betroffen. Die Strategien des Umgangs vor Ort sind oft verschiedene und keine ist als „fertig“ zu betrachten. Die fundierte Kenntnis von und das Reagieren auf aktuelle gesellschaftliche und politische Probleme erwartet die Gesellschaft von den Lehrkräften. Auch die Schüler werden sich – als die Erwachsenen von morgen – früher oder später mit der Frage nach angemessenen und praktikablen Formen des Umgangs und der Problembewältigung auseinandersetzen müssen und Möglichkeiten finden, sich selbst dabei aktiv einzubringen.

Daher ist es von großer Wichtigkeit, bereits an den Schulen das Bewusstsein der Lehrpersonen und Jugendlichen für ihre eigene Verpflichtung zu wecken und Möglichkeiten des sozialen Engagements anzudenken und zu erproben. Dies kann aber nicht ohne Reflexion über die Standpunkte und Werte geschehen, die als Grundlagen der europäischen Gesellschaft gelten und die gerade einen humanen Umgang mit Flüchtlingen und Migranten in unserem Umfeld ermöglichen. Die Gesellschaft sieht genau diese Werte in der gegenwärtigen Situation aber gelegentlich als bedroht an. Hierbei kann helfen sich bewusst zu machen, dass Migration und Flucht - aus welchen Gründen auch immer – keine neuartigen Phänomene sind. In antiken Texten, die die Schüler im Unterricht der klassischen Sprachen lesen, begegnet ihnen vielmehr schon eine Reihe von – mythologischen wie geschichtlich wirklich existenten - „Flüchtlings“ und so können sie verschiedene Überlegungen und Texte zur Frage des adäquaten Umgangs mit dem/den Fremden aus einer zunächst „anderen“, durchaus hilfreichen Sicht kennenlernen. Die Schüler sollen aus einem bestimmten Fundus an Texten diejenigen auswählen, die ihnen für eine Umsetzung am geeignetsten erscheinen.

Mit Hilfe ihrer Lehrer und unter Einbezug externer Partner (Unterstützungsgruppen für Migranten/Flüchtlinge, Journalisten, Politiker, Theater, ALP Dillingen, MPZ München, BIB Bozen) sollen sie gemeinsam Vorschläge für eine gedankliche und kreative Auseinandersetzung mit dem Thema (Dialoge, Theaterstück, weitere Arten der künstlerischen Umsetzung) entwickeln, wofür sie jeweils das Know-How der Partnerschulen und deren Kontakte nutzen. Die Ergebnisse werden von den international zusammengesetzten Gruppen in Form von Aufführungen und Ausstellungen an den Schulen präsentiert und darüber Spendengelder gewonnen. Diese wiederum sollen für konkrete Projekte zur Unterstützung von jugendlichen Flüchtlingen an den jeweiligen

Schulstandorten genutzt werden. Die Jugendlichen machen ihre Arbeitsaktivitäten via eTwinning und einer gemeinsamen Homepage (www.klassischegymnasien.eu) allen Interessierten zugänglich und entwickeln Materialien, die auch in breiterem Rahmen einsetzbar sind. Die gemeinsame europäische Arbeit scheint uns hier eminent wichtig zu sein, um unterschiedliche Haltungen und Entscheidungen in den einzelnen europäischen Staaten genauer kennenzulernen und vielleicht auch aufgrund der Auseinandersetzung mit "antiken" Überlegungen in Kombination mit einem Sozialprojekt neue Ansätze anzudenken.

Da die beteiligten Schulen ihre Stärken in unterschiedlichen Bereichen haben, ist von einer Zusammenarbeit eine sehr inspirierende Wirkung zu erhoffen. Im Einzelnen lassen sich die Zielsetzungen wie folgt auffächern: ■ Auseinandersetzung mit dem hochaktuellen sozialen Thema "Flüchtlingskrise" und - Diskussion der Frage: "Wie kann Europa damit umgehen?" auf der Basis fundierter Kenntnisse der jeweiligen Problemlage vor Ort- dabei Entwicklung interkultureller, sozialer und zivilgesellschaftlicher Kompetenzen durch aktive tatsächliche und virtuelle Zusammenarbeit - gemeinsames Lernen und Lernen der Lehrkräfte und Schüler voneinander – und Entwicklung interkultureller Kompetenzen - Möglichkeit, die themenbezogene Auseinandersetzung auch für bildungsfernere Schichten besser zugänglich zu machen, indem der Zugang zu diesen Überlegungen erleichtert wird (Homepage, Zusammenarbeit mit Journalisten vor Ort und übergreifend)- Lehren und Lernen auch im Gymnasium innovativer zu gestalten (Auseinandersetzung mit hochaktuellen Themen, Entwicklung neuer Materialien, Zusammenarbeit mit externen Partnern vor Ort, Verbindung Theorie und Praxis in Form von kreativer Umsetzung)- Zusammenarbeit mit bestimmten Berufsbereichen (Sozialwesen, Journalisten, Theater, Schriftsteller, Museumspädagogik) und damit guter Einblick in verschiedene Arbeitswelten. In dieses Projekt sind die Fächer Deutsch, Fremdsprachen, Latein, Altgriechisch, Geschichte, Kunst, Philosophie und Religionslehre direkt mit einbezogen. Das Projekt wird teils während des Klassenunterrichts, teils außerhalb des Unterrichts in AGs entwickelt.



Τίτλος Σχεδίου	Berufsorientierung und Lebensplanung in einer bewegenden Realität
Συντονιστής	Hessenwaldschule Ελληνικό σχολείο: 2ο ΓΥΜΝΑΣΙΟ ΧΑΛΚΙΔΑΣ
Εταίροι	Gymnázium Grösslingová Muhittin Mustafa Bocek Anadolu Lisesi Siauliu Juliaus Janonio gimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 24.925,00€
Διάρκεια Σχεδίου	30 μήνες
E+ Link number	2016-1-DE03-KA219-023075_3

Περίληψη Σχεδίου

Das Projekt „Berufsorientierung und Lebensplanung in einer bewegenden Realität“ richtet sich an LuL, SuS, Eltern und weiterführende Schulen und die berufsvorbereitenden Institutionen, die an der Vorbereitung Jugendlicher zum Übergang in die Ausbildung und Studium kooperieren. Auf diese kommt derzeit eine wichtige Rolle zu, da unsere europäische Gemeinschaft von einer starken ökonomischen Krise und einem enormen Anstieg der Arbeitslosigkeit, besonders im Süden und Osten betroffen ist. Alle bis jetzt angewandten didaktischen Maßnahmen der Berufsorientierung scheinen nicht auszureichen. Deshalb soll eine Bestandsaufnahme dieser vor dem Übergang in die Arbeitswelt durchgeführt werden.

In Hinblick auf die Berufsorientierung an den Schulen und die Öffnung des europäischen Arbeitsmarktes sollen internationale Vergleiche, mögliche Konvergenzen und Divergenzen, auf die Ausbildungssituation von Schulabgängern angestellt werden. LuL sollen die Fähigkeit erlangen, die Ausbildungsreife von Jugendlichen effektiv zu fördern. Die Jugendlichen sollen sich ihrer individuellen Stärken bewusst werden. Informationen und Erfahrungen bei der Berufsfindung Jugendlicher sollen ausgetauscht werden. Es sollen die Vorgehensweisen bei der Vorbereitung der SuS auf das Berufsleben verglichen werden. Es sollen effiziente und bedarfsgerechte Verfahrensweisen entwickelt werden, um die SuS zielbewusst und individuell zu fördern, auf das Berufsleben vorzubereiten, und vorzeitige Schulabbrüche zu verhindern. Um ihre Stärken nutzen zu können, müssen den SuS die globalisierten Arbeitsverhältnisse bekannt sein.

Die SuS werden innovative, zukunftsorientierte und landestypische Betriebe besuchen. Zudem sollen sie sich auch ihre zukünftige Lebensgestaltung in der neuen bewegenden Realität vorstellen. Alle diese Ergebnisse und Verfahrensweisen, die aus der innereuropäischen Zusammenarbeit der SuS, LuL, Eltern, Betriebe etc. entstehen, werden in einer Broschüre in Papierform und e-Book verschriftlicht, die als Lehr- und Lernmaterial für die Berufsorientierung in den Schulen verwendet werden kann. Zusätzlich soll am Ende dieses Projektes ein Portfolio als Ergänzung zum Europass und zum ECVET dem „European Credit System for Vocational Education and Training“ zur Berufsorientierung entstehen, das Europa weit in den Sekundarstufen I- und II Schulen verwendet werden soll. Es dient den SuS als ein didaktisches Instrument zur reflexiven, lebenslangen Begleitung aller Erfahrungen in Bezug auf deren Lebensplanung und Berufsorientierung.

Die SuS reflektieren damit ihre individuellen Interessen und Stärken, die Entwicklung der Kompetenzen auf ihre Berufsbiografie bezogen, stärken ihre Eigenverantwortung und Selbststeuerung und gestalten aktiv ihre Berufsbiografie. Weitere Funktionen dieses Portfolios sind die Strukturierung und Dokumentation des Prozesses der individuellen Berufsorientierung. Die teilnehmenden Schulen stellen sich zunächst ihr „good practice“, Berufsorientierung an der eigenen Schule und im eigenen Land vor. Anschließend wird ein

Vergleich der Bildungssysteme vorgenommen, indem die Bildungsstruktur und die Bildungsangebote in Richtung Berufsorientierung beleuchtet werden. Weiterhin stellen die teilnehmenden Schulen ihr Ausbildungssystem in Verbindung mit den Berufsschulen vor. Außerdem wird die Rolle der Gewerkschaften in verschiedenen Ausbildungsgängen untersucht. Ein weiterer sehr wichtiger Arbeitsschwerpunkt sind die Jugendarbeitslosigkeit, das Recht auf Arbeit und die Maßnahmen der Bildungssysteme in den jeweiligen Ländern.

Die SuS sollen den ökonomischen Wachstum ihrer Länder, die Innovationsmöglichkeiten und deren im globalen System liegenden Vorteile erkennen und nutzen lernen. Vielleicht kann so die offene „Migrationswunde“, die vielen projektbeteiligten Ländern schwere Sorgen macht, beseitigt werden. Auch die akademische Ausbildung wird ausführlich betrachtet und Vergleiche angestellt, in welche wissenschaftliche Wege Studierende der jeweiligen Projektländer gelenkt werden. In jedem teilnehmenden Land nehmen die SuS in einem Betrieb an einem Tagespraktikum teil. Neben dem genannten Instrumentarium wird allen Beteiligten ein weiteres Verfahren vorgeschlagen, das aus der direkten Erfahrung der Arbeitsweise der verschiedenen Länder, Bildungssysteme und landestypischer Betriebe resultiert. Berufsvorstellungen der SuS sollen mit den Anforderungen des Arbeitsmarktes verglichen werden. Zudem sollen die schulischen Bildungsstandards im Hinblick auf die Anforderungen an die Berufsanfänger betrachtet werden.

Die sechs teilnehmenden Schulen sind gut geografisch in Europa verteilt, so dass bei Bestandsaufnahme der Bildungsmaßnahmen jeweils ein repräsentatives Bild der aktuellen Situation und der entsprechenden Maßnahmen wieder gespiegelt wird.



Τίτλος Σχεδίου	Models of Entrepreneurship and volunteering
Συντονιστής	Puka Secondary School Ελληνικό σχολείο: ΕΚ ΚΑΒΑΛΑΣ
Εταίροι	SOLSKI CENTER SLOVENJ GRADEC Istituto Comprensivo Don L. Milani EYUP IMKB MESLEKI VE TEKNIK ANADOLU LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 19.145,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EE01-KA219-017285_2

Περίληψη Σχεδίου

Our project aims at developing the entrepreneurial skills of students by means of the method “learning through making”, as well as raising the level of financial literacy, communication and presentation skills and the abilities to work as part of a team or the so called “soft skills”. This is a project that will encourage the study of professional English language in the sphere of entrepreneurship through creating the textbook “Successful steps in Entrepreneurship” and the use of English as a working language with students from partner countries. We have put entrepreneurship in the centre of our project in order to be in unison with European tendencies.

The project will implement its activities and products mainly in 2017 which is announced a European year of entrepreneurship. We want to give our students opportunities for development of entrepreneurial skills and at the same time to face them with social realities which will motivate them for volunteering. We will also try to develop self-consciousness for tolerance to differences, empathy towards the suffering and desire to spread the value of helping each other. That’s why volunteering is the second important point, which will also be present in our project. We believe that if a person is surrounded with models which express desire to help others, the chances of adopting these models are quite high.

The main aim of the project, which includes 5 schools from 5 different countries, is to establish the criteria for successful implementation of an entrepreneurial idea on the European market. To achieve the goal of the project, the following activities will be organized: a competition, called “Business incubator” on a given topic in every country; “Entrepreneurial market”- when students meet and they will also be supported by mentors, business representatives and NGOs. The final product will be a handbook “Successful steps in Entrepreneurship”. This handbook will present all mandatory stages that every entrepreneurial idea goes through from its origin to its fulfilment.

We are 5 schools from different countries and we have planned to make two training meetings in the middle of each year. At these meetings the participating teachers and students will discuss the criteria and features that every successful entrepreneurial idea should conform to. During these training meetings voluntary initiatives, aiming at solving both a social and ecological issue, will also be organized. The voluntary initiative with eco focus will be “Plant a tree, save the Earth”- cleaning a particular region, collecting waste, planting trees and from the waste collected- making an art product. The voluntary initiative solving a social issue will be called “Dance with me”- a dance lesson in SOS children’s villages/ family-type accommodation centres/ nursing homes.

The ideas, participating in “Entrepreneurial market”, will be presented to business representatives, other students and educational institutions, too. Thus, the participants in the project will become part of global education, aimed at performing the goals of sustainable development. These goals will definitely be a priority in the next 15 years. Entrepreneurship and initiative, one of the key competences mentioned in the European Framework of Reference, can solve one of the global problems- youth unemployment. Project activities will be based on what labour market requires and that is flexibility. That is why students will combine knowledge in ICT, foreign languages, entrepreneurship, business research, geography and even psychology.

Good practices and innovation will also be applied in the curriculum. We will cooperate with non-governmental organizations, local formal and informal institutions, similar schools and schools in the region to distribute products and project results. This synergy is shown in the fact that the project unites students with different interests, coming from different socio-economic environments.

Our aim is to define common points of interest and create products which will be a symbol of cross-border cooperation through entrepreneurial skills. One of the best activities will be the organization of voluntary initiatives. The best art products will be awarded and long-lasting dissemination will be ensured. We will achieve project sustainability by making films for each stage on CDs. The handbook “Successful steps in Entrepreneurship” will be presented to each partner country on paper and uploaded online on project's page.

Partners will prepare and publish two issues of magazines.

Number of people involved:

Mobility of teachers: 96

Mobility of students: 144

People accompanying students: 96

Total number of participants: 336



Τίτλος Σχεδίου	Sharing competencies in entrepreneurial learning, connecting theory with practice
Συντονιστής	Tabasalu Ühisgümnaasium Ελληνικό σχολείο: 2ο ΕΠΑΛ ΤΡΙΚΑΛΩΝ
Εταίροι	I.I.S.S. "Luigi Vanvitelli" Jelgavas Spīdolas ģimnāzija Framhaldsskólinn í Austur-Skaftafellssýslu
Χρηματοδότηση	Ελληνικού σχολείου: 24.635,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EE01-KA219-017344_5

Περίληψη Σχεδίου

Current Erasmus+ KA2 programme Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for Schools Only aims to develop entrepreneurship learning in the upper-secondary schools with the students aged 14-19. The title of the project is "Sharing competencies in entrepreneurial learning, linking theory with practise". All partners- Tabasalu Ühisgümnaasium from Estonia, Jelgavas Spīdolas ģimnāzija from Latvia, I.I.S.S. "L. Vanvitelli" from Italy, 2 EPAL TRIKALON from Greece and Framhaldsskólinn í Austur-Skaftafellssýslu from Iceland have entrepreneurial subjects in their school curriculum and have qualified teachers to teach it.

The challenge for all the schools is how to raise the entrepreneurial teaching level as this subject is relatively new in our curriculum, and how to link theory with practice. For this reason the aim of the project is to exchange good practices between all partners, combine it with the local entrepreneurial knowledge, offer our students the opportunity to research local enterprises and find out the features of well functioning examples, compare these results between partner countries, work out the ideas for students small businesses, choose the best ones and put them into work.

The challenge for the students is that the main communication when deciding and organizing activities about small businesses should be done online. Finally the products will be sold online or at students' fairs. For that, extensive support for students in ICT and English will be organized within schools as needed. To prevent dropout from the upper part of the schools we decided to work out e-lectures about certain topics in learning of entrepreneurship. The creating of the e-lectures will be guided by specialists and the outcome shared among the local teacher organizations and other educational organisations online. Formal and non-formal education will be linked into the learning process.

The project lasts 24 months, during this time 3 transnational meetings with 12 mobilities are arranged, and 5 learning-teaching-training activities will be organized with 100 mobilities. Four of the latter will be students' short-term exchanges with 56 students and 32 accompanying people and 1 short-term joint staff training event with 12 mobilities. As a result and impact of the project, the quality of learning of entrepreneurship will be raised as the theory taught in lessons is combined with local and international practices. Students' communication skills, language skills and ICT skills will be improved they will have received great experiences working in the international teams, forming international businesses and in the realization of products of their businesses online or at students fairs. Teachers' communication skills, ICT skills and language skills will be improved as well. They will gain knowledge of how to compile e-lectures.

All the information about the project will be followed on the project web-page.

There will be three products resulting from the project:

- e-book about local enterprises compiled by students- 10 international students' businesses
- a booklet describing students' international small businesses
- e-lectures about entrepreneurship for upper secondary students

For longer term benefit non formal and formal education is linked in the curriculum. Teachers and students have experienced international cooperation. Students can use the experience obtained from the project later in life. The project prevents early school leaving and introduces CLIL teaching in the partner schools.



Τίτλος Σχεδίου	Education, Profession and European Citizenship
Συντονιστής	ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΛΙΚΙΑΝΟΥ Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΛΙΚΙΑΝΟΥ
Εταίροι	Zespol Szkol Ogolnoksztalcacych Nr 11 wGliwicach Liceul Teoretic "Dante Alighieri" Budapesti Gépészeti Szakképzési Centrum Eötvös Loránd Szakgimnáziuma és Szakközépiskolája Strednapriemyselnaskola
Χρηματοδότηση	Ελληνικού σχολείου: 33.020,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA219-023428_1

Περίληψη Σχεδίου

The objective of this project is the enhancement of the international cooperation capacity between European schools through the mobility of students and teachers and through the improvement of the transparency and recognition of studies and qualifications. It will promote the establishment of joint study programmes, thus contributing to the sustainability of cooperation among partners and improving school staff and students' skills and qualifications. It will contribute to the development of the European schools in remote areas and to the provision of further informal and interdisciplinary education to vulnerable groups.

The Partnership is formed by 5 European schools (Greece, Poland, Romania, Hungary and Slovakia), carefully selected according to their excellence, geographical coverage and thematic needs, which will cooperate for the next two years. Mobility of 60 students at secondary education level and 40 teachers will be carried out through this project.

The consortium has designed a full strategy for the implementation of these activities: Joint on-line application, selection procedures and criteria, recognition and credit transfer. Students will carry out research on the climate of each region, on the entrepreneurial opportunities, on how to start a new job, on running a scientific experiment, on finding missing links between science and arts, on making and analyzing on-line surveys about crucial social issues. Students involved in the project work will have the opportunity to acquire comprehensive knowledge due to its interdisciplinary nature. They will work in groups (also international), and conduct field research using different types of special equipment (weather stations and telescope).

The final goal is the establishment of a virtual international enterprise. Students will expand their knowledge of history through fine arts, information technology, mathematics and statistics, charting, development of data using, inter alia, spreadsheet and multimedia presentations.

The results will be presented in a digital way/media–films, multimedia presentations, website, photo blog. Through workshops and specially prepared practical activities, participants will develop their rhetorical skills, listening and reading comprehension, writing skills, foreign languages, time management and learning strategies. Teachers will present, exchange and evaluate good teaching practices. They will present the educational system of each school, analyze the response plans to deal with crisis and critical issues at school, individual learning plans, content and language integrated learning (CLIL), interdisciplinary learning, motivation by means of active participation in schools administration, testing methods, ways to reward a

job well done, bullying and the claim about the value of education. Participating schools will be able to introduce innovative forms and methods of teaching in their institutions and reduce disparities in education. Organizing meetings, supervising the students' activities and working on the designated tasks will teach all participants time and human resources management. A timetable has been agreed on in order to guarantee the success of the project as well as measures for the participation of all target groups, for preventing brain-drain and for ensuring gender balance and equal opportunities. Outdoor games and all educational activities will enable the participants to integrate and develop their communication skills.

This international cooperation and interaction will be developed by constant contact via social networking sites and email. The dissemination plan strategy has as key priority to complete with measurable, realistic objectives the maximum use of project results by students, teachers, parents, school authorities, other schools and the European educational community. The project will improve the relevance of the educational offer, schools' prestige and internationalization, which will also be observed in the years following the completion of the project. Teachers' and students' motivation and activeness will increase. Students will be aware of the importance to continue their education. International cooperation will be strengthened. There will be greater employability of future graduates. All project activities will contribute to the promotion of the school and the European projects in the local community and region. All the above mentioned will result in breaking down the social and mental barriers between the citizens of Europe. In the era of a united Europe, when multiculturalism has become the reality we live in, this project will foster transnational citizenship as a challenge to be met by both teacher trainers and their trainees. After all, while this project will persuade students, teachers and parents for the value of disciplined thinking, its goal is to prepare them for lifelong learning in an undisciplined world and to consolidate the sense of European citizenship.



Τίτλος Σχεδίου	Power @pp your learning skills
Συντονιστής	1ο ΕΣΠΕΡΙΝΟ ΕΠΑΛ ΤΡΙΚΑΛΩΝ Ελληνικό σχολείο: 1ο ΕΣΠΕΡΙΝΟ ΕΠΑΛ ΤΡΙΚΑΛΩΝ
Εταίροι	Liceo científico M. Curie IES Castillo de Luna Móricz Zsigmond Református Kollégium, Gimnázium, Szakgimnázium és Általános Iskola AGRUPAMENTO DE ESCOLAS DE BARCELOS Yavuz Sultan Selim Mesleki ve Teknik Anadolu Lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 29.030,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA219-023437_1

Περίληψη Σχεδίου

Context/background:

Smartphones and tablets are considered sophisticated forms of communication technology. Undoubtedly their use in an educational environment can change the landscape since these powerful portable devices can enrich the learning process and break down barriers in a multitude of ways. Students make ample use of technology in their daily life. The additional option of using it to increase their learning capacity and pursue their interests can be extremely beneficial. Engaging them into realizing the potentials of these means and being creative with them is a challenge which takes careful planning, organization and the use of the correct tools. There is a variety of platforms available for educational use that can enhance classroom creativity. In a market full of means and facilities the educational organisations need to be more orientated towards the integration of innovative technology in their curriculum and promote non-formal teaching or learning approaches.

Objectives:

The P@Is project is a partnership of six secondary education schools that will be involved with the creation of school apps with the use of the App Inventor tool. Motivated by the current challenges of education, our aim is to spread the need for more creativity and digital competence in the classroom through the use of innovative technology and non-formal educational approaches that will promote open-mindedness, critical thinking, personalized knowledge, participatory work, improvement of linguistic and social skills and the exchange of good practice.

Number and profile of participants:

Groups of 30 students including 3 teachers in each of the six partner organisations, that is a total of approximately 200 people, will be the direct participants with active involvement. Both the teaching staff and their students come from secondary education bodies. The students will be in their mid or late teens and in some cases older than this range due to the variable structure of the partner schools. The teaching staff will consist of people with expertise in the field of IT and people who are experimenting with the use of new technologies and their integration into their teaching methods. Indirect external participants with their professional identity will offer technical support and guidance. These collaborators will be people or institutions and bodies with experience in the use of ICT in education.

Description of activities:

The partnership will develop outcomes relevant to the creation of educational content applications for use on the Android platform. The project outputs will be products of a series of learning activities organised by each school in relation to specific educational topics. Every learning activity will take a period of two months for its preparation by each of the partner schools followed by a short term instruction of approximately one week to the rest of the partners and a final two-month-period for implementation, trial and evaluation in the classrooms of the partner organisations before it is finally integrated in their curriculum. The collection of these activities will produce a resource teaching material both in paper and software form.

Methodology:

Teachers and learners will follow an organized structure of developing, instructing, implementing and testing, evaluating, reporting and disseminating the project outcomes. The learning activities will be in the form of elaborate teaching/learning scenarios with step by step descriptions and lesson plans. They will be used and tested by all the participants in turn. Evaluation and feedback will come from all sides and there will be ground for improvements. The external partners with their professional expertise will contribute to further developing them. The results will be uploaded on the project website and an open network source platform for availability in educational context. Multiplier activities and events will disseminate them.

Results, impact and potential long term benefits:

The anticipated results are:

- practical learning and teaching scenarios concerning tablet applications
- teaching resource material
- the final outputs in the form of Android applications
- an online community and resource platform for schools and educational stakeholders

The participants are expected to achieve personal development through peer work and collaborative methods. They will increase their digital literacy and experience social interaction and intercultural dialogue with the exchange of good educational practice. The schools will open up to the use of new technologies and digital means aiming at more attractive and motivated learner-centered education. In the long term the integration of the results and their methodology into the school curriculum will be the motive for developing educational practices in pace with the modern needs and demands.

Τίτλος Σχεδίου	Multicultural Communication: Breaking Stereotypes
Συντονιστής	2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΟΛΙΝΔΡΟΥ Ελληνικό σχολείο: 2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΟΛΙΝΔΡΟΥ
Εταίροι	Agrupamento de Escolas Artur Gonçalves I.C. ALIGHIERI FORMIA-VENTOTENE Memduh Türkoglu Ortaokulu INS Fonts del Glorieta Scoala Gimnaziala Mircea cel Batran Saints Cyril and Methodius Primary school Gargzdu Minijos progimnazija Zespol Szkol w Lubyczy Krolewskiej
Χρηματοδότηση	Ελληνικού σχολείου: 25.800,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA219-023473_1

Περίληψη Σχεδίου

Our programme aims at creating incentives and conditions for getting to know the “other” and removing all forms of stereotypes associated with xenophobia, hate speech, diversity, prejudice.

Teaching and learning is necessary in a modern, multicultural school based on concepts and training material, which will be free of ethnocentrism and negative images of the “other”, the “different” and utilizing the cultural capital of children from other countries to the benefit of themselves (with the aim of greater emotional security, smoother psychosocial development and better school performance), and indigenous students.

The programme activities, which are organized around food, sports, customs and traditions, games and arts will contribute to the diversification of established stereotypes, cultivating both for our young students, tomorrow’s Europeans, body, the mind and emotions. Utilizing the results of the programme, school groups will learn how to adapt teaching methodology, using educational tools that will result from good practice and experimentation in implementation within our programme.



Τίτλος Σχεδίου	“ROLLING STONE” Traveler in the environment through Geomythology viewing sustainability
Συντονιστής	4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΛΑΜΙΑΣ Ελληνικό σχολείο: 4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΛΑΜΙΑΣ
Εταίροι	Spoleczne Gimnazjum Jezykowe LTO Istituto Comprensivo A.Leonori ADANA TABIPLER ODASI (ATO) PRIMARY SCHOOL Balozu vidusskola AGRUPAMENTO DE ESCOLAS DE BARCELOS Scoală Gimnazială ARON DENSUSIANU Jászszági Apponyi Albert Általános Iskola és Alapfokú Művészeti Iskola
Χρηματοδότηση	Ελληνικού σχολείου: 29.990,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-EL01-KA219-023557_1

Περίληψη Σχεδίου

Geomythology is the scientific field which interprets mythology in relation to nature during the mythological period. Pre-historic man witnessed environmental changes and through myths expressed his experiences. Recording this verbal tradition from generation to generation has given Mythology plenty of material, which further more symbolizes different places of geological evolution.

PROJECT'S OBJECTIVES

- 1) the study of nature and environmental changes, their interpretation with the assistance of mythology
- 2) the multi disciplinary approach of the subject through various scientific fields, exploring the relation between Myths and geological / climate changes of the past,
- 3) the research of the past's cultural elements and their connection with geological changes in different parts of Europe, such as common river names, city names, local customs, progress in agriculture, communities, politics, ethics, social values, religions etc
- 4) the migration and ethnic diversity, answering the question why people were migrating from one place to another and environmental changes that forced them to migrate
- 5) the development of foreign languages and ICT for students and teachers and strengthen teachers profession
- 6) the reduction of the early school leavers with the non formal and extra curriculum activities

They will be achieved by following the adventures of a meteorite, a ROLLING STONE, which falls from space in Latvia and rolls all over Europe, searching for GEO-myths and climate changes and finally falls in the Atlantic Ocean. Over the 3 years, it will have experienced our culture and language. The ROLLING STONE is a vehicle to motivate and inspire pupils in language - spoken and written - and also be involved in all the activities as a guest. The theme will be approached with an innovative, active and multidisciplinary way - “Myths hidden behind the fact” in order to include, motivate all pupils and make them love school. Promotes participatory, team work (blended mainstream and disadvantage pupils). Most of the project's activities are non formal, some of them are extracurricular. Pupils will be able to interact with the ROLLING STONE and share their experiences through many activities by real experience, such as study visits, field trips, workshops, eco-

games, (role play, simulation, sports, music, art, handicrafts, Land Art, image-making, films, drama) having lots of fun.

This project is addressed to mainstream and disadvantage pupils, teachers, parents from 4 primary and 4 low secondary schools. Through dissemination, the public, stakeholders, local and national authorities, tourism organizations, school heads, unemployed youth and media, will get familiar with culture and natural heritage of other countries and feel that they are part of European society. The website's Data Basis, the EST, Erasmus+ Dissemination Platform, EURODESK and eTwinning will disseminate the project's results and allow everyone to learn from them. Project's online groups will be still active after the project's end, for further intercultural discussions and future international cooperation among schools and communities. The long term benefits are the extended knowledge of English, improvement of the linguistic and ICT skills, development of key competences, reduction of the early school leavers, changes in the curricula, shape ecological contact, introduce Europass and Youthpass in schools, prevention of xenophobia and prejudices, encourage of critical thinking. Through the project's activities, school will become a tool for social inclusion and the teaching process will become more attractive and international.

The ROLLING STONE project will be a basis for sustainability, developing a strategic approach to strengthening the links between the eight schools and its local environment, deepening concepts of local and European identity. Using the existence of GEO-myths of different areas of Europe and Middle East, pupils will design and create Geomythological Parks and paths as a tool for Alternative Educational Tourism, so future generations will have the opportunity to visit study and discover the places where myths took place. Moreover, MYTHOLOGY have been synonymous to SUSTAINABILITY for million years, since pre-historic period, from generation to generation and in this way becomes precious heritage teaching people their cultural European identity.



Τίτλος Σχεδίου	Happily Ever After...
Συντονιστής	6ο Δημοτικό Σχολείο Πύργου Ελληνικό σχολείο: 6ο Δημοτικό Σχολείο Πύργου
Εταίροι	Lækjarskóli Colegio Inmaculada Høng Privatskole Istituto Comprensivo "Angelo Roncalli" - Grotte (AG)
Χρηματοδότηση	Ελληνικού σχολείου: 19.395,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA219-023570_1

Περίληψη Σχεδίου

This project is the result of an already existing collaboration between two of the applying schools and is a product of discussions and speculations which are common topics of interest among educators throughout Europe. The focal theme is happiness at school and the outcomes will be a film directed and produced by the students and a course programme on the applications of audiovisual literacy in education for teachers. The project will be implemented in a period of two years around two axes: research and film production. During the first year the students will conduct a research, trying to analyze the factors that contribute to their happiness at school and define happiness within their family environment and the broader community settings. They are also going to design and implement a variety of activities aiming to help them into better awareness of the learning process. The results will be accessible online for comparative analysis.

During the second year the students of each school will use their research and experience as a stimulus to create in collaboration a film on school happiness, which will be submitted to the Olympia International Film Festival for Children and Young People, held annually in Pyrgos, the town of the coordinating school in Greece. The festival is a very important event for the local community of students and educators and can guarantee the dissemination of project results to a wide international audience. During the film making stage the students will be asked to work like professionals, organize boards, consider funds, realize and promote their outcome and share it locally and trans-nationally. The main filming to be used in the final output will take place during students exchange in order to promote team working and highlight the student - led nature of the project.

Two groups of diametrically located countries are involved: Greece, Italy and Spain from the south of Europe, Denmark and Iceland from the north. This will hopefully give ground for comparing a variety of factors beyond school limits and contribute to better collection of results for the research and the output in focus. There is a clear distinction of role allocation among the five partners, based on each institution's experience and potential.

The coordinating Greek school will provide the necessary technical guidance, both within the festival workshops and throughout the project, and will be responsible for the final editing of the film and its submission to the competitive part of the festival. The Danish school will be responsible for providing the scientific input on the topic of brain function in relation to happiness and learning for both teachers and students with the contribution of specialists on this field. The Icelandic school already has the greatest experience among the partners on the educational activities related to film production, and will be responsible for monitoring pedagogical methods used. The Italian school will be responsible for the investigation on the role of music in happiness, and will

have a leading role in the compilation of the film soundtrack. The Spanish school will have a leading role in storyboarding and will be responsible for the students' blog. Participation in previous programmes has resulted in the existence of a strong Erasmus+ staff group in the Greek coordinating school and in the strengthening of a similar group in the Danish school. The six-year experience of the Greek school in European programmes and its parallel participation in a training KA1 programme can give confidence and guarantee advanced managerial skills in all areas of the project.

The outcome of the teachers' involvement will be a 5-day course programme on using the audiovisual art at school. It will include specific samples of techniques and activities implemented by the staff of the 5 participant schools during the two years. It will also include teaching instructions on the following aspects:

- providing the theoretical background for the necessity of filming at school
- guiding students into critical analysis of visual information and film content related to various subject areas
- reflecting on characters and events appearing on a film
- using visual stimuli for creative writing and storytelling-analysing emotions created by film content
- introducing tools that can be used for film creation and editing
- incorporating music in a film and its importance
- using tablets for film production at school

There are plans of disseminating the project results to a wide audience of educators at local and European level, through on line tools, educational meetings and through contacts created from participation in Erasmus+ programmes.



Τίτλος Σχεδίου	Art, Technology and Sport keep me bound to my School
Συντονιστής	3ο ΓΥΜΝΑΣΙΟ ΕΛΕΥΣΙΝΑΣ Ελληνικό σχολείο: 3ο ΓΥΜΝΑΣΙΟ ΕΛΕΥΣΙΝΑΣ
Εταίροι	AGRUPAMENTO DE ESCOLAS DE BARCELOS MEHMET EMIN PULATKONAK ORTAOKULU Instituto de Educación Secundaria Mediterráneo de Cartagena Tartu Raatuse Kool Kauno Versvu vidurine mokykla
Χρηματοδότηση	Ελληνικού σχολείου: 27.280,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-EL01-KA219-023728_1

Περίληψη Σχεδίου

The main aim of this Project is to use Art, Technology and Sports as preventing tools against early school leaving and bullying, tools that will empower students and make school more attractive to all students, fact that can become a key to their social, emotional, and academic success. By improving the emotional intelligence skills of students that are at risk of Early School Leaving because of several reasons (i.e. their socio-economic background, their special educational needs, bullies and/or targets) the Project aims to create positive and safe emotional environments where bullying behaviours can no longer thrive.

The schools involved to this Project will choose the target group of students that work on 3 different fields: Art, Robotics and Sport. During the Learning/Training Activities in host schools exactly these students will be the one to participate in the activities organized by our partners: Lego leagues, Sport tournament, Theatrical Plays and Talent shows.

The expected results are:

To engage the students in the process of learning by participating in Art, Technology and Sport Activities.

To encourage the students to take part into activities that enhance them. It is important to stretch the feeling of being qualified and capable of performing the tasks.

To encourage teachers to develop new innovative methods and material in the field of the subjects that they are involved in the project (Plastics, Informatics, Technology, Foreign Languages and Physical Education) for teaching students at risk for ESL and bullying.

To detect students with special skills and inclinations and to help these students to develop those skills.

To help students develop modern technology skills and ICT skills for communication, project development and organization.

To motivate students learning and staying bound to school Sharing experience, knowledge and expertise.

Evaluation will be based on the following methods: document analysis, observations (project meetings, mobilities, partners communication), interviews (oral, written by questionnaires) of the partners and the target group. Staff and teachers will be involved in planning and providing the evaluation tools and relevant questions.

Τίτλος Σχεδίου	Geoparks
Συντονιστής	I.E.S. Campos de Amaya Ελληνικό σχολείο: ΠΕΙΡΑΜΑΤΙΚΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΜΥΤΙΛΗΝΗΣ ΤΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΙΓΑΙΟΥ
Εταίροι	Agrupamento de Escolas de Arouca Lycée Alexandra David Neel
Χρηματοδότηση	Ελληνικού σχολείου: 19.790,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-024928_2

Περίληψη Σχεδίου

Nuestros centros se encuentran en geoparques o zonas que tienen un proyecto para ser declaradas como tal. La geología es una gran desconocida en nuestra cultura y por lo tanto nos proponemos que la comunidad educativa y la población en general sea consciente de lo que es un geoparque, su geoparque en particular con su patrimonio y la necesidad de protegerlo y conozca otros geoparques europeos como posibles modelos de conservación y aprovechamiento. Con este pretexto, nuestros centros van a abrir sus puertas a otros centros europeos y a instituciones y organizaciones locales e internacionales para ampliar los horizontes de nuestro alumnado, cuyas mejoras en los resultados en competencias pretendemos conseguir.

Para ello vamos a utilizar metodologías y herramientas innovadoras, trabajaremos con instituciones reales sobre temas reales, fomentaremos el uso y la actualización en nuevas tecnologías y lenguas extranjeras y fomentaremos el sentido de iniciativa personal y empresarial en el alumnado, trabajando en equipos transnacionales y de forma transversal desde las diferentes áreas del currículo. Conoceremos nuestros geoparques a través de un análisis comparativo del mismo, lo daremos a conocer a partir del diseño de rutas, creación de mapas, folletos, guías de fósiles y geocuentos y lo difundiremos a través de plataformas digitales y publicaciones.

Asimismo reflexionaremos sobre su aprovechamiento mediante la observación de otros geoparques europeos y a partir del diseño y estudio de posibles empresas y productos de la zona relacionados con tiempo libre, hostelería, turismo y artesanía. Con todo ello esperamos actualizar el proceso de enseñanza y aprendizaje para mejorar resultados y así motivar a los alumnos a seguir formándose y a trabajar en la zona, reduciendo así el fracaso escolar.

Mediante la difusión del proyecto se fomentará el turismo, herramienta de desarrollo sostenible para la zona y la población valorará más su territorio y la necesidad de conservarlo. Los resultados quedarán a disposición de los geoparques e instituciones relacionadas, visitantes, especialistas en geología y docentes de toda Europa para su posible utilización a través de las plataformas digitales. Todo ello favorecerá la puesta en valor de los geoparques.

Τίτλος Σχεδίου	Meaningful ICT in collaboration and in a safe and smart environment: our path towards a smart school.
Συντονιστής	Escola Salvador Sanromà Ελληνικό σχολείο: ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΤΣΙΚΑΛΛΑΡΙΩΝ
Εταίροι	Zespół Szkół nr 2 wCzerwionce - Leszczynach Istituto Comprensivo Edmondo De Amicis Dimotiko Polemiou
Χρηματοδότηση	Ελληνικού σχολείου: 19.300,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-024936_3

Περίληψη Σχεδίου

CONTEXT

The project is a combination of highly motivational factor for students as well as an inspirational and methodological tutorial of new methods for teachers. Its main aims are to activate the new, innovative and interesting methods of learning and teaching. In the project all participating schools will use ICT and Social Media, innovative practices and methodologies. All activities will be founded on collaboration, to develop greater awareness of Europe and European sense of identity. Cooperating with different countries will provide the “real” experience and allow the members to create innovative and powerful learning and teaching tools for the future. Exchanging knowledge, methods and new solutions. We have a great experience with school inclusion and a long tradition of welcoming immigrants, that’s why, refugees who could come to our school or those that has just started arriving to some of our partner’s countries, will be fully included in the project.

OBJECTIVES

To improve the quality of teaching in basic skills and transversals skills of learning foreign languages and improving teachers and pupils skills in using new technologies to enhance learning across all subjects. To build capacity in all schools participating to secure high quality teaching and learning over time.

NUMBER OF PARTICIPANTS

5 primary schools from Poland, Spain, Greece, Cyprus and Italy. The majority of which have extensive experience in partnership working in previous European funded initiatives. Two of the partner schools are new to the lifelong learning programme.

ACTIVITIES

Children will produce videos in form of tutorials which will be used in a flipped class in the partner countries to introduce and teach foreign students the characteristics of their country as well as new art techniques. A series of carefully organised and structured project meetings will be held throughout the partnership with a specific theme based on the art workshop, lessons with the use of interesting ICT tools (programmes, equipment, applications). During these meetings, teachers will work together on aspects of teaching and learning. They will be based on workshops format and include observation of strategies in practice through lesson observations. Following their return to their own schools, each teacher who had attended will deliver the outcomes in a whole school staff meeting and “Teachers who assisted” in each school will coach their colleagues in the strategies.

METHODOLOGY

Collaborative learning by creating a European tool that will be used by others afterwards and through the project timing. The project is being created in a way that not only personal teaching professional profile is strengthened, rather than our entire school teaching staff will be involved and improve its profession.

- active learning and new ways of teaching
- the staff of the schools will have the opportunity to deepen their knowledge about the different school systems and to share innovative teaching methods like CLIL, peer tutoring and flipped classrooms.

The use of CLIL method to deal with the topics and produce materials to be shared with a wider community of schools and educators-learning through arts to improve language learning skills, to promote motivation for other learning subjects-the acquisition of some technical skills related to the “smart” and aware use of the new media.

RESULTS

Tutorials of how to use a variety of ICT tools and different kinds of art techniques.

IMPACT

New methods and techniques will be inserted into partners' school's curriculum as well as any other schools.

BENEFITS

The wiki platform will continue beyond the partnership and will be in the public domain for other teachers to use the resources and tutorials.



Τίτλος Σχεδίου	Cathedrals
Συντονιστής	Juan de Barrionuevo Moya Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΚΕΡΚΥΡΑΣ
Εταίροι	I.C. 2 ANAGNI agrupamento de escolas de vila verde
Χρηματοδότηση	Ελληνικού σχολείου: 15.480,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-024940_4

Περίληψη Σχεδίου

According to research published in the Personality and Social Psychology Bulletin, meeting new people stimulates your brain. Interacting with others increases cognitive performance, because using the parts of your brain required to talk to others and process social cues wakes up these parts of your brain and allows for better cognitive scores. This suggests that meeting and talking to new people serves to give your brain a workout. That idea is central to the group of teachers who decided to participate in this Erasmus+ Project on Cathedrals.

Our learners will have an outstanding opportunity to broaden their horizons, and to use the foreign language they are studying, not in an academic context but in a real one. Thus, they will never more consider English as a set of grammar rules and language structures, but as the most important means of communication in the world.

The project comes as a result of a need to find new pedagogical strategies, the need for students to learn how to organize different kinds of information (foreign languages, geography, arts, geology, ICT) through one common activity, and the need of promoting the learning of foreign languages in a communicative way and in situations similar to real life.

Any pupil can benefit from innovative teaching methods, and our teenagers in particular. We would like to comment on the socioeconomic aspect of the students: most of them belong to a rural area (case of Portugal and Spain), with parents with low qualifications and non specialized jobs in general; they are far from big centres or with difficult access to them, with low capacity to know other geographies, cultures and people, or to get to communicate outside their natural ground. That is why we would like to offer these disadvantaged students equal learning and cultural opportunities, and involve them more into school and into learning. Although many partner countries have emigrant tradition, students show difficulties and lack motivation for the study of foreign languages, namely English. Thus, the necessity to find motivating, communicative teaching strategies and different scenarios to motivate students for the use of English as a communication tool and a future work tool.

Besides all activities related to the study of the monuments in a broader sense (architectural, artistic, materials, culture and history or geographical position), the main aim is to make a transversal study, approaching different perspectives and these different areas of knowledge, already in the curricula. The aim is to get to the curricula using innovative and new teaching strategies. The use of technology, namely ICT, is a language that is motivating to students. We plan to do so, namely by the geo-referencialization of the studied monuments, creating a web page with information (historical, artistic, geographical or cultural) by using maps, taking

detailed photographs, exhibitions, sessions with experts on different areas. Also, the shift of the place of the student, by creating and organizing different perspectives of information, the student role becomes more active in his personal learning process and, consequently, more motivated, more interventive, becoming the centre of the learning process and the teachers assuming more the role of moderators in this process.

The communicative use of foreign languages (with a specific need and purpose, for example to build the webpage or to forums) and to contact their foreign partners and the use of mobile technology, social networking and image is a motivating tool and innovative as a pedagogical tool and didactic purpose, because many times school and teaching don't always accompany society evolution and needs.

The project has some core objectives and expected impacts, such as improving access to information about local and European historical landmarks in a transcultural perspective; improving the use of foreign languages, namely English as a communication language; acquiring knowledge and disseminating cultural landmarks; getting a better understanding of historical and natural heritage; acquiring wider knowledge of European Community culture; increasing the students' competence in creativity, giving presentations, having debates; improving the use and competence in Information Technology and Communication Skills; bettering their awareness of the importance of historical monuments; learning to value the importance of tolerance and peaceful attitudes.

Apart from all these benefits, by taking part in European projects, we hope to get a higher involvement in school life and extracurricular activities, not only of students but also of their families. For teachers, it will be interesting to increase our scope of methods and pedagogical experience in dealing with students' motivation and students' learning difficulties. Taking all these considerations into account, this Erasmus+ association can be one of the most rewarding experiences in our students' lives.



Τίτλος Σχεδίου	Heroes, Castles, Legends and CLIL Gamification
Συντονιστής	Institut El Palau Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΚΑΜΑΤΕΡΟΥ
Εταίροι	Gimnazjum nr 25 Newark School Istituto Comprensivo Giovanni XXIII Cukurova Sanayi Ortaokulu Tarsus/Mersin
Χρηματοδότηση	Ελληνικού σχολείου: 21.625,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-024958_4

Περίληψη Σχεδίου

The Heroes, Castles, Legends and Learning Gamification project aims to test and develop innovative teaching methodologies in an international background to improve our Contents and Language Integrated Learning (CLIL)/English as Foreign Language (EFL)/Deutsch als Fremdsprache (DaF) lessons and learning outcomes. All of our schools share as issue the need to motivate the pupils to use English in CLIL/EFL/DaF classes to make them effective, and we are looking forward new teaching approaches. Teambuilding strategies both for teachers and pupils will be key in the project as well, and gamification can boost its potentiality.

We aim to prevent absenteeism and decrease the ratio of early school leaving through attractive and enjoyable teaching approaches. The motto is the legends existing around most of the castles in Europe and the similarities they show even in very different countries. Nearly all of the legends and mythologies are based in The Journey of the Hero pattern and archetypes, exactly the same as in most of high-end videogames.

Storytelling is an essential part of a good game, and most of the strategies, tests, trials and problem-solving of the videogames can be reproduced in living size games to be played in real castles. In games there are heroes and villains, clans and groups -even international at online videogames- who collaborate to overcome risks and trials. There is conflict, there is an imaginary world. We need to provide players/pupils with stories to give them context as to what they are doing. The importance of learning a second language will be highlighted for the students during the project as they prepare products and play the game. Challenging activities will make students learn subconsciously while having entertainment.

Learning through gamification strategies will give the influence to the pupils that they can learn while playing and having fun. This will provide them new methods to use in other lessons as well while learning. Collaboration among teachers and pupils from different countries, educational systems and learning backgrounds, and our different styles and points of view about teaching/learning strategies will offer a wider and richer perspective to fulfil a more motivating approach to develop better lesson plans and teaching ideas. A secondary outcome will be a better understanding of European traditions and folklore from first-hand experience, and the awareness of the traditions as background of every human creation, even in videogames.

Τίτλος Σχεδίου	Energy for life
Συντονιστής	CP FELIX GRANDE Ελληνικό σχολείο: 14ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΡΕΘΥΜΝΟΥ
Εταίροι	Osnovna skola Brodarica OZEL ISTANBUL FATIH ILKOKULU Direzione Didattica Statale 3° Circolo Luigi Pirandello Szkoła Podstawowa nr 52 im. Malego Powstancza w Czestochowie Ecole Primaire Publique de Frontenac Scoala Gimnaziala Elena Doamna
Χρηματοδότηση	Ελληνικού σχολείου: 21.945,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-ES01-KA219-024968_4

Περίληψη Σχεδίου

The partnership involves 8 European primary school from Spain, Italy, Croatia, Greece, France, Poland, Romania, Spain, Turkey and students aged from 4 to 13. The project aims to develop the scientific and digital competences and the awareness of the vital importance of the Four Natural Elements for our life and induces the awareness of what are the effects of culture on the development of environmental issues and which different answers were given by European Countries to the problems like pollution and safeguard of environments and their resources.

The project will guide the students to look carefully at everything around us from different points of view and how is important to live in harmony with Nature. Furthermore the project helps us to involve young students and teachers in carrying out practical scientific investigation and demonstrations and we want to develop scientific attitudes - curiosity, asking questions, seeking answers, working through problems and arriving at conclusions and positive attitudes towards science essential for living in a technological and scientific world.

Students will make experiments and filming them. Helped by teachers they will manage a scientific video Channel where all experiments will be published in their language and subtitled in English. Students will have a collaborative reading and writing and these activities will give them the possibility to discover a wide range of literature as legend and stories about the four natural elements, they compare opinion and improve their spoken and written language both in English and mother tongue. Students will make tools according to the element investigate: a sundial, a rain collector, an herbarium, a hot hair balloon as part of their technological skills. Students will use a wide range of digital tools both to communicate and to work together.

Planned elements will also encourage children to express feelings and emotions in a supportive environment and they develop valuable skills, such as generating and testing ideas, gathering and making sense of evidence, developing possible solutions, and evaluating processes and outcomes. There are many curriculum links in this project: geography, history, visual arts, ICT, language, literature and science and this will help us to integrate the project into the lessons and make CLIL activities. Teachers will reflect and make research of application of CLIL methodology at primary level. The mobilities of teachers and students are the heart of the project. Pupils will become acquainted with foreign languages as they have the opportunities to interact with others from Europe to play together and also during the meeting each school will give them possibility to make a scientific experiment all together and develop part of the activities sharing ideas and supporting

each others. This kind of collaboration will enlarge the eTwinning virtual collaboration that students and teachers carry out during the life of the project and will be an important moment to know the local culture and habits. The project provides a platform that motivates and enthuses children to continue to learn. It gives a meaningful context to the collaboration amongst the countries ensuring a much greater sense of achievement.

The project is needed to expand the horizons of the children participating in it and give them a European identity. By developing learning environments that allow students to develop skills through the use of networks, joint reflection and cooperation among European students, teachers and parents, will enhance the promotion and innovation of best practices. We believe that project will be stimulating and challenging for students, staff, parents and the wider community, by providing the opportunity to learn about other countries and other ways of living. We will have the opportunity to share cultures and knowledge which is of vital importance as we live in a global world where frontiers are becoming less obvious, but we can, and should, still retain an appreciation and value of our individual identity.



Τίτλος Σχεδίου	Colorful Songs
Συντονιστής	CEIP Juan del Río Ayala Ελληνικό σχολείο: 2ο ΝΗΠΙΑΓΩΓΕΙΟ ΙΕΡΑΠΕΤΡΑΣ
Εταίροι	circolo didattico palazzello Siauliu Sauliaus Sondeckio menu gimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 15.180,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025012_2

Περίληψη Σχεδίου

Inventiveness and creativity is postulated as a basic skill but, though creativity is an important concept, it is not worked enough in children at schools. We must help pupils think differently because questions change over time, there are new ways and new jobs and if you have some creativity and basic skills, it will be easier to recycle. Numerous studies show that creativity of children decreases with the years in the education system so that the curiosity and creative research leads to more rigid behaviour.

Creativity it is a great tool for recycling, and professional employment, where creativity is precisely required: new ideas, different solutions. We must help pupils think differently because questions change over time, there are new ways and new jobs and if you have some creativity, it will be easier to recycle. We know that the union of education and the arts operates positively in neuronal tissue of children, it builds self-esteem, cultural identity and safeguards and promotes pluralism, recognition and respect for others, which is why the decision to start and continue the eTwinning project “Colorful Songs”, which includes Art, Literature and Music as cross-cutting areas in an interdisciplinary project, more in touch with the emotional and creative side of pupils, trying to find the talent that distinguishes each individual.

A person receiving art education at an early age has more opportunities to develop sensitivity and intellectual capacity. We must ensure our teachers feel equipped to step into a bigger role than just sharing curriculum knowledge. Linking art to the educational processes, aims to provide children new tools of communication and expression of emotions and ideas. Using art as an educational tool has the advantage of being a discipline that draws on the emotions to “create”, it guarantees the creation of an affective and empathic relationship with students, who will find in Art, Music and Literature new forms of expression according to the hundred languages Reggio Emilia Approach claims for children.

Our project aims to create a friendly, creative, active, sociable and communicative school: a place of research, learning and reflection that is good for teachers, pupils and families, to strengthen good relations in the school community. The final objective is to promote the improvement of creativity and basic and generic skills and the creation of positive habits for lifelong learning including disadvantaged students (also migrant, refugees and asylum seekers), preventing learning difficulties and facilitating transition between different levels and stages. Spain-CEIP Juan del Río Ayala (Infant and Primary School), Greece- 2ο Pre-primary school (Kindergarten), Italy- Circolo Didattico Palazzello (Infant and Primary school) and Lithuania- Šiauliai Saulius Sondeckis Gymnasium of Arts (Secondary school), bringing the total number in the Erasmus+ partnership to 4, though some more schools will keep collaborating as eTwinning partners, and will contribute with outcomes and dissemination. “Colorful Songs” joins a mix of partner institutions that complement necessary profiles, experience and expertise to successfully develop all aspects of the project.

Following some guidelines from the methodology of Reggio Emilia schools, we plan to guide intellectual, emotional, social and moral potential of our students by cultivating the idea that all the children have potential capacities, and build curiosity and interest in learning through participation in social interactions and negotiating with everything the environment offers. The family involvement is essential to include younger pupils and those with learning disabilities or social disadvantage; together with children, families will be involved in our eTwinning clubs. Our project theme is relevant for schools across the EU according to Erasmus+ priorities. Many teachers lack the confidence to help address creativity in their ordinary work. They fail to take a leading role in the solution, regarding the subject to Art or Music teachers. Besides, migration brings new challenges that need new professional ways to ensure success in all educational stages.

Our main project outcome is “Colorful Songs - book of successful project activities with methodological guidelines” but there will also be a calendar with students’ drawings and cards, International Art festivals and our project TwinSpace will have an art gallery with children’s own creations of art using different techniques and stiles, a book of poems inspired on different art work, recorded songs related to art in partner languages, digital presentations of meeting local artist or visiting artist’s house museum, a “survival kit” for each mobility, and a transnational and learning mobility diary per school. It will definitely allow the up-skilling of our partner schools regarding creativity and basic skills.



Τίτλος Σχεδίου	For an Active citizenship, Inclusion and Development: AID refugees and immigrants
Συντονιστής	Institut de Palamós Ελληνικό σχολείο: 1ο Δημοτικό σχολείο Βροντάδου
Εταίροι	DIMOTIKO SCHOLEIO DROSIAS (KA) Einstein-Gymnasium Rheda-Wiedenbrück Agrupamento de Escolas Rafael Bordalo Pinheiro/CFAE Centro-Oeste Colegiul National "B. P. Hasdeu" Hjalmar Strömerskolan
Χρηματοδότηση	Ελληνικού σχολείου: 14.010,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025022_3

Περίληψη Σχεδίου

The project deals with the inclusion of immigrants and refugees in the school and the local community/society. The issue was derived from the difficult situation that all state members of the EU are facing: the waves of refugees flooding the union and especially in some countries more than others. The complexity is identified by the multiple parameters that this situation hides.

On one hand, immigrants and refugees flee the war zones to find a better place to live and to be safe and secure in their everyday lives. On the other hand, local students and families experience the same feelings of loss as they feel threatened by the amount of people invading their regularity. The balance between the two, lies is the golden medium that this project aims. For the immigrants and refugees to be accepted, included and actively participating in the community as citizens and for the local people to assist the newcomers without feeling threatened. In order to achieve that, we have gathered 7 institutions from different parts of Europe (North, South, East, West) representing both primary and secondary education. These partners, representing Spain, Portugal, Sweden, Germany, Romania, Greece and Cyprus each one with their own experiences, are going to cooperate to find solutions to cope with the above situation. As the situation of immigrants and refugees is multi-dimensional, our objectives aim to as many of those dimensions as possible. The social, educational, technological development of these students is enhanced and the development of the teachers' skills was for that reason, imperative.

The project will host digital ICT tools (map, QR code info, digital dictionary with basic words and phrases, guides for beginners about easy to use tools and software, free communication apps and programmes), will organize sports events and experience-sharing workshops, perform a study about best inclusion practices used in each institution and a conference with the subject "Immigrants, refugees and Inclusion". The project will organize 7 transnational meetings, one in each institution and 5 learning, teaching, training activities.

The transnational meetings (attending 2 teachers from each institution) will be the means to plan the next steps of the project, to assess the products being produced, to adapt activities or products if necessary and to keep within the deadlines suggested by the time line. Four out of the five learning, teaching, training activities (C2-C5) will be held parallel to the transnational meetings with 3 or 4 students from each secondary school, 2 teachers accompanying them and 1 adult, former student of immigrant/refugee background. In these meetings, the students will be attending a sports event playing Korfbal in mixed teams and attending

experience-sharing workshops with former students of the institutions that will be sharing their immigration or refugee experiences. They will also be applying into practice and assessing all the ICT tools. The 5th learning, teaching, training activity (C1) will be a training opportunity for teachers in new technologies as the project requires the development of some technological tools.

By this project we plan to make the transition and inclusion of immigrants and refugees more smooth and with fewer problems for them and the local citizens. We have the ambition to influence with our project the local community, the institutions in our regions and in our countries, to inform and to share our products with other Non-profit organizations, NGOs and the municipalities. At the end, with our project we aim to AID Immigrants and Refugees to be Active citizens, include them in the society in the most effortless way and develop their future along with the society as they become part of it.



Τίτλος Σχεδίου	GRANDES RUTAS MEDIEVALES Y SU SIMBOLOGÍA
Συντονιστής	IES EMILIO JIMENO Ελληνικό σχολείο: 1ο Γενικό Λύκειο Τρικάλων
Εταίροι	Zespol Szkolnr 5 im. Jana Pawla II Jelgavas 4.vidusskola Lycée Les Rimains Istituto Tecnico Commerciale “Vitale Giordano”
Χρηματοδότηση	Ελληνικού σχολείου: 18.270,00 €
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025035_2

Περίληψη Σχεδίου

El proyecto permite desarrollar diversos aprendizajes integrados por competencias clave. El proyecto se basa en la aplicación de varias actividades en relación con las rutas medievales que se encuentran próximas a cada localidad escuela participante, de forma que se puedan estudiar diferentes aprendizajes significativos relacionados con la economía, la cultura, costumbre, el desarrollo del conocimiento y el estudio de la simbología. Para el desarrollo del proyecto se utilizarán metodologías innovadoras como es el aprendizaje cooperativo, el aprendizaje basado en proyectos y el método pedagógico de FlippedClassroom.

Las necesidades detectadas por la Asociación son:

- a. Relacionadas con cuestiones curricularesa.**
 - 1. Comprender la importancia de las rutas medievales como elementos difusores del saber.
- a.2. Analizar los problemas actuales de Europa tomando como referente las rutas medievales.**
- b. Relacionadas con la aplicación de nuevas metodologías didácticab.**
 - 1. Aplicar nuevas metodologías didácticas.
- b.2.) Difusión de nuevas herramientas TIC relacionadas con la educación y la formación.**

A partir de las necesidades observadas se han propuesto los siguientes objetivos:

- a.** Analizar las grandes rutas medievales desde una perspectiva integrada que permita comprender su importancia para la transmisión de la cultura en todas sus vertientes.
- b.** Comprender los problemas actuales que pueden ser interpretados, analizados y resueltos mediante el estudio de un problema similar acaecido en el medievo.
- c.** Aprender a diseñar actividades didácticas mediante el uso de nuevas metodologías didácticas.
- d.** Implementar los resultados esperados del proyecto en las escuelas participantes de forma que se produzcan cambios sistémicos en su organización curricular.

Los participantes directamente involucrados son los alumnos entre 15 y 18 años de cada instituto, sus familias y el profesorado. De manera indirecta se considera que el proyecto puede abarcar a más de 500 personas (otros institutos y entidades administrativas y educatiavs de ámbito local, regional, nacional y europeo). Las actividades que se van a trabajar se clasifican en 5 líneas de trabajo

a. Rutas medievales: estudio del trazado de las rutas medievales, cálculo de distancias, navegación y astronomía, análisis actual de las rutas y diseño de rutas de trekking y bicicleta aprovechando algunas etapas de las rutas medievales.

b. Arquitectura, símbolos y edificios: elaboración de elementos decorativos, correlación entre símbolos y rutas medievales, elementos comunes entre edificios y recreación en 3D de edificios.

c. Cuentos y leyendas: selección de relatos y leyendas y elaboración de carteles turísticos.

d. Vida cotidiana: estudio de los oficios, alimentación, elaboración de enseres y vestimenta, ferias y fiestas, géneros literarios medievales y códigos de conducta.

e. Barreras culturales: catálogo de medidas de peso, capacidad y longitud, problema del idioma en las rutas, cambios en los trazados, impacto de las plagas en las poblaciones incluidas en las rutas medievales. La metodología que se va a trabajar en el proyecto será el uso del aprendizaje cooperativo y el aprendizaje basado en proyecto apoyado por Flipped Classroom. Los resultados esperados del proyecto más relevantes son

1. Diseño de cinco unidades didácticas según las líneas de trabajo indicadas.
2. Realización de talleres TIC entre profesores y alumnos que permita la aplicación del método pedagógico "Flipped Classroom".
3. Creación del logo del proyecto.
4. Creación de una web del proyecto y creación de un espacio Twinspace en eTwinning.
5. Elaboración de un e-book realizado con la herramienta Exelearning.
6. Exposición de material y objetos realizados durante el proyecto.
7. Diseño y construcción de pequeños elementos arquitectónicos según las técnicas medievales.
8. Estudio sobre los problemas sociales actuales que ya se dieron en la Edad Media: propuestas de solución.

El impacto esperado según los destinatarios será:

a. En cuanto al alumnado permitirá que trabajen mejor en equipo y comprendan de una forma más relevante e integradora acontecimientos de varias disciplinas a través de las rutas medievales tomando conciencia de los problemas actuales a través de Europa.

b. En cuanto al profesorado producirá cambios metodológicos en la forma de enseñar permitiendo cambios sistémicos en los institutos involucrados mediante el cambio en la metodología.

c. También se producirán impactos más allá de los institutos como es la posibilidad de colaboración en actividades con otros agentes sociales o la posibilidad de poder aplicar estas metodologías en otros institutos con los que los centros colaboran.

Los resultados a largo plazo son, entre otros, los siguientes:

a. Se reforzará la cooperación entre los centros y diversas entidades.

b. Mayor implicación en la formación de las familias.

c. Establecer las bases para crear redes de colaboración.

d. Posibilidad de realizar "job shadowing" en un Programa Erasmus plus KA1.

Τίτλος Σχεδίου	HOOK ONTO HEALTHY LIFESTYLE!
Συντονιστής	Escola Països Catalans Ελληνικό σχολείο: 16ο Δημοτικό Σχολείο Λάρισας
Εταίροι	Istituto Comprensivo di Atri Bikernieku pamatskola Sakiu Iopselis - darzelis "Berzelis" Emscote Infant School Szivárvány Óvoda
Χρηματοδότηση	Ελληνικού σχολείου: 13.270,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025088_2

Περίληψη Σχεδίου

“Hook onto a Healthy Lifestyle” is a project which stems from the precept that food is an essential part of our lives. This project will allow us to learn about food and the culture and traditions based around it in a fun, exciting and creative way whilst at the same time achieving meaningful outcomes. The key objectives of the project are: improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective developing foreign language skills, promote in our children an interest and understanding of the diversity of cultures, explore where food comes from and how it is used differently by European countries.

Our key goal is to share our own culture and national heritage with our partner schools through a culinary and horticultural adventure which will incorporate the arts as well as developing ICT and gardening skills. There are seven schools involved in the project from Spain, Hungary, Italy, Latvia, Lithuania, Greece and United Kingdom. The pupils are of a pre-primary and primary school age. The project will undertake the following activities: Creation and circulation of a “Pet Box”, Creation of a recipe book, Cookery workshops, Erasmus Garden, Blog, Lifestyle survey, Food through Art activity, Dvds about songs and games relating to food, a seasonal veggies calendar. We would intend that the new materials which we create will be shared and integrated into our own school planning.

Pupils will accompany their teachers to some of the meetings allowing pupils to travel to each partner country (hosted in families) for a period of 6 days to discover the national healthy lifestyle. This activity will enable our students to participate in educational activities in other European schools, live a fantastic experience, meeting other children, other families’ way of life and having the opportunity to practise English as a worldwide communication language and also learn some words in different European languages. Each school will focus its action on health by simply cooking of local products and also work on some traditional dishes related with festivities. This will allow each country to promote its agricultural and culinary heritage and make other participating countries discover it with simple recipes made with local products.

New technologies will help us and will be our main support for communication (video conferencing, email, electronic support, eTwinning). The impact of this project will be that all participants will have a greater understanding of the diversity of European culture, food and lifestyles. Helping us all to appreciate the true meaning of what it is to be a healthy and happy European citizen.

Τίτλος Σχεδίου	ALL Right, Students. Let´s make Ourselves Neighbours and Great Artists
Συντονιστής	CEIPSAN BARTOLOME Ελληνικό σχολείο: 3ο Δημοτικό Σχολείο Καρπενησίου
Εταίροι	Szkola Podstawowanr 8 im. Wojciecha Korfantegow Mikolowie Ozel Akhisar Koleji Ortaokulu Primary school Eng. Georgy Ivanov Valkov Scoala Gimnaziala Ocna Sibiuului
Χρηματοδότηση	Ελληνικού σχολείου: 19.240,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025144_3

Περίληψη Σχεδίου

The A.R.S.L.O.N.G.A. (All right Students! Let's make Ourselves Neighbours and Great Artists!) Erasmus+ project comes as an answer to the fact of our changing world. Citizens of Europe have to be able to confront the development of industry and technology, modern education and the labour market. Also the recent trend of free movement make Europeans face challenges of quickly adapting to these changes, to new cultures and to foreign languages. In this modern Europe, people get far away from their roots and their own cultural heritage easily. Another factor that is also considered is the refugee issue, which through involuntary displacement might create substantial cultural turbulence of any kind. The cultural heritage, however, is determined and can be understood only historically. Education must develop in a way that enables cultural development and orientation towards the future, too.

As a result and after conducting a full SWOT analysis in each of the participating schools, this project establishes the following objectives:

1. To introduce some innovative activities through implementing the most modern teaching methods to all of our schools, namely Problem Based Learning (PBL), and Content and Language Integrated Learning (CLIL).
2. To train teachers on new methods through seminars and in-field-application and by making the adequate electronic and in-paper publications.
3. To confront the xenophobic attitude through Art and Civilization Projects, this being the best way to ensure the surviving of the European spirit.
4. To prevent social exclusion and enhance social cohesion also through Art and Civilization Projects.
5. To address linguistic problems through CLIL Teaching, eTwinning programmes, in-person communication etc.

These 5 main goals are linked directly with the following predefined Erasmus+ axes:

HORIZONTAL AXIS 1: Open and innovative education, training and youth work, embedded in the digital era.

HORIZONTAL AXIS 2: Inclusive education, training and youth.

SCHOOL EDUCATION AXIS: Addressing underachievement in the basic skills of math, science and literacy through more effective, innovative teaching methods.

Except from the above, we have also set some additional (general) objectives for both students and teaching staff to accomplish:

- To tread firmly on values and principles that makes each young person a ‘real human’
- To assume the role of responsible citizenship
- To develop critical thinking, independent action, collective and social spirit
- To compare the different curriculums and evaluate their impact on art and/or other lessons
- To increase the basic knowledge of English and to encourage students to use their skills in communication and cooperation
- To involve students, parents, associations, community, authorities into the project activities
- To improve the students’ skills of teamwork and cooperation
- To integrate arts in all school subjects (math, science, literature)
- To integrate children with special educational needs through the project to finally be part of the community
- To teach and use ICT skills and online tools in communication and cooperation with partners
- To encourage and motivate students in the development of creativity and innovation
- To break barriers and increase tolerance towards other cultures and students by getting to know students from other countries

In order to achieve these objectives, six sub-projects were designed, which will be implemented by all participants, and which will be carried out on the basis of Problem Based Learning. At the same time all required actions (seminars, papers, and publications) will be undertaken so that teachers come familiarize with this new method and apply it unimpeded in their classrooms.

Participant schools come from six countries: Bulgaria, Greece, Poland, Romania, Spain and Turkey. All of them act in the primary and/or post-primary educational level and they belong both to the public and to the private sector. They are of a medium size and their choice was based on multiple criteria such as: to have diversified experience of participating in similar European programmes, to have a different area of specialization in the various learning objects, to face a variety of educational problems and to come from different European countries, with the widest possible dispersion. In conclusion, our project aim is to show the pupils the meaning and the importance of various arts (drama, music, art and handcraft) in a rapidly and constantly changing Europe without losing the most important of values, remaining human. The second part of our goal is to inform teachers about the value of PBL method so they become able to apply it in practice, paving the way for a wider acceptance in a more trans-European level.

Τίτλος Σχεδίου	R.E.S.P.E.C.T. (Respectful European Schools Pursue Equality & Cultural Tolerance)
Συντονιστής	IES VALSEQUILLO Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΑΤΩ ΑΧΑΪΑΣ
Εταίροι	Mittelschule Wörth Publiczne Gimnazjum Nr 1 w Birczy Helsingin Uusi Yhteiskoulu Vikurskoli
Χρηματοδότηση	Ελληνικού σχολείου: 19.555,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025156_5

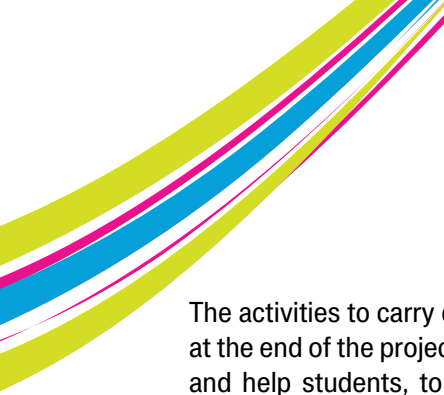
Περίληψη Σχεδίου

Our Erasmus+ project is based on the comparative analysis among Germany, Iceland, Spain, Greece, Poland and Finland having as horizontal priority Inclusive education, training and youth and as specific priority supporting schools to tackle early school leaving and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum. All the institutions involved will work on the following difficulties: Students who leave school early due to different reasons, with low academic performance, and poor economic resources. Immigrant students or refugees with problems to integrate. Social difficulties such as discrimination for genre, age, sexual orientation. Geographic obstacles: students from areas (rural or small peripheral islands) where the public transport is really limited.

Our objectives are:

- To research and compare ways for avoiding early school leaving, absenteeism, bullying.
- To foster school nets and collaborative atmospheres.
- To prevent early school leaving and favouring the inclusion of students in disadvantaged conditions.
- To research and compare more efficient ways in the organization of resources to meet the needs of disadvantaged situations students.
- To carry out activities which reinforce the cooperation among the six countries for the exchange of good practices.
- To find and share effective ways for the inclusion of immigrants or refugees.
- To design a Do's and Don'ts Decalogue on ethical habits.
- To create a planning to be presented at schools to show how to act ethically.
- To create cooperative workshops, along with the town council and psychologists.
- To held open doors meetings.
- To get to know different cultures and traditions.
- To develop the linguistic and digital communicative competence.
- To update and reinforce teachers' competences for detecting and solving situations of discrimination.
- To disseminate the results of the project in Europe.
- To verify, check and assess the results of the project by comparing the initial point and the last point of itself.

The number of participants is around 7000 taking into account students, teachers, families and stakeholders and the profiles of participant students range from refugees and/or immigrants, those with cultural, social and economic obstacles, cultural differences, to educational difficulties.



The activities to carry out are questionnaires to analyse the issue in the six countries at the beginning and at the end of the project, to state the situation before the creation of the storage of resources which benefit and help students, to check that students and families can have access to the nets and collaborative atmospheres, to assess the benefit of exchanges of good practices. Refugees' and immigrants' parents' interviews to check their children's inclusion. A Do's and Don'ts Decalogue on ethical habits to be presented to parents, local authorities and other schools. A workshop presented at schools to show how to act ethically. Cooperative workshops, along with the town council and psychologists. Open doors meetings for parents to present the students' work. Videos at the end of both years. The eTwinning platform to assess the students' performance. The committee of Kiva students will give speeches. The upload of outcomes on the National Agencies blogs, on eTwinning, radio programmes and articles for the schools webpages, local authority's webpages and newspapers.

The methodology we intend to carry out is a cooperative research on how to integrate disadvantaged students due to different reasons such as absenteeism, early school leaving, poor economic backgrounds, geographical obstacles, immigration, refugees, bullying, among others, by means of virtual and physical contact through the exchange of good practices and by experimenting the methods the different countries are putting into practice to try to give solution to these problems. We will have three transnational meetings and three training ones with students.

The impact will be at the local level where local authorities will be encouraged to have more workshops related to how to help families in disadvantaged situations. Final product containing all the reaches and results will be published at schools blogs or webpages, local press and radios, nearby schools and open doors activities. At the regional level: workshops, interchanges with other schools. At the national level: to spread all the results by means of online spaces. At the international level: Final products will be published at the website of e-twinning and on the Erasmus+ platform.

For sustainability, we will continue sharing educational experiences and resources created once the project has finished with the aim of enriching the strategies related to the objectives. For this purpose, we will settle a calendar of work with the compromise of having virtual coordination meetings at least twice a year during the next five years.

Τίτλος Σχεδίου	TOWNS FOR TEENS: TEENAGERS' DAILY LIFE
Συντονιστής	IESO COLONOS Ελληνικό σχολείο: 7ο ΓΥΜΝΑΣΙΟ ΙΩΑΝΝΙΝΩΝ
Εταίροι	Yildirim Beyazit Anadolu Lisesi Zespol Szkol w Nowej Slupi - Publiczne Gimnazjum nr 1 im. Bl.ks.B.Markiewicza
Χρηματοδότηση	Ελληνικού σχολείου: 23.210,00 €
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025172_3

Περίληψη Σχεδίου

TOPIC OF THE PROJECT: "TOWNS FOR TEENS". TEENAGERS' DAILY LIFE.

ACRONYM: T4T

LENGTH: 24 months

GRANT REQUESTED: 115.400,00 EUROS

N° OF PARTICIPANT INSTITUTIONS: 4 INSTITUTIONS FROM DIFFERENT COUNTRIES;

BASIC DATA ON THE INSTITUTIONS CONCERNED:

1- IESO COLONOS - CITY: GÉVORA. BADAJOZ (SPAIN). COORDINATOR INSTITUTION:

- Located in an agricultural rural area, with 203 pupils, 31 teachers.
- Main feature: low rates of early school leaving, learning by promoting digital competence.
- Little expertise in eTwinning and European projects

2- Yıldırım Beyazit Anadolu Lisesi - CITY: KIRIKKALE (TURKEY).

- Located on the outskirts of Kırıkkale, a newly-developing industrial city, with 595 pupils, 45 teachers.
- Main feature: learning by promoting digital competence
- Wide expertise in eTwinning and European projects

3- EVDOMO GYMNASIO IOANNINON. - CITY: IOANNINA. (GREECE).

- Located on the poorest area of Greece, with 203 pupils, 25 teachers.
- Main feature: expertise in drama / high unemployment rates in the area
- Quite a lot expertise in eTwinning and European projects

4 - Zespol Szkol w Nowej Slupi - Publiczne Gimnazjum - CITY: NOWA SLUPIA. (POLAND)

- Located in one of the poorest areas of Poland, with 150 pupils, 18 teachers.
- Main feature: expertise in working with recycled materials / high unemployment rates in the area.
- Had 4 Comenius projects and in 3 of them took the role of the coordinator

**The four institutions WILL WORK AS A NETWORKING GROUP implementing INNOVATIVE METHODS TO PROMOTE DIGITAL COMPETENCE AND COLLABORATIVE WORK (We will use GOOGLE DRIVE as a collaborative

work tool) TO GET A MORE INCLUSIVE SCHOOLS, AND CREATE AN EUROPEAN CONSCIOUSNESS OF EDUCATION.

**THE CONTENTS OF THE PROJECT:

We need to do an interdisciplinary study to compare TEENAGERS DAILY LIFE in different part of Europe, and how different features of towns or cities affect daily routines in our teenagers. We are going to study all around teenager's daily life in their cities: integration, facilities in their cities, social services for them to develop everyday life, transports, schedules, school life, extra-curricular activities, hobbies, labour expectations and opportunities around, in order to reduce the dropout rates. We will work with "urban landscape", eco-cities and its sustainability, architectural barriers, town services, underground services, healthy lifestyle, sport facilities (bike lane), public facilities, social citizen's integration, all factors that lead to a more inclusive education.

** OBJETIVES: (linked with the project priorities we have chosen and Education and Training - ET 2020)

- 1-** To compare lifestyle and life patterns of teenagers throughout an interdisciplinary study of teenagers' daily life in towns of participant counties,
- 2-** To make our pupils open-minded citizens, and more competent for the next future labour market,
- 3-** To form a networking group of European teachers working under the same horizon which is the EUROPEAN STRATEGY 2020, that gives to the group an European dimension of education. We will set a community of sharing our expertise and good practices and try to have a fluid and dynamic feedback of information creating a synergic effect all this taking into account,
- 4-** To develop teaching methods to get more inclusive school, and make pupils aware of the importance of the equality, non discrimination,
- 5-** To innovate the way of teaching, making a dynamic school and implement innovative methodology of collaborative work to get more dynamics schools,
- 6-** Promoting the students and teachers mobility in other.

**TANGIBLE RESULTS OF THE PROJECT WILL BE:

- A LOGO and SLOGAN OF THE PROJECT: will be put in all project documents and results. Each school prepares it, and we choose the best one by VOTING IN GOOGLE FORM.
- AN ONLINE TEENAGEERS TIMELINE: teenagers LIFESTYLE in their towns, AND DAILY ROUTIN, AS A TOOL TO PROMOTE DIGITAL COMPETENCE
- A COMMON QUESTIONARY, AND REPORT ON IDEAL TOWN FOR TEENS: IN GOOGLE FORM, - A STOP MOTION: Making with pictures of the facilities in their schools and their towns, and A SCRIPT THEATRE, A MOCKUP DREAMTOWN A GUIDE IN TOWNS FOR YOUTHS. AN APP's FOR TEENS: Creation of useful and friendly App special for teenagers, developing YOUTH FEATURES IN TOWNS
- EVALUATION RUBRICS AND REPORTS IN GOOGLE FORM, FEEDBACK ACTIVITY (VIDEO CONFERENCE).

** INTANGIBLE RESULTS OF THE PROJECT WILL BE ON THE WHOLE, THE KNOWLEDGE, abilities, skills and capabilities acquired during the development of the project with any single implementation activity and workshop.

** The ADDED VALUE of TOWNS FOR TEENS is its sustainable dissemination as LIVE PROJECT, through eTwinning, official website and blog of the project, school website and Valor platform.

Τίτλος Σχεδίου	OUR REGIONS IN A CLICK
Συντονιστής	IES "DIEGO TORRENTE PÉREZ" Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΞΥΛΟΚΑΣΤΡΟΥ
Εταίροι	Agrupamento de Escolas de Vendas Novas Liceo Cientifico Ulivi
Χρηματοδότηση	Ελληνικού σχολείου: 23.430,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025191_2

Περίληψη Σχεδίου

In this project, students from Spain, Portugal, Italy and Greece will cooperate in creating different online and offline multimedia products, allowing them to gain insight and experience in different fields. The participating schools are general secondary schools, with similar problems in learning a foreign language, as well as a quite important drop-out rate, difficulties in inclusion of immigrant students and lack of motivation from our students. Large differences exist between our countries as far as early school leaving and attachment to the European Union are concerned. We plan to embrace this diversity and use it as a motivator for our project participants, both students and teachers.

The students will learn about the importance of research, of asking questions and develop an understanding of our regions' heritage and environment sites. They will practice descriptive writing in their language and a foreign language (English), photography, graphic design, as well as ICT skills, when they have to create and edit audios and videos about those cultural, artistic or natural places. These activities will stimulate their creativity and innovation. The students will learn to access these materials from their mobiles applications. In this way, these videos can be useful to their local and regional authorities, because anyone would have access to that useful material, it will encourage a sustainable tourism, besides it would be a way to promote and stimulate tourism in our towns or regions. Our students will also get a chance to put their language skills into practice in authentic communicative tasks as well as meet fellow students in other European countries. Through the stories they tell each other, students will learn about different cultures and countries in a way they wouldn't otherwise.

Teachers will be able to compare school organisations, exchange teaching material, work together with different colleagues and improve their language skills. Several online courses will be imparted with the needed knowledge from the ICT teachers to the rest of the teachers and the students. And we will create clear and simple manuals with the steps to follow in each situation. The goal of the project is twofold. To introduce secondary school students from many different backgrounds and with varying skill sets to the exciting field of new technologies, especially those close to them, such as mobile applications, and media production, thereby giving them an introduction into a world they would otherwise see little of at school. In this way we hope to motivate and inspire them to continue their studies and dissuade any who might leave school early. While on their assignments they will learn about different tasks, and they will collaborate in small international groups, this will help to find inspiration and motivation. The learning by doing methodology will help to integrate immigrant students. On the other hand, we hope to foster among the students a sense of attachment to Europe and the European Union, by understanding more about what makes them different and what makes them the same.

The project OUR REGION IN A CLICK will grow in four phases, over a period of two years:

PHASE 1.

Creation of the different teams (research, writing texts and translation; photography; audio recording; video edition) and a schedule to prepare rotations in those groups. Another group will be settled to research and identification of elements/themes related to the history and culture of the participant countries and the making of a digital presentation by each of the partners (short documentary); Written and spoken contact between students/teachers. Teachers in each country will select eight outstanding natural, artistic or cultural places to prepare videos and look for information about them.

PHASE 2.

The groups will work with two sites during four months, they will prepare all the needed steps: texts, translations, audio recording, pictures, video edition. At the same time, teachers will coordinate them.

PHASE 3.

The groups will learn to link these materials to augmented reality applications and QR-code readers. Fostering a sense of community, interpersonal relationships, an atmosphere that encourages citizenship and pupil participation in decision-making.

PHASE 4.

They will create posters or signs to show them to the rest of the partners, as well as local/regional authorities. Creating video clips, short movies (role play), newsletters, logos, posters, blog posts, podcasts. etc. Creation of teaching guidelines and material which can be used by the teachers to develop a new way to learn. The project aims to help students better understand their own national identity and its significance in a greater European framework, making pupils aware of belonging to a community at a local, regional, national and European level.



Τίτλος Σχεδίου	En route contre le harcèlement
Συντονιστής	IES LEON FELIPE GETAFE Ελληνικό σχολείο: ΜΟΥΣΙΚΟ ΣΧΟΛΕΙΟ ΣΕΡΡΩΝ
Εταίροι	ISTITUTO COMPRENSIVO STATALE GIOVANNI XXIII TRABIA (PA) SCOALA GIMNAZIALA "GEORGE COSBUC" IASI
Χρηματοδότηση	Ελληνικού σχολείου: 25.015,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025206_2

Περίληψη Σχεδίου

L' analyse des différents contextes de nos établissements scolaires, le besoin de contribuer à maintenir non seulement une société ouverte et diversifiée mais aussi une société cohérente et pacifique, ainsi que l'idée de contribuer aux buts des stratégies 2020, nous obligent à entreprendre ce projet qui ne permettra pas seulement de développer les connaissances et les compétences obligatoires dans chaque système scolaire mais aussi de contribuer d'une manière innovatrice à aider nos jeunes à sentir les valeurs fondamentales de liberté, égalité, pluralisme, tolérance, justice et solidarité.

Avec ce projet nous allons contribuer aussi à ce que nos jeunes deviennent des membres responsables d'une société tolérante et respectueuse envers les autres. Le harcèlement s'avère un des problèmes qui empêchent de travailler et d'atteindre les buts que tout établissement poursuit. Les quatre pays engagés dans ce projet: la Roumanie, l'Italie, la Grèce et l'Espagne. Nous voulons viser notre projet sur ce problème parce qu'il se trouve dans nos établissements et nous ne pouvons pas l'aborder sans plan concret et sans une vision du futur. C'est pourquoi nous voulons après plusieurs activités de repérage et de sensibilisation, élaborer un plan concret, réalisable et réaliste qui prévienne le harcèlement et qui puisse servir à d'autres établissements aussi, à d'autres villes et pays, un plan qui contienne des activités créées par une équipe européenne. Il s'agit d'un problème réel mais que l'on n'ose pas aborder ouvertement. Il est temps de le faire. Nous croyons que seulement des projets comme le nôtre qui mettra des chiffres sur la table et des actions pourront permettre d'améliorer la vie des établissements et, grâce à ça, les résultats scolaires.

L' impact sera important pour les quatre établissements: diminution, erradication du harcèlement, meilleure vie dans le lycée, internationalisation... Nous voulons réaliser ce projet en utilisant des technologies innovantes qui vont permettre de motiver et de mettre en contact périodiquement nos élèves (eTwinning, moodle, site, skype ...). Les élèves inventeront le logo du projet, analyseront la situation de chaque école en ce qui concerne le harcèlement, ils feront des recherches sur les actions des gouvernements à ce sujet et les possibilités d'aide. Ils se formeront pour reconnaître les cas de harcèlement et formeront des équipes de médiateurs et d'ambassadeurs pour intervenir et éviter d'autres cas, ils produiront des résultats qui seront réutilisés dans leurs établissements (programme d'actions, slogans, affiches, court-métrages, calendrier, etc...) ainsi que dans d'autres écoles et lycées au-delà même du projet.

Des connections lors des mobilités des élèves pour suivre les activités seront organisés en vidéoconférence. Ils auront aussi la possibilité d'être guidés dans leur travail à travers la classe virtuelle MOODLE que nous créerons à l'occasion. Ensuite, ils devront analyser les résultats obtenus dans leurs recherches et tirer des conclusions. Ils se formeront sur le harcèlement. C'est alors que les jeunes de chaque pays vont proposer des actions pour améliorer les situations analysées. Chaque pays offrira ce travail aux autres ainsi que les résultats.

De cette façon nous aurons l'effet multiplicateur. Ceux-ci devront à ce moment-là, non seulement évaluer le travail du projet et l'évolution ainsi que l'impact de celui-ci à travers les actions réalisées mais aussi apporter des produits réalisés par les personnes impliquées dans le projet. De ces rencontres d'élèves il y aura des produits communs qui serviront à la diffusion et à l'augmentation de l'impact du travail réalisé comme: logo, résultat des enquêtes, chanson du projet, calendrier, vidéo-clips, slogans, scénario, court-métrage, charte, affiches, programme d'action. La langue de communication sera le français quoique certains résultats seront traduits à l'anglais pour une plus grande diffusion et un impact plus important.



Τίτλος Σχεδίου	Keep on shining: a project on lighthouses
Συντονιστής	IES JAROSO Ελληνικό σχολείο: 13ο ΓΥΜΝΑΣΙΟ ΗΡΑΚΛΕΙΟΥ
Εταίροι	LICEO GINNASIO GB VICO Europaschule Gymnasium Westerstede Merenojan koulu
Χρηματοδότηση	Ελληνικού σχολείου: 20.745,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025211_3

Περίληψη Σχεδίου

“Keep on shining: a project on lighthouses” focuses on the research of lighthouses both as historical and cultural symbol and as nautical technology. Students aged 14-15 from 5 EU countries will carry out the research from 5 different fields:


1. Historical – literary;
2. Artistic;
3. Scientific-technological;
4. Environmental;
5. Digital.

Students will work together with the teacher’s guidance and support with the aim of using and learning different competence based methods and research techniques. The project has been founded on a new relationship between 5 schools in Italy, Finland, Greece, Germany and Spain who have begun their cooperation using Twinspace. The project aims to examine the role of lighthouses from antiquity to present and which adaptations will they need in order to keep maintaining their role in the future.

Over the course of 24 months the project activities will provide students and teachers a platform to gain a deeper understanding of the role of lighthouses and also a whole new bunch of learning strategies and skills based on ICT resources. Students will be encouraged to project their innovative personalities on to the project activities at all stages with the goal of developing their social entrepreneurship skills in this transnational multilingual cooperation using ICT methods and 2.0 web communications tools. Thus, videoblogs, glogsters, digital diaries or time-lines are expected to be set up.

The project will try to provide an educationally innovative and supportive foundation for students to work and learn together while studying lighthouses. Teachers have also the chance of acquiring innovative methods which they will be able to share with their fellow teachers in their schools. Innovative use of ICT resources among teachers is also encouraged. A major element of the project will be the inclusion of a website which will be the container of the activities, results, evaluation procedures and different media dissemination of the project. This website will become the communication channel among the project’s participants with direct link to the project’s moodle and to the social media profiles and communication tools.

The 5 stages of the project are related to the exchanges planned during the project. Italy will organize the historical-literary exchange; Greece will organize the artistic exchange; Finland will organize the scientific-technological; Germany will organize the environmental exchange; Spain will organize the digital and final



exchange. We aim to have 20 mobilities of students (Aged 14-15) and 10 teachers per country over the course of the 24 months. Students will produce different results from the different activities planned.

From the field Historical-literary are expected 1 on-line and paper edition of the compilation of literary texts related to presence and working of the local lighthouses, 5 Glogsters and Prezis about the history of local lighthouses and 5 video interviews with the current lighthouse-keeper.

From the Artistic field are expected 5 scale models of the local lighthouse building, 1 Exposition of the photographs taken by students for the Photo Contest.

From the Scientific-technological field are expected 5 Lego recreation of the lighthouse's rotator mechanism, 5 Video recordings of the explanations made by students of the lightning mechanism.

From the Environmental research field are expected 5 Working lighthouses models using alternative energy.

Besides, as a result of the exchanges, we will obtain the following results: compilation and publishing on the project site of the researched findings in every stage; Website; Twitter profile; YouTube channel; Local authorities and lighthouses' administration involvement; Collection and dissemination of material.

All of these results will be recorded, photographed or digitalised and set up into the project's site with the aim of shaping a repository of materials, innovative practises and experiences to be used by other teachers. Educational sequences and activities using ICT resources will be also included in order to be put into the classroom curriculum. Every stage of the project will be evaluated.

Assessment will imply participant students, families and teachers and non-participant students and teachers. Local institutions and lighthouse administrator will be also required for the evaluation procedure. In addition, the project intends to carry out an integral research of lighthouses, using different methodologies and learning strategies which can help students to acquire and develop basic and transversal skills.

Τίτλος Σχεδίου	¿CUANDO LA TIERRA TIEMBLA! ¿ESTAMOS PREPARADOS? UN PROYECTO PARA REFORZAR LAS COMPETENCIAS BÁSICAS Y TRANSVERSALES DE ESTUDIANTES EUROPEOS
Συντονιστής	INSTITUTO DE ENSEÑANZA SECUNDARIA JOSÉ MARÍN Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΠΕΛΟΠΙΟΥ
Εταίροι	Lycée Polyvalent de POINTE NOIRE ISTITUTO DI ISTRUZIONE SUPERIORE “ENRICO FERMI”
Χρηματοδότηση	Ελληνικού σχολείου: 30.745,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025224_3

Περίληψη Σχεδίου

¿CUANDO LA TIERRA TIEMBLA! ¿ESTAMOS PREPARADOS? UN PROYECTO PARA REFORZAR LAS COMPETENCIAS BÁSICAS Y TRANSVERSALES DE ESTUDIANTES EUROPEOS Este proyecto ERASMUS+ KA2 surge tras la serie de seísmos registrados en Lorca (España) en 2011, localidad próxima a la Comarca de los Vélez donde también se sufrieron graves daños materiales. El análisis de las circunstancias que se dieron en este caso mostró que, aun siendo los terremotos y las emisiones volcánicas inevitables, la mayoría de los daños personales se habrían evitado con una adecuada reacción de la ciudadanía, fruto de un buen conocimiento científico y unas adecuadas medidas de prevención y actuación asimiladas en los centros educativos.

Según el Instituto Andaluz de Geofísica los europeos carecemos de la necesaria cultura de actuación y prevención para afrontar los riesgos naturales inevitables. Los testimonios de los alumnos y profesores que sufrieron directamente los efectos del terremoto de Lorca, nos afianzó en la opinión de desarrollar este proyecto ERASMUS+ entre alumnos y profesores europeos que viven en zonas con riesgo sísmico y/o volcánico. Será un proyecto que analizará la génesis geológica de estos fenómenos y elaborará un material protocolario para ayudar a la Comunidad Educativa Europea en su tarea de promover la prevención y actuación ante los riesgos sísmicos y volcánicos.

Es un proyecto entre el Instituto de Enseñanza Secundaria José Marín de Vélez Rubio (Andalucía. España) en su historia reciente ha sufrido devastadores terremotos al estar localizado en una zona de alto riesgo sísmico; el Lycée Polyvalent de Pointe Noire en la Isla de Guadalupe (Francia) localizado en una zona sísmica y volcánica activa próximo al volcán De la Soufrière; la High School of Pelopio en Ancient Olympia. Dytiki Ellada (Grecia), que se encuentra cerca de la Falla sísmica activa del Egeo que genera gran cantidad de seísmos y en zona volcánica; y el Istituto di Istruzione Superiore Enrico Fermi de Montesarchio. Campania (Italia) próximo al volcán Vesubio, activo actualmente, y famoso por su erupción del año 79 d. C., en la que fueron sepultadas las ciudades romanas de Pompeya y Herculano. El Instituto Universitario Andaluz de Geofísica y Prevención de Desastres Sísmicos (Universidad de Granada) colabora en el proyecto impartiendo unas jornadas formativas al profesorado.

Los objetivos del proyecto son el desarrollo de las competencias básicas y transversales de 60 estudiantes europeos de bachillerato, de 15 a 17 años, pertenecientes a cuatro regiones europeas, a partir de la ejecución de seis tareas pluridisciplinarias e interdisciplinarias centradas en el conocimiento científico, la consiguiente propuesta de un protocolo de prevención y actuación ante los riesgos sísmicos y volcánicos que se pueden generar en estas zonas activas europeas, a través de un método de enseñanza más eficaz.

El proyecto se diseña para cooperar estrechamente en la mejora de la motivación de los alumnos por el conocimiento sobre riesgos naturales geológicos, terremotos y volcanes; el trabajo virtual en grupo y para comunicarse en lenguas extranjeras. Las seis tareas serán desarrolladas durante dos cursos académicos por seis grupos de trabajo cada uno constituido por cinco estudiantes de cada dos países y cuyo principal producto final será una análisis científico del riesgo natural y el segundo la elaboración de un protocolo con medidas de prevención y actuación personal y material ante los fenómenos sísmicos y volcánicos que podrán aplicarse en cualquier centro educativo europeo, redactado en cinco idiomas: Inglés, Español, Italiano, Francés y Griego y presentado como un Cuaderno Didáctico Digital y un PowerPoint.

Cada grupo estará dirigido por dos profesores-tutores y trabajarán en contacto virtual a través de las plataformas digitales (WEB del proyecto, Facebook y eTwinning) durante dos cursos académicos llevándose a cabo cuatro confrontaciones y ampliación de los datos in situ, con la movilidad de 5 alumnos de cada país visitante. Estos contactos aportarán un valor adicional para desarrollar varias competencias básicas -permitirán la inmersión cultural y el manejo de idiomas- y tendrán el formato de un intercambio escolar. Esta enseñanza-aprendizaje se enfoca como pluridisciplinar interviniendo los departamentos de Ciencias, Sociales e Idiomas de los cuatro centros europeos de manera que quedan integradas de forma interdisciplinar las competencias básicas sobre el conocimiento y la interacción con el mundo físico, la comunicación lingüística, la matemática, el tratamiento de la información y competencia digital, la de aprender a aprender, la cultural así como la social y ciudadana.

El idioma Inglés y el Español serán de trabajo para el proyecto. Se adoptará un enfoque pedagógico innovador centrado en el grupo estudiantes de las cuatro comarcas europeas, desarrollando actividades innovadoras que reforzarán la evaluación de las competencias transversales lingüísticas y digital.




Τίτλος Σχεδίου	E-M@TI-ON
Συντονιστής	C.E.I.P. ANTONIO MACHADO Ελληνικό σχολείο: Ράλλεια Πειραματικά Δημοτικά Σχολεία
Εταίροι	Region Gotland Agrupamento de Escolas Dr. Francisco Sanches Europäische Schule München Szkoła Podstawowa nr 75 im. Marii Konopnickiej
Χρηματοδότηση	Ελληνικού σχολείου: 22.385,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-ES01-KA219-025240_2

Περίληψη Σχεδίου

Nowadays education is changing and we need to adapt it to society demands: More active methodologies and the inclusion of new materials that motivate students to reach the educational systems goals, giving them the opportunity to succeed in both their scholar and working ages.

The name of this project is “E-m@ti-on”. Inside this name we can find the essence of the project and its main goals. First of all we want to share good practices in the implementation of new methods that active children minds. Students must be the responsible of their own learning by giving them more autonomy. Children are living with lots of technology around them we find that it is important to take advantage of this situation and the abilities that they bring to the schools. Children need to receive a modern education where schools guide in the proper use of new devices and resources that are so close to. Technology is not only a source of leisure, on the contrary it can be used for improving the acquisition of subjects as mathematics increasing its level at each school. Autonomy need resources that we want to teach and offer to students for them to arrive to a better acquisition of instrumental subjects. We want to teach applications, programmes and technology resources as robotics that far from being trends are showing that are helpful for teaching and learning. Inside the development of an international project there is always a big part of foreign language practice. Improvement of the English level of our school students is another objective of our project. Finally it is of vital importance to deal with “emotions”. Affective part of our lives is always around every action we do and motivates also all our mental and physical activity. Working autonomously favours activation of interest in learning. Besides, implementation of active methodologies implies cooperation to work together in groups, helping the construction of new and better relations between class members. This is another goal to achieve with this project, the improvement of conflict resolution by preventing them. We will get also the inclusion of social problem students. All in all we look for a new method that includes the use of technology to learn instrumental subjects in an active way that motivate children to cooperate and, inside this learning atmosphere, they will be able to reach a better acquisition of contents. Once objectives are explained, it is the moment to mention the actors of the project.

All the participants have already started the inclusion of technology in their educational method at schools, either as a part of any subject or as a specific technology subject with times and spaces reserved to ensure its performance. The nationalities of the participants are the following: Spanish, Greek, Portuguese, German, Polish and Swedish. In terms of activities we are developing very different kind of them. From the most typical preparation of logo that will disseminate the project, to activities directly related to the project. We are working with robotics showing how to programme a robot through the use of blocks of programme language,



applications for information processing, mind mapping or geometry with the computer. Everything will be worked in English, if not at the beginning, at the end the final product that will be sent to European partners.

Special attention and importance have “Learning, Teaching and Training” activities that supposes travelling with children. These activities will be the top of a hard work performed along the school year. The methodology we are going to follow along the project will be based on giving out responsibilities to different people so that we can produce more and we will be able to get a higher impact by arriving to more people. The schools teachers who participate will have different roles such as the web manager or the responsible of collecting all the results from every country in order to show improvements. For children it will be similar since they are going to work in groups playing roles like captain, secretary, speaker or responsible of material.

Results that we expect with the project are:-

Method to teach using a project based programme that includes the use of technology.-Improvement of mathematics and English language levels-Improvement the coexistence levels of the schools All of these results are final goals in order to improve expectations of children, mainly the ones with socio-economic problems. This is the most important impact we want to reach apart from getting a better trained group of teachers in our schools, to improve our schools image in the area and to reach other stakeholders in Town Councils and close Educational Governments so that they consider this kind of education vital for current society. They could help supporting this modern way of education if we show all its benefits. These are long-term benefits because the six schools have already decided to implement it.

Τίτλος Σχεδίου	EURO TRADING, YOUNG ENTREPRENEURS ON THE MOVE
Συντονιστής	Col·legi Igualada, SL Ελληνικό σχολείο: ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΤΩ ΚΑΣΤΡΙΤΣΙΟΥ
Εταίροι	Coomb Briggs Primary School St. John's Natinal School Berg-Grundschule Doberlug-Kirchhain Szkoła Podstawowa nr 1 im. II Armii Wojska Polskiego
Χρηματοδότηση	Ελληνικού σχολείου: 23.205,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025377_5

Περίληψη Σχεδίου

“Entrepreneurship can be taught, and must be learned”.

Doug Richards, School for startups

The title of our project is “Euro trading, young entrepreneurs on the move”. The aim of our project is to develop our pupils into young entrepreneurs. The well-planned programme will adopt a skills-based approach and provide real-life business opportunities which will apply Literacy, Numeracy, Thinking and IT skills. The Entrepreneurship learning will be integrated into our Curriculum, and will be effectively coordinated by members of staff at each school. The pupils will be encouraged to use their previous knowledge and skills, and to use their own initiative to develop their own business. The activities will include problem-solving and team working opportunities. In order to engage our pupils, we will invite visitors from the local community to give an insight into the range of different successful methods of running a business, and to provide the learners with some ideas for a product. We will establish a positive IT link by embracing social media, such as ‘You Tube’ and ‘Facebook’.

Our project outcomes will be for our pupils to develop a positive attitude towards entrepreneurship, to be creative in their thinking, to develop their social skills by negotiating, listening and persuading, and to be organised when running their business. All pupils will be supported by dedicated staff that will also be developing their own entrepreneurial skills further. There will be six European countries participating in the project. Pupils, Teachers and Support Staff from each institution will be part of the project. We will also include our local authorities, our local businesses, and local schools within our areas, local media, School Governors and the local communities.

During the first year we will focus on establishing their own travel agency which will provide opportunities for the children to apply for various jobs. Several activities will stem from the creation of the business, such as role play activities, experiences to improve confidence, team building workshops, and learning about different countries. IT will be used to create brochures, logos, presentations, websites, graphs and booklets. The Internet will also be used for research purposes, such as finding and locating information on European countries within the project, and for ideas on choosing a product for marketing.

Once the travel agent is established, the focus will then begin on starting a business. We will invite guest speakers with a business background into the schools to work closely with the pupils and teachers. Once ideas for products have been chosen, there will be a voting system within each school.

During the second year, the children will begin on their venture, which will be to create and market their product. The process will begin with support from local businesses, guest speakers and local educational authorities teaching the children about the importance of advertising. We will invite relevant guests into the school in-order to introduce the power of successful publicity. Possibly Secondary pupils with excellent IT skills will be invited to support and teach the Primary children. In order to advertise on an international level, we will use qr codes and Social Media such as 'You Tube'.

The impact of successful advertising will demonstrate the power of persuasion. The children will create their product in preparation for their first fair in November. Children will then need to price their product, taking into account that they will need to cover costs and make a profit. The children will be responsible for counting their finances, banking their profit, paying bills and learning the importance of saving. The impact of this task will demonstrate the pupil's capability and develop their self-confidence within Numeracy. They will also be made aware of the different currencies. With the business up and running, the attention of the pupils will return to the travel agency, creating a travel magazine which will be the final product.

The project will have a positive impact on our pupils, teachers and on the local community, opening doors for new ideas and exciting ventures for the future. Questionnaires for pupils, staff and parents will be used to discover the success of the programme. All results will be published on our website, eTwinning, our school website and on Facebook in order to hopefully benefit other ventures in the long term. All activities and products will be displayed in our Erasmus corner for parents, pupils and visitors to view. We are very hopeful that our project will change our pupils' thinking, embed a positive attitude and develop their entrepreneurial capability for possibly starting their own businesses in the economic environment they live in.



Τίτλος Σχεδίου	EURINTEGRATE: Make your Country a Part of Great Europe for All
Συντονιστής	IES JOAN MARIA THOMAS Ελληνικό σχολείο: 5ο ΓΥΜΝΑΣΙΟ ΣΤΑΥΡΟΥΠΟΛΗΣ
Εταίροι	Lieksan Keskuskoulu Liceo Scientifico G.Pellecchia Staatliche Berufliche Oberschule Schwandorf SAMSUN ANADOLU LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 18.150,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025442_5

Περίληψη Σχεδίου

EURINTEGRATE: Make your Country a Part of Great Europe for All:

CONTEXT: Since 2015 Europe finds itself in a turning point: millions of people were trespassing our European borders fleeing war. There are also few people who consider that these new cultures with different religions and values could shock with our common European values and heritage then fear from foreigners has appeared in our society. All partner countries that would like to take part in this project, are suffering some consequences of the loss of ethical values in our society where radical ideas and extremism try to take roots among young people. It is clear that problems like immigration (legal or illegal) refugees, multiculturalists... are priorities in our schools, because we are living in a globalised world and teachers need to give a pedagogical answer facing to the disasters that everyday students could watch on TV or on the net and some of them directly. All partner countries that would like to take part in this project, are suffering some consequences of the loss of ethical values in our society where radical ideas and extremism try to take roots among young people.

MAIN GOAL

This project is our direct way to answer to some of these latent concerns: we would like that our students could create a role playing game: EURINTEGRATE, that could express this European social reality, we consider that during the creation of the game rules and its items characters: scenarios, rewards... they could express fears, intentions, knowledge, wishes... everything that could happen in real life. The main goal of this project is help them to integrate others or to integrate their selves in this great Europe for all.

METHODOLOGY VERSUS ACTIVITIES

We consider the game as an innovative tool that can be created and applied following the implementation of Kolb Methodology, that defentes a holistic learning. Through Kolb the students' activities can be classified:

A - CONCRETE EXPERIENCE: student meeting learning activities, watching documentaries, interacting with others, working in international teams...

B- REFLECTIVE OBSERVATION: Collecting/searching information, brainstorming, self-reflection exercises in group (national or international)

C - ABSTRACT CONCEPTUALISATION: answering open questionnaires, discussing games rules, writing/ designing proposals interacting with other (scenarios, proofs, rewards...)

D- ACTIVE EXPERIMENTATION: Writing/designing the definitive items: rules, scenarios, characters..., playing the game, performing characters: dramatic play.



PARTICIPANTS

Students are the main figures of this Erasmus Project and all activities are centred on them to assure their participation. We have calculated that 4000 students can be benefited indirectly. However only some of them can be involved in Learning Activities, because of the required profile: school attendance, good marks, good motivation and participation in the project, empathy in front the others sufferance and good English fluently. They should be the transmitters to their classmates. Teachers can also be involved in different ways: taking part in the Erasmus school core, the active motor of the project, where a good level of English is required, or collaborating in some specific tasks.

RESULTS

As strategical results: implementation of a new pedagogical methodological approach, teaching units and evaluation quizzes. As tangible results: the Students' Fiary, a documentary collecting the Project process, performances, exhibitions and, of course, the EURINTEGRATE game itself.

IMPACT

On students: reduction of conflictive behaviour, efficiency and productivity in the classroom, more collaborative behaviour, open-mindedness to multiculturalism, empowerment, improvement of communication skills in English, spreading democratic values, growth of their European identity and more social integration.

On families: more collaboration and interaction between families and teachers and more implication in their children education On teacher's community (local/regional/national/international level): availability of new pedagogical materials that could be used in other schools

DISSEMINATION

A part of classic media and thanks to networks and technology, the project results can be easily expanded

SUSTAINABILITY

Availability on the net, the EURINTEGRATE Game and other resources can be free downloaded and used in different contexts. It is our bit contribution to the future.

Τίτλος Σχεδίου	Constructing European identity through material and intangible heritage
Συντονιστής	INS Enric Borràs Ελληνικό σχολείο: 4ο ΓΥΜΝΑΣΙΟΣ ΚΟΜΟΤΗΝΗΣ
Εταίροι	Knox Academy SULEYMAN DEMIREL ANADOLU LİSESİ istituto d'istruzione superiore telesi@ Zespol Szkol w Nowej Slupi - Publiczne Gimnazjum nr 1 im. Bl.ks.B.Markiewicza
Χρηματοδότηση	Ελληνικού σχολείου: 16.345,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025489_2

Περίληψη Σχεδίου

This project is focused on knowing and learning about the European industrial heritage. We will work with a broad meaning of “industrial”, not only material remains, also intangible topics. The heritage knowledge will motivate our students to learn about other countries’ heritage, finding common connections and shared identity symbols. We hope to develop more than a history memory; we want to discover new industrial enterprises and consider what to do with the remains of the ancient ones. The second item in our project is related to language. All the schools taking part in the project are situated in the boundaries of Europe and their mother tongues stem from different origins, so English will be our language of communication. Furthermore our students will have the opportunity to learn about many different ways to be European. The third item of our project has to do with the use of new technologies. One of the goals of our project is that students get used to working in a network, sharing knowledge and studying in a cooperative way. To achieve this, we will use 3.0 tools that will allow our students to work together, using English, communicating what they have learned, raising their skills and helping them with their idiosyncrasies. We have created an eTwinning project as the main communication tool between us. The students also get to know some tools related with GIS (Geographical Information System), and will develop an application to tablet or smartphone on industrial heritage

Our project is conceived to be multidisciplinary in order to approach new technologies applied to the project’s topic, apart from learning English. Across the project our students have to learn how to communicate, plan and organize, all of them very important skills and well-valued in the work market. The participant schools are: INS Enric Borràs (coordinator) SPAIN Zespol Szkol w Nowej Slupi POLAND 4ο Gymnasium Komotinis GREECE Knox Academy SCOTLAND Istituto d'Istruzioni Superiore Telesia ITALY. We can ensure the cultural wealth of the project because of the diversity of partnerships: language, social environment, local landscape. All the cities involved have an heritage that worth to be known and one of our aims is develop some skills to make it easy to attain. Social backgrounds are also quite diverse. A diversity of backgrounds is, therefore, guaranteed.

At the end of the project we will have achieved:

- ▶ A local industrial heritage catalogue, including material remains and other forms of intangible heritage (like traditional food).
- ▶ An interactive application with the main local industrial heritage and its description.
- ▶ An educational platform to access and share the outcomes elaborated by the participants.*A mobile app to guide the visit of the industrial heritage.

- ▶ A didactic guide to work with the resources listed above.

How will we carry it out?

- ▶ Each school will individually:
 - Prepare, record and share a traditional recipe
 - Locate and visit their own industrial heritage.
 - Take pictures and write a description.
 - Make documental research.
 - Elaborate the catalogue.
 - Learn the software we need to develop the project.
 - Translate all data in the proposed forms.
 - Share their knowledge through different ways (posters, infographics, social networks)
- ▶ Collectively:
 - Create virtual bridges of communication on two levels: students and teachers.
 - Create a virtual portfolio.
 - Create a web-page to access and share the outcomes elaborated.
 - Create a web-page to access and share the human experiences during the project.
 - Create the guide-lines of an “industrial” virtual itinerary.
 - Know and compare the results of the different areas.
 - Visit other partners, share experiences and plan a schedule.

New technologies will make possible the development of our project, using the resources we find on the net and GIS. We will try to use, were it possible, free software and 3.0 tools. We also expect that students that have participated in this programme using English to learn and communicate will be aware of how necessary and rewarding it is to have a good level of foreign languages. We have foreseen some tools to evaluate the evolution of the project. Evaluation will start at the beginning of the project, once the project is in process, on the basis of feedback received from students and teachers involved in the project. After every semester exchange/transnational meeting, participants will be asked to fill assessment questionnaires. Other quantitative measurements (number of students involved, numbers of meetings, people attending seminars or workshops) will complete the picture. Once the project is finished, we will try to keep our outputs updated on a regular basis. Our intention is that the educational products that will be the result of these activities could be used in the future by other schools and even other public audiences.

Τίτλος Σχεδίου	GO 4 EDUCATION: GET CONNECTED!
Συντονιστής	I.E.S. Valentín Turienzo Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΧΟΡΤΙΑΤΗ
Εταίροι	ISTITUTO DI ISTRUZIONE SUPERIORE ERASMO DA ROTTERDAM Kedainiu rajono Krakiu Mikalojaus Katkaus gimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 22.550,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025532_2

Περίληψη Σχεδίου

Four countries participate in the project “Go 4 Education: get connected!”: Spain which is the coordinator of the project, Greece, Italy and Lithuania. Its main idea is to explore the topics that connect people despite the country they are living and try to look at those topics in a creative way stressing out the diversity of our cultures and traditions. It covers such topics as sport, music, history, art, food, traditions. Since all the project partners are schools and have the same goal – to make the educational process more effective and attractive, we have decided to involve on equal terms both learning and teaching participants. Our project targets two audiences: pupils and teachers providing many activities for both groups.

The activities for students were chosen carefully as we intend to involve as many students with low academic performance as possible. For this reason such topics as sports and music were chosen to help them stay motivated and feel equal with other peers. We are sure that these activities will lead further to more complicated ones such as creating videos, comic strips and cartoons and the learners with higher academic achievements will provide the necessary help for the first ones. The participants will learn how to cooperate and gain team working skills.

Teachers will gain much from this project as well because they will have many activities for improving their professional skills. They will watch and show lessons during the mobilities and will have discussions about the most attractive and effective teaching methods they use. The exchange of practices will motivate teachers for searching innovative ways to get students with low school performance interested in learning. Besides, it will help teachers to build self-esteem and to promote the teaching profession.

At the very beginning the participants will exchange their contact details and make contacts with the use of the WhatsApp application for mobile devices. Then Facebook group will be created to publish all events and products and, what is more important, to get constant feedback about all activities. After that we will present project ideas to the students and start a project logo contest, the project website will be created and all the participants will join the eTwinning platform. We live in the world in which a great role is played by mass media and modern technologies, especially for the youth, so we will include them in all our upcoming activities. Students will prepare video presentations, language tutorials, create comic strips and cartoons. Thanks to that they will learn how to edit films and photos, how to make presentations and animations in Scratch or Toondoo.

Every school will upload one video presentations every given topic as mentioned above. Then the students' knowledge will be tested about, for example, musical instruments or foods in different countries provided the information given in videos. There will be six tests in total. While preparing for the mobilities students and teachers will learn some basic vocabulary of the language of the partner they are going to visit. The

language tutorials will be prepared by students themselves. During the mobility week students will take part in the Olympic Games which will include national and global sports. We will also build bridge models of different materials such as spaghetti or ice-cream sticks, work in a Mobile Science Lab, learn about Scratch, Toondoo and other programmes. We intend to involve at least 300 participants in total, which will make 25% of schools' communities: teenage students, teachers of different subjects, parents, school administration and other staff members. Students from poor families who are at risk of social exclusion or those with poor school performance will be actively involved in most of the activities, too. It will enable them gain self-confidence and achieve probably their first success.

Expected impact on students are:

- Improve knowledge and communication in English
- Acquire basic skills (student with educational/ economical difficulties), cross skills using ITC tools
- Learn to collaborate and cooperate
- expand the knowledge on the project topics about partner countries

On teachers:

- Improve topic skills
- Enhance the relational skills working with students and colleagues
- Improve the use of innovative methodologies

We will continue to run the project webpage after the project is completed so that the activities and results we will produce remain easy to reach for everybody. The teachers are likely to cooperate in new projects. The school exhibition boards and bulletins on the project outcomes will be permanently put in one place in each of the participating institutions so that new students and parents will be able to have a view of what has been done. The schools will take part in local or regional events organised by authorities or associations promoting the use of European Union funding.



Τίτλος Σχεδίου	Pedaleando por el cambio (Cycling For the Change)
Συντονιστής	INSTITUTO EDUCACION SECUNDARIA LA SOLEDAD Ελληνικό σχολείο: 5ο ΔΙΑΠΟΛΙΤΙΣΜΙΚΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΜΕΝΕΜΕΝΗΣ
Εταίροι	Zespol Szkol Ogolnokształcacych nr 1
Χρηματοδότηση	Ελληνικού σχολείου: 16.560,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025540_3

Περίληψη Σχεδίου

El proyecto “PEDALEANDO POR EL CAMBIO” quiere convertirse en un punto de partida para que el alumnado de tres centros que difieren en gran medida según sus características desarrollen una propuesta común que permita mejorar no sólo la vida académica del alumnado (a través de un trabajo multidisciplinar que toma como eje de actuación un redescubrimiento del entorno natural y cultural tanto suyo como de otros centros con una biodiversidad y cultura muy diferente, permitiendo el acceso al aprendizaje a cualquier miembro independientemente de su capacidad académica), sino también sus relaciones interpersonales, a través del trabajo colaborativo, eliminando situaciones de rechazo o discriminación.

Para ello se proponen dos líneas de actuación:

- La realización, en base a talleres, de unas guías naturales y culturales de los diferentes contextos próximos a los centros participantes.
- La puesta en marcha de una red de “Voluntarios Sobre Ruedas” (VSR) que actuarán no sólo en cada uno de los centros, sino también fuera de ellos, en aquellas actividades solidarias que se estimen oportunas.

Así, queriendo ser claros y concisos, el proyecto integra a sólo tres centros de Polonia, Grecia y España, con características muy diferentes (tanto en su contexto socioeconómico como incluso en los niveles educativos) que pretendemos que sea un elemento enriquecedor gracias a la experiencia que cada centro tiene. La intención es unificar estas experiencias individuales y crear una propuesta común que permita, como resultado final, mejorar el conocimiento del entorno, formar a personas y no sólo estudiantes y mejorar, dentro de nuestras posibilidades, el contexto social más próximo. Esto implica que al proyecto se vincularán el máximo posible de organismos locales y contará, de hecho, con la participación del mayor número posible de miembros de la comunidad educativa. Pretendemos que los resultados del proyecto, al estar accesibles a cualquier persona, puedan ser usados no sólo durante la ejecución del proyecto sino mucho tiempo después del mismo y que la red de VSR se convierta en algo que trascienda nuestros propios centros y localidades.

Τίτλος Σχεδίου	Hungry for Health, Fit for Future
Συντονιστής	Instituto de Educación Secundaria Torreforta Ελληνικό σχολείο: 1ο ΕΠΑΛ ΘΕΣΣΑΛΟΝΙΚΗΣ
Εταίροι	AGRUPAMENTO DE ESCOLAS DE BARCELOS Zespol Szkol w Nowej Slupi - Publiczne Gimnazjum nr 1 im. Bl.ks.B.Markiewicza
Χρηματοδότηση	Ελληνικού σχολείου: 25.050,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025553_4

Περίληψη Σχεδίου

Lack of motivation to learn is a common problem among students, but it has got even worse in recent years due to economic crisis, which has seriously affected the countries involved in this association and consequently, many families in our communities. Our students' prospects of finding a job upon secondary school have fallen and so has their interest in academic results. Many teenagers prefer spending time online, playing computer games or using virtual social networks rather than interacting with their friends, practicing a sport or doing any kind of physical activity. They have no opportunity to travel abroad, to attend any cultural events or have foreign languages, sport or dance lessons after school. Despite the efforts of most teachers, it is difficult to motivate some of them to study. Their future looks unclear to them, some regard knowledge and culture as unnecessary for their future life and cannot see the point in learning. Moreover, in some schools there is a large number of students with a migrant background whose families are going through even harder times.

The final aim of this project is to help change their attitude towards school and learning, give them strategies to learn effectively and make them understand that their future is their hands. In connection to this, a further goal of this project is to make teenagers aware of the importance of a healthy lifestyle and the impact it has on their physical, mental and emotional wellbeing. Therefore, it is essential that they learn first what three aspects a healthy lifestyle consists of: regular physical activity, wholesome diet and a healthy leisure.

Awareness of the connection between this three core concepts and common problems such as bad school results, lack of energy or motivation, concentration difficulty, etc. will allow them to reverse them by changing some habits. It is important to make them aware of the importance of a healthy lifestyle, which means not only caring about what they eat, but also about how that affects the community they live in. We should teach them to make a conscious choice on what they consume. We want to bring real situations into the classroom, awake their awareness to learning and studying and teach them to choose the best products to promote regional products in the world. We also want to teach them to take the best out of new technologies, but also to find other ways of entertainment which can contribute to their physical and mental well-being and can help them to develop personal and interpersonal skills. That is why we want to provide them with their own set of emotional intelligence strategies such as self-awareness, self-regulation, motivation, self-esteem, empathy or assertiveness, which can help them through lifelong. During the project, students (aged 15) are going to work simultaneously on the three aspects. Contents will range from general/global to specific/local, that is, from facts concerning all individuals to those concerning specific groups or regions.

Activities will be distributed in 4 different stages throughout 24 months. During each stage, every partner team will work with their own students to research on the scheduled issues and prepare the planned products. Mobilities will be an opportunity for students to present and share their work, cooperate, make the previous work more meaningful and they will set the end of a stage and the beginning of the next one.

Τίτλος Σχεδίου	TRAVELLING AROUND TALES AND STORIES
Συντονιστής	CEIP GRACIANO ATIENZA Ελληνικό σχολείο: ΟΛΟΗΜΕΡΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΕΛΑΤΕΙΑΣ
Εταίροι	Istituto Comprensivo Lentini Scoala Gimnaziala Vama Buzaului KARSIYAKA TURKBIRLIGI ILKOKULU Ukmerge darzelis -lopselis "Eglute" Ballysillan Primary School
Χρηματοδότηση	Ελληνικού σχολείου: 21.580,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-ES01-KA219-025591_6

Περίληψη Σχεδίου

Our Project is setting out in order to have a European perspective. In fact, there are seven countries members that they take part in this idea. The centres implicated are Turkey, Italy, Romania, Greece, Lithuania, Spain and Ireland. The profile that joins all the participants of this project is the great importance that we give him to the incorporation and attention to the diversity of our student body from a different and gratifying approach. Also they draw together a community of schools with a common interest to witness the enjoyment kids get from exploring different materials and techniques. The large team has been exploring the kid's ability to interact with the world around them and the main focus is to help them build fine tune skills needed for self expression and communication.

Our joint vision is to give our students opportunities to develop their understanding from a European perspective. That is why we will achieve new and motivating experiences with other European schools, as well as the application of alternative methodologies; we will contribute the children's innovation and improvement in the classroom. We think that it is an innovative project because we are given, to the professorship and pupils, by the opportunity to put into practice the changes and methodological innovations that we are working and discovering day after day. Also it is very new able to chance impressions and ideas with teachers of other countries, to value better the communicative sense of another language and, since not, to take a constant evaluation during the development of the project, aspect that will help us to improve and understand other communicative approaches to integrate them in our educational practice.

As bilingual schools, we have made that some needs of our children aren't covered. As we are teaching two subjects in English, the students with special needs have difficulties to communicate. We think the use of methodologies such as Cooperative learning, Multiple Intelligences or Project work will help us to reach our main objectives, which are: to use ICT in order to create motivating and meaningful activities, know and share different methodologies in our classrooms, which benefit the attention to diversity and to know other countries and their cultures (languages, celebrations, methodologies, etc.). The activities will be carried out by students from 3 to 14 years old, although they will be designed according to age. Traditional tales and stories will be adapted to every level and classroom and the most important are; periodic meetings and visits to the countries partners, production of different activities related to Tales and stories: Trivial game, Gymkhana, Travel Book, Real story, and a short movie. We strongly believe that the proposed activities will benefit our students' basic skills. The Communication skills (Reading, Writing, Listening, Speaking and Talking/Conversing) are actions that children need to develop their literary, linguistic and creative abilities. It is essential that children learn different readings, not only to increase their literary and linguistic level but also to face a rich education

that develops both imagination and creativity, strengthening their self-esteem.

The main reason for this project should be made to transnational level is that it will allow to begin bows of union at the personal level and professional between the members participants of different places of the world. They will put jointly on ideas, cultural traditions, and certainly works and experiences will be shared to carry out that they will facilitate the students, also in the future, an improvement of his learning. The project beneficiaries will be the entire educational community, that is students and teachers and, in addition to this, the families will be a fundamental pillar for this project, so much for his participation and interest, since for the opportunity to improve his communication. Likewise, we look for the collaboration of other entities, such as Special needs centres and Town halls, which will contribute the necessary material to include touristic elements of the environment for activities with foreign teachers and children.

The long term impact of our partnership has to do with the improvement of the quality of teaching and learning processes and the use of digital resources and also the participation in other European projects. Throughout the Project students will undertake active research; the programmed will consist of innovative participatory methods for bringing topical issues to life. Each mobility will be triggered by a relevant site visit leading to practical activities. These will provide further stimulus for intellectual debate and creative response within each school. The project will encourage a thematic approach from all schools which will focus on different forms of art e.g. painting, writing, designing, singing and dancing, acting.



Τίτλος Σχεδίου	HEALTHY EUROPEAN CITIZENS-FOOD SECURITY
Συντονιστής	Leppäveden koulu Ελληνικό σχολείο: 13ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΤΡΙΚΑΛΩΝ
Εταίροι	Szkola Podstawowa nr 32 im. Armii Krajowej Istituto Comprensivo Giovanni Paolo II IMECE ILKOKULU
Χρηματοδότηση	Ελληνικού σχολείου: 23.470,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FI01-KA219-022667_5

Περίληψη Σχεδίου

CONTEXT AND OBJECTIVES

The topic of the project, Healthy Lifestyle, comes as a result of data collected in the 5 partner schools involved. As such, the rates of obesity problems (OP) and lack of regular physical activities (RPA) in our schools are: FI Partner School pupils has 25%OP, 40% RSGR Partner School has 20% OP, 45% RS PL Partner School has 25% OP, 50% RS IT Partner School has 27% OP, 35% RS TR Partner School has 20% OP, 35% RS.

With this worrying data in mind, we have established as the main objective of the project to raise students' awareness of the causes and effects of obesity in relation to the sedentarism that characterizes the current generations of students. At the same time, in order to measure the actual impact of the school we have proposed to decrease these rates by the end of the 2-year project. Another aim of this project is to get in contact with schools from other European countries in order to observe the situation in each of them and exchange good practices related to ways of combating such problems.

METHODOLOGY

With all these in mind, we have divided our topic into several sub-topics which will constitute the theme of each meeting and exchange envisaged in the project:

- 1. FI-M1-** REQUIREMENTS FOR A HEALTHY LIFE
- 2. GR-C1-** HEALTHY EATING HABITS
- 3. PL-C2-** EFFECTIVE WAYS TO PREVENT OBESITY
- 4. IT-C3** DEVELOPING LONG-TERM HEALTHY EATING HABITS
- 5. TR-C4-** SPORTING ACTIVITIES IN SCHOOL ENVIRONMENT

During these meetings students will be in the centre of all activities, as we believe that by involving them directly and supervising their work, the project will have a stronger impact on them. The project activities will result in the elaboration of 2 IOs – 1) Nutritional information and healthy foods for School Canteens, 2) Recommendation Book for improving regular sports in schools.

DESCRIPTION OF ACTIVITIES

During the exchanges, students will join classes in the morning and, in the afternoons, they will work towards the achievement of specific goals within each activity:

C1- GR The project teams will join the canteen and observe the dishes prepared regularly there. Then, each school cooks presents traditional healthy dishes from their own countries and will actually cook 1 meal that

will be tasted by the other participants.

C2 – PL The activities will be organized in a forum presented by the students and which includes sub-topics such as - What is obesity?/ Causes / Effects on Health and social image/ The current rates of Obesity

C3 – IT students put together the information and statistical data collected and compile a brochure which contains a set of DOs and DON'Ts that every person should follow in order to live a healthy life

C4 – TR students and teachers run workshops in which all kinds of easy-to-do exercises and games/ sports will be presented and performed.

NUMBER AND PROFILE OF THE PARTICIPANTS

Students/teenagers: Each exchange involves the participation of 4 students/ country, which means an overall number of 16 students/ country who will participate directly in the exchanges. These students will be selected prior to each mobility, based on transparent criteria, which will involve command of English, ICT skills, voluntary work, involvement in the school-based activities and motivation. The number of indirect beneficiaries is a lot larger, as every school will involve at least 10 other students before each mobility in the school-based pre-exchange activities.

Teachers/Adults: There will be teams of 7 teachers in each partner organisation so 35 in total who will manage the project implementation. Each of them will be assigned clear tasks from the beginning. This team will involve managerial staff and at least 1 English teacher, 1 PE teacher, 1 Biology Teacher, 1 Medical worker, 1 ICT teacher. They will be chosen by the person in charge of the project, based on previous initiatives, motivation, CV and experience in handling projects. Based on the importance and relevance of their contribution before each exchange the 2 participating teachers/country/exchange will be selected from this team.

RESULTS AND IMPACTS

We have assumed the publication of two IOs and 3 other intermediate products which will result from the activities performed during the exchanges. All these will be made available to larger audiences on the project website and through all the dissemination activities included in the dissemination plan. Therefore, we hope that there will be a positive, measurable impact at the level of participants (with a clear reduction of obesity rates among the target group members), of the local school communities and wider communities, at the level of the institutions involved and other related institutions, at local, regional, national and international levels. We have also initiated a sustainability plan which involves the implementation of the project results and the programme in at least 25 other schools/year in the three years following the end of the project.

Τίτλος Σχεδίου	Sharing is caring
Συντονιστής	Kaakkurin koulu, Oulun kaupunki Ελληνικό σχολείο: 3ο Δημοτικό Σχολείο Ωραιοκάστρου
Εταίροι	Direzione Didattica C. Maneri - Ingrassia Agrupamento de Escolas de Freixo Budapest XIII. Keruleti Pannonia Nemet Nemzetisegi Ketnyelvu es Angol Nyelvet Oktato Altalanos Iskola CEIP SANTA MARIA MAGDALENA
Χρηματοδότηση	Ελληνικού σχολείου: 21.230,00€
Διάρκεια Σχεδίου	33 μήνες
E+ Link number	2016-1-FI01-KA219-022720_3

Περίληψη Σχεδίου

Project “Sharing is caring” is three years project. Six countries are involved in the project: Finland, Croatia, Greece, Hungary, Italy and Portugal.

The project has 4 topics.

1. How do I learn?
2. Where do I learn best?
3. How can I help you? and
4. Can you help me to do it?

All the schools in this project feel that we have a great demand to offer a wide variety of methods in learning, so all the children are able to find their own way to learn. We wanted to have this project with European schools because we think we have many good methods to share, but we also think we can learn from other schools as well. We are willing to have pedagogical discussion and in this way grow as teachers and empower our teacher profession. Kaakkuri School created this project content and found partners via eTwinning and other international connections. The children in this project are 5-12 years old. We think they'll benefit this kind of a project most. The main target is to help pupils find out what kind of learners they are. How and where do they learn the best? We teachers need to find different methods and ways of teaching. We need to take into account children's individual needs.

In this project the teachers will learn from the other teachers. New methods, didactic ways and new programmes will be familiar for them. Differentiation in teaching is important in every lesson. Use of the modern technology is an important part of the project as well. Also the spreading of the new information learned is in a big role in this project. You have to share, because you care. Children and adults will get “Sharing” and “Caring” tasks in this project. Pupils learn to keep “Learning diary” as well as making photostory and write blogs. Those are important ways of getting the learning more visible. “This is the way I learn” and “I have learned a lot”. Children will make the learning environments better in this project. They'll have “Tuning week(s)” when they really think how the environments could be better and then work for it.

Children/the classes will get to know each other via Google/skype hangout sessions. Children write blogs and make photostories. They also share the activities in their classes and learn from each other. Not only the teachers will communicate with each other but also the headmasters are involved in this project. They are

responsible for arranging the school life and we think it is a key role to get things to change better. They share their experiences and good practices too. We also included a cultural aspect in this project. Besides the school life and the meetings we'll introduce ourselves in the country's cultural surrounding. We'll have day trips to get to know each other better and in that way get important international connections. We think that all the schools will get new power for their work in their own school by meeting new colleagues. We all share the European citizenship and we need to care of it!



Τίτλος Σχεδίου	Meeting and mirroring cultures
Συντονιστής	Ekenäs gymnasium / Raseborgs stad Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΛΕΡΟΥ
Εταίροι	Karis-Billnäs gymnasium / Raseborgs stad istituto omnicomprensivo giulio cesare sabaudia
Χρηματοδότηση	Ελληνικού σχολείου: 23.460,00€
Διάρκεια Σχεδίου	22 μήνες
E+ Link number	2016-1-FI01-KA219-022737_3

Περίληψη Σχεδίου


Online and in-person self- and peer-teaching Meeting and mirroring cultures: Using digital tools to enable and document creative processes, engaging teachers and students representing different countries in Europe. Over the course of two years students in Finland, Italy and Greece will work together on a project aiming at increasing the participants' knowledge and understanding of their own and each other's culture. Through modern technology students will work together over a distance on a creative topic of their choice, documenting the results and the process in digital forms. Throughout the process they will get schooling and guidance. Simultaneously, teachers will acquire skills necessary to train and guide students working with projects of this kind. The project will culminate in a meeting between the participants presenting their efforts. The latter will also be documented in a movie, summarizing the processes and the results of the entire project. Ekenäs gymnasium and Karis-Billnäs gymnasium in Raseborg, Finland, Lykeio Leros in Leros, Greece, and The High School Giulio Cesare in Sabaudia, Italy are planning a project involving teachers and students at each school for the time period autumn term 2016 - spring term 2018.

The aim of the project is to

- let the participants work with tasks reflecting and strengthening their knowledge of themselves and their own society and culture, and
- by collaborating and sharing the projects letting the participants learn to know the society and culture of the other countries
- expand and enhance the participating teachers skills in guiding students in working with multimedia projects
- develop the participating schools' skills in collaborating with each other over a distance, using modern technology
- develop the participating students skills in expressing themselves through multimedial, such as photography, picture editing, digital storytelling, movie editing

During the autumn term 2016 the participating teachers (~2-4 per participating school) will meet to plan in detail the working process, contents of the workshops and the part time and final aims of the students during the project. The teachers will also get skills and training necessary to guide and counsel the students. These skills include proficiency in using the necessary ICT-tools, guidelines in helping students express themselves through multimedia, the ability to counsel the students in working and communicating in small groups over a long period of time and over a distance.

At the end of the autumn term 2016 students are allowed to apply for participating in the project. Students with good communicative and social skills, good language skills, an interest in creative and expressive arts or



good academic customs will be preferred. About 8-12 students per participating school will be selected. During the first two terms of the project (spring 2017 and autumn 2018) students from all participating schools will work together on smaller projects aimed at establishing a good contact with each other, as well as learning about their own and each other's backgrounds and culture. At an early stage the aims and final form of the students' projects will be clearly defined. This phase can involve projects such as digital storytelling, digital personal introductions or short movies about students everyday lives and interests. Later on students will be encouraged to focus more on areas and subjects of special interest for them. Students will form smaller groups working together on fields like creative writing, learning each other's languages or making music together.

At the end of the project the result of these collaborations will be presented and documented. Students will meet face to face once per term to get guidance and education in skills necessary to complete the smaller projects and to work together on planning and implementing them, to learn to know each other and each other's culture, and to contribute to the final product. Throughout the working process students will document their thoughts and progress mainly through video diaries and other multimedia. A documentary film making approach will be used, with students recording how they work, their thoughts and results, and their dialogue with each other. The material contributed by each student and group will be assembled into a short (~20-30min) documentary movie, presenting the results of the students and groups working together, and reflecting on the meeting of cultures.

Τίτλος Σχεδίου	Modern Extrovert European Tales
Συντονιστής	EIC - LYCEE JEHANNE D'ARC Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΕΥΞΕΙΝΟΥΠΟΛΗΣ
Εταίροι	Puistokadun koulu Istituto Istruzione Superiore G. Malafarina OZEL MURAT YILDIRIM MESLEKI VE TEKNIK ANADOLU LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 23.870,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-023850_4

Περίληψη Σχεδίου

The main objective of the project is to fight the prejudices and to help the young people to acquire an open-mindedness and to develop their tolerance. Our target groups of pupils are 14-18 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-centred multimedia environment, with the teacher as facilitator. Our Partnership includes secondary schools from France, Greece, Italy, Finland and Turkey. 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. We have established a strong and committed Strategic Partnership with an added value of all the partners, whose role in the project is specific.

The various profiles of our organisations contribute to the fair distributions of tasks, and significantly enrich our endeavour to provide modern education with innovative tools that will bridge the gap between the restricted curricula opportunities of secondary education and young people's real needs for their future educational and career development. The concrete objectives of this Partnership are:

- To develop clear strategies, vision and impact of creating a storyboard an animated movie 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.

At first, the project is going to allow the pupils of all the partner countries to discover and to make discover the customs and the traditions as well as the mythical and symbolic characters connected to their respective country. These search results will be presented to the other partners via PowerPoint, movies... From the various characteristics seen previously every country will have to create a new character having a characteristic of every country. The pupils will elect the one who will be, for them, the most representative of the five partners. Secondly, the pupils of every country will have to think about prejudices and common places to be fought.

For it every country will draw lots for one of the partner countries and will represent an adventure of the fictional character chosen in this country. These drawn adventures will be gathered in a book which we shall publish at the end of the project. The book cover will be realized in common by the pupils. This book will also be the storyboard to realize a cartoon which will be showed at the end of the project too. These two supports can also be of use as teaching aids for various subjects.



Τίτλος Σχεδίου	European theatre through Romeo and Juliet
Συντονιστής	LYCEE GENERAL ET TECHNOLOGIQUE CONDORCET Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΑΣΤΡΙΤΣΙΟΥ
Εταίροι	Ludwig Erhard - Schule LICEO SCIENTIFICO G. DA PROCIDA Colegio San José ss.cc.
Χρηματοδότηση	Ελληνικού σχολείου: 26.005,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-023887_3


Περίληψη Σχεδίου

We have observed that our students are not attracted by high culture and that the gap between high and youth culture is widening. Indeed, students are reluctant to take part in cultural events, they are not much interested in drama and most of them would never attend a play at a theatre. On a personal level, this lack of intellectual curiosity triggers a social isolation: youngsters become more and more withdrawn and introverted; therefore they lose their self-confidence. On an educational level, their lack of motivation to learn and speak foreign languages stops them from discovering other cultures and has got similar consequences. That is why for us, project-based learning on a European scale is paramount.

Our prime objective is to make youngsters from 5 European schools work together on a play which belongs to our world heritage and conveys timeless values, Romeo and Juliet by William Shakespeare. Students will naturally and spontaneously have to interact in English in order to study the play, take part in acting workshops, stage and perform together Romeo and Juliet. Besides they will meet professionals in drama training who will introduce them to the world of culture. That should stir up their interest in their national drama history and incite them to research on it. Therefore, it should help them broaden their minds, open themselves up to the world and strengthen their self-confidence. On top of that, using IT to interact with other European youngsters will help them strengthen their computer skills. The number of participants is not definite yet: it will depend on how many students get involved in each school in France, Spain, Germany, Italy and Greece. Some teachers will take part in the project as well as professionals in drama training, theatrical producers and for each country there will be a person in charge of finance.

Here is an action plan. Each country will be responsible for the staging of one act of Shakespeare's play. They will be free to choose the language they use and can even adapt the text provided the adaptation remains faithful to Shakespeare's plot. An English website and blog will be created. Each country will be in charge of their own national page where students can provide information on how drama is taught at their schools and on their national drama history. A special page called Juliet@Romeo will be an interface through which all students can interact about the development of their work on the play: they can post photos, videos of the rehearsals and chat about how they are getting on. The reports of each seminar and meeting will also be posted on that page.

Moreover, each country will create and edit postcards which will be used to advertise for the project for the attention of the students' families: starting from a quote from Romeo and Juliet, students will have to take a photo illustrating their interpretation. On top of that, there will be a competition for the best poster to advertise for the final performance that will be staged in France. There will also be an exhibition about the



history of drama in each country. The blog will be used for students and teachers to interact while there will be videoconferences and email exchanges between the organizers on a regular basis. There will be 3 seminars for teachers to organize and assess the project: during the first one in France, the objectives of the project will be explained and work will be distributed. The website will be set up on that occasion. The intermediate seminar will focus on the rehearsals and the preparation of the performance. The last one will be the final assessment of the project. When students travel abroad to meet (6 mobility periods), the programme will be based on similar activities: drama training with professionals, visiting a theatre and attending a performance and organizing an exhibition about the history of drama in the host country. The fifth mobility period will be different: students will perform the play in France. The result expected is first and foremost the performance of Romeo and Juliet, which will be filmed so that each country will have a DVD of the show.

Teachers expect their students' skills in drama, languages and IT to improve, all the more so as they will have had the opportunity to exchange on different pedagogies in drama and language teaching. The project will incite students to attend theatre performances and it will permit them to develop intercultural skills thanks to drama thus to gain self-confidence. Such a project may establish strong links between the 5 schools and lead to further common cultural projects in the near future.

Τίτλος Σχεδίου	Art and Space in the City
Συντονιστής	LPO JEAN MONNET Ελληνικό σχολείο: 3ο Γενικό Λύκειο Χαϊδαρίου
Εταίροι	Adolf-Reichwein-Gymnasium Loimaan lukio Istituto di Istruzione Superiore "Morelli-Colao"
Χρηματοδότηση	Ελληνικού σχολείου: 27.875,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-023888_2

Περίληψη Σχεδίου

"Art and Space in the City" is a dynamic project launched by five European countries (Finland, France, Germany, Greece and Italy) around three main subjects: Arts, Maths and languages. It is an interdisciplinary project which consists in working on art and space in our European cities. As art invigorates public space and as cities reflect and reveal our societies, we will develop the skills and encourage the sensitivity and imagination of our pupils to transform "ordinary" spaces into something "extraordinary". We will bring them to see and interact with urban space in new ways, add value to our European cities or rural areas and enhance the vitality of our communities. Our final task consists in getting our pupils to organise an exhibition which will display how the works of art created by each country were installed in another partner country.

In order to do so, our pupils will question several topics, take into account and respect the specificities of each chosen space, meet professionals from various grounds and contribute to the vibrancy of their cities. On the whole, around 20 teachers and 80 pupils will be working in collaboration, regularly communicating and meeting in order to exchange knowledge and good practises, improving, among others, communication, language and digital skills. Throughout the project, the pupils will also be able to create, gain self-confidence, and develop their sense of entrepreneurship and of belonging by becoming aware of their heritage and becoming active citizens of their own community but also opening up and better understanding the importance of being part of a greater common space: Europe.

The results of the project will be published on the web so that our experience contributes to encouraging and fostering future projects. As for the participants, this project will undoubtedly lead to strong long-lasting bonds and impact the way they will all lead their future life.

Τίτλος Σχεδίου	We are our future! How to equip our students for adulthood and citizenship - a comparative study of autonomy, curricula and communication
Συντονιστής	Collège Joseph Durand Ελληνικό σχολείο: 3ο ΓΥΜΝΑΣΙΟ ΤΡΙΠΟΛΗΣ
Εταίροι	SOU Vasil Kunchov Vratsa AGRUPAMENTO DE ESCOLAS DE BARCELOS Miejski Zespol Szkol Stichting Unicoz Onderwijsgroep OS Ludvika Pliberska Maribor
Χρηματοδότηση	Ελληνικού σχολείου: 17.335,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-023916_5

Περίληψη Σχεδίου

We are targeting pupils at the age of fourteen as in many countries this age marks the end of a cycle and implies a choice of professional or academic studies. Our project aims to highlight strengths in our school systems in regards to autonomy and citizenship and to develop them and make them applicable to other situations in other countries. In order to maximise our chances we find that the study of the methods in several countries is indispensable. We also intend to put a special focus on individual needs and it will be interesting and useful to compare our various approaches and put them in a different perspective. We all want our pupils to experience well-being and a sense of meaning in school, but this is far from being the reality for many children.

We aim to render our pupils autonomous and responsible in that they will

- 1** investigate their respective study conditions,
- 2** Analyse and question them, and
- 3** propose changes.

All based on their own studies and findings. In previous European projects, pupils and teachers alike have been surprised and intrigued by the different work methods and approaches of their partner countries. This experience encouraged us to further our investigations and compare our experiences and methods, but in a different field, all the while taking into account the particularities of each country. We chose to work around situations we face on an everyday basis and that can be recognised in each member country (and probably in all European countries). The questions of how to best equip our school children for adulthood, how to best guide them in their choice of studies and work, how to evaluate difficulties and work with and around them and least but not last; how to enhance confidence and self-worth are issues that concern the local and national education ongoing. We hope to attain tangible results and come up with applicable tools drawing on our pupils quantitative and qualitative research across the seven countries. These seven countries are Portugal, Slovenia, Bulgaria, France, Holland, Poland and Greece all of which form a good variety of Western/ Eastern European countries as well as other interesting comparative factors such as economic situation, relative length of EU membership, ICT politics in school, Sport-studies constraints etc. Our different historical and political contexts are deeply intertwined in our school systems and our ways to perceive the world and we hope that our project work will open up our pupils' eyes to other situations and other ways of doing things. By analysing their own schooling and comparing it to that of their fellow European pupils, we hope they will

become more aware of their own role in their choices and possibilities. All partners have previously taken part in international projects where we have been intrigued by other countries' methodologies which is why we wish to take it to the next level and study these differences and similarities. We will work with pupils aged 14-15 years old who are at the verge of stepping into their adult life and need to be equipped with knowledge, competence and a confidence in making choices. Our pupils will conduct surveys on study habits and ICT uses in order to propose improvements, they will do research and investigate school systems and curricula and question what they do and why in order to become aware of their own situation. They will also visit various workplaces and look into career guidance and options. Team building events and drama sessions are important in our project as they involve ALL pupils in ALL partner schools and will be a permanent aspect of our schools so as to create a good school atmosphere and - in the long run - lead to responsible and autonomous citizens of Europe.



Τίτλος Σχεδίου	Mon quartier, ta forêt, ses rivières, j'en prends soin.
Συντονιστής	Ecole publique Arc en Ciel Ελληνικό σχολείο: 7ο Δημοτικό Σχολείο Αγίου Δημητρίου
Εταίροι	Merivalja School ISTITUTO COMPRENSIVO STATALE LUIGI CAPUANA Valentin Traudt Schule
Χρηματοδότηση	Ελληνικού σχολείου: 12.125,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-023964_2

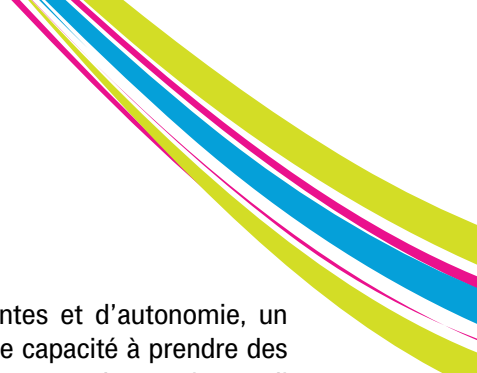
Περίληψη Σχεδίου

Dans un contexte de dégradation environnementale plus ou moins marquée selon les lieux de vie, il est devenu primordial de développer la réflexion et les gestes qui feront prendre soin des endroits, au sens large, où vivent nos élèves. Nous tenterons de leur faire comprendre la globalité de notre planète, la prise en compte, non seulement du périmètre proche de sa maison, ce qui est déjà important, mais aussi des lieux plus éloignés, ceux, par exemple, où vivent d'autres camarades européens: "Mon quartier, ta forêt, ses rivières, j'en prends soin".

L'ECOLIBRIS, c'est apprendre à faire sa part, à être acteur de la protection de son lieu de vie. C'est aussi motiver et faire adhérer sa famille, ses voisins et les autres élèves de l'école à ce projet afin qu'il touche les 7 à 8000 personnes potentielles. En étant particulièrement attentif aux élèves en difficulté (handicaps cognitifs, issus de famille de réfugiés, problèmes sociaux), en leur donnant des rôles à la mesure de leurs capacités, les enseignants impliqués permettront à ceux-ci d'avoir leur place entière, de trouver un certain attrait à l'école et de revenir vers des apprentissages de base qu'ils ne maîtrisent pas. Afin de démarrer le projet avec cette philosophie qui est de rendre les élèves acteurs, ils choisiront tous ensemble, de façon démocratique, quelle action commune de départ sera retenue pour nos cinq écoles.

Ce sera un premier exercice de démocratie. Dès le début du projet, ils présenteront également leur école aux élèves des autres écoles et tous seront associés dans un concours de logo. Il y aura des passages obligés en termes d'actions (déchets, énergie, consommation, l'accueil des réfugiés dans nos écoles, les écosystèmes, l'eau). Tout sera valorisé par des affiches, des textes, des panneaux de sensibilisation, des vidéos, des portfolios et exposé dans nos "coins" ou "murs" Erasmus+ présents dans chacune des écoles. Ce travail de valorisation sera effectué par les élèves et envoyé aux camarades des autres écoles en promouvant la coopération.

Un livret-portfolio commun de compétences et de connaissances à l'intention des élèves, et identique aux cinq écoles, permettra aux élèves de faire part de leurs réflexions, de mesurer leurs progressions tout au long du projet et d'y noter leurs investissements personnels. Les différentes réunions transnationales serviront aux enseignants à affiner la programmation, à évaluer les actions, à établir les rapports, à se rencontrer physiquement et réajuster la pérennisation du projet. Les deux formations envisagées donneront des outils pratiques et théoriques aux participants, charge à eux de disséminer ceux-ci dans leurs écoles ensuite. Ces outils seront des atouts pour la pérennité du projet. Les nombreux impacts et résultats concerneront les élèves, les enseignants et les écoles:- une plus grande prise de conscience écologique, une plus grande prise de conscience sur les Réfugiés, une affirmation de soi en étant capable de prendre des initiatives, une plus grande ouverture d'esprit à la citoyenneté européenne, une augmentation des compétences linguistiques



(sa langue et l'anglais), une amélioration des compétences créatives, innovantes et d'autonomie, un début de meilleure compréhension des processus de décisions politiques et une capacité à prendre des décisions éclairées, un développement de la capacité à prendre des initiatives, un apprentissage du travail en équipe, de faire face à des délais et devenir plus tolérant, coopératif et une motivation pour ses études.- un engagement dans un travail d'équipe de collaboration locale et européenne, une motivation pour la formation continue et l'enrichissement de l'expertise professionnelle, l'amélioration de son anglais parlé et écrit et une motivation supplémentaire d'apprentissage des langues étrangères.- le renforcement de l'image de l'école dans sa commune, le renforcement du lien avec les écoles européennes, une ouverture à de nouvelles idées venant d'autres pays européens, l'amélioration de l'enseignement au développement soutenable et l'amélioration du climat scolaire et des relations entre les élèves et les enseignants.

Dans chacune des écoles, la promotion du projet sera organisée: journée portes ouvertes, exposition, venue de la presse et de médias locaux. Tous les documents seront partagés et à disposition des autres écoles européennes. A long terme, le but recherché est que les élèves et le reste de la communauté scolaire gardent cet investissement, l'élargissent, que ces gestes écologiques et cette conscience citoyenne perdurent et se développent. L'impact complet de ce projet ne se mesurera que dans la durée.

Τίτλος Σχεδίου	Education And Sustainability for the Young
Συντονιστής	Lycée professionnel hôtelier La Renaissance Ελληνικό σχολείο: 1ο ΕΠΑΛ ΕΔΕΣΣΑΣ
Εταίροι	IPSSAR Ermenegildo Zegna LYCEE TECHNO AGRICOL BOYER DE LA GIRODAY Zespol Szkol Ponadgimnazjalnych nr 1 AYSEL AKIN-KLAUS WAGNER MESLEKI VE TEKNİK ANADOLU LİSESİ MUDURLUGU Sredno obshtoobrazovatelno uchilishte "Vasil Levski"
Χρηματοδότηση	Ελληνικού σχολείου: 21.695,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024027_4

Περίληψη Σχεδίου

Notre projet Erasmus+ KA2 fait suite à un projet KA1 avec des partenaires italiens et turcs. Nous souhaitons déjà à l'époque développer des partenariats dans le domaine hôtelier et créer un réseau Européen qui non seulement comprendrait des établissements hôteliers mais aussi des établissements agricoles. Le but étant d'amener les élèves à avoir une réflexion globale allant de la production à la consommation des aliments et sur l'impact que tout ceci peut avoir sur nos vies, que ces élèves travaillent en cuisine, hôtellerie-restauration ou boulangerie-pâtisserie ou encore agronomie. Il s'agissait également d'ouvrir de nouveaux horizons et lieux de stages dans d'autres pays européens. Cette réflexion avait été initiée lors du projet KA1 et nous souhaitons l'approfondir.

Par ailleurs les mobilités des enseignants dans le projet KA1 ont montré tout le bénéfice linguistique, professionnel et pédagogique qu'ils en ont retiré ainsi que les rapprochements culturels et humains qui en ont résulté. Notre projet KA2 est la continuation logique de cet engagement européen en y associant les élèves et en faisant d'eux des acteurs à part entière du projet. Grâce au réseau eTwinning d'autres partenaires européens se sont joints à nous et le lycée agricole de La Réunion a aussi souhaité y participer. La grande majorité des partenaires est déjà très impliquée dans des projets Européens, cependant aucun d'entre eux n'a une expérience de l'Europe d'outre mer, ni une connaissance de la culture française d'outre mer.

Ce projet sera donc une grande source de richesse par l'apport de nos différences mais aussi la comparaison de ce qui nous est commun tant sur le plan pédagogique et professionnel que sur le plan culturel et environnemental.

Notre projet est à la fois virtuel et physique:

- ▶ Il consiste à faire connaissance grâce aux nouvelles technologies: mails, Skype, Facebook en groupe privé,
- ▶ à travailler ensemble sur des projets:
 - eTwinning avec des thèmes professionnels: restauration, cuisine, boulangerie, pâtisserie, mais aussi culturels: par ex. que fait-on comme repas pour la Noël.
 - de développement durable: création d'un jardin potager bio en utilisant la permaculture et en alternant les épices, les légumes et les fleurs comestibles afin de produire pour le restaurant du lycée dans un souci d'économie et de valorisation du travail des élèves. Mais aussi à échanger avec les pays partenaires sur les épices, légumes et fleurs

comestibles utilisés dans leurs arts culinaires respectifs. Il s'agira également de bénéficier de l'expertise des deux lycées agricoles partenaires du projet et à utiliser la langue anglaise pour tous ces échanges mais aussi pour nommer les produits du jardin potager. Nous souhaitons que les élèves redécouvrent les vrais valeurs de la terre et agissent pour une économie saine et durable.

- pour les élèves, à effectuer des stages en entreprises dans les pays partenaires afin d'acquérir d'autres compétences professionnelles et culturelles et à améliorer les compétences linguistiques ainsi qu'à être initié à la langue du pays d'accueil.
- pour les enseignants, à échanger avec des pairs dans d'autres systèmes éducatifs et à observer d'autres pratiques pédagogiques mais aussi à acquérir des connaissances linguistiques et culturelles du pays d'accueil et à apporter des connaissances et pratiques pédagogiques de son pays.

Nous souhaitons la pérennisation des liens établis entre les établissements partenaires et les professionnels. Par ailleurs nous prévoyons de communiquer et de médiatiser notre projet afin de valoriser le travail des élèves, des équipes éducatives et des établissements impliqués ainsi que la communauté européenne qui nous permet de réaliser des projets d'une telle ampleur.



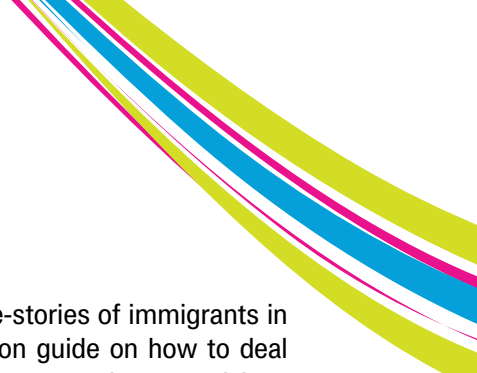
Τίτλος Σχεδίου	Many Immigrants Go and/or Return to/from Another National Territory
Συντονιστής	Collège Gambetta Ελληνικό σχολείο: Γυμνάσιο Πλατυκάμπου
Εταίροι	ISTITUTO ISTRUZIONE SUPERIORE ENRICO FERMI Tertnes videregående skole Prywatne Liceum Ogólnokształcące im. M.Wankowicza w Katowicach Nazilli Menderes Anadolu Lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 24.570,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024031_5

Περίληψη Σχεδίου

We all witnessed masses of people from the Middle East crossing the Mediterranean Sea at the end of the summer 2015. As a consequence, six secondary schools (Poland, Turkey, Italy, Greece, Norway and France) decided to work on a common two-year project that would give rise to collective consciousness about the phenomenon through a project we have decided to call MIGRANT (acronym for Many Immigrants Go and/or Return to/from Another National Territory) aiming at understanding the push factors of immigrants through time, then moving on to study the situation of the refugees as well as the pull factors of the EU countries. This project will be innovative in the sense that it will allow the students to know directly this “issue”, like witnesses of the situation in situ carrying out voluntary work, standing back from the omnipresent media prism. Besides, it will give us a chance to see the best practices in different countries during mobilities (Italy April,2017; Greece Nov,2017; France March,2018) such as innovative methods of teaching like peer-to-peer education and/or PBL (Problem Based Learning), and/or CLIL approach; advocating European values and citizenship through international and humane cooperation; comparing the ways each of our partner countries are facing the situation; or what makes some countries attractive to migrants.

Effective communication will be ensured by many ways of doing so. All partners are already cooperating and communicating through the social media, via emails, a whatsapp group, a messenger group, and through a google site expressly created for the project, and this will be pursued. And once agreement is given, students' communication will be carried out on a Facebook group of the project, transnational meetings will take place three times (Poland Nov,2016; Turkey Oct,2017; Norway May 2018). Since evaluation is a crucial stage to see if our action is unfolding as planned, the major actions will be assessed using the SMARTER objectives and indicators (Specific, Measurable, Accepted, Realistic, Time-defined; Evaluable; Resettable).

Dissemination will be assured by a blog, an online newspaper uploaded on the website of each partner school. To avoid any risk of misunderstanding, the project has been organized in a realistic and pragmatic way: the division of tasks between the partners is detailed and each school involved in the project knows clearly its role. The activities will be varied, and amongst the common ones will be organizing a logo competition to symbolize the project, workshops at school firstly about each partner's rules and the positions of national political parties on migrants, then about some significant stories of migrants, and finally about the history of immigration in each partner country; each host partner will organize some lessons about his own country language about the “migration terms”. Other activities are planned such as: writing and composing (poems; a play that will be performed by the students; a song... about migration); creating online illustrated documents: weekly/monthly news review on migrations, collecting articles related to the issue - thus, the pupils will get to know



the editorial line of their national newspapers); publishing the book with real life-stories of immigrants in the form of “national chapters” (Turkish Chapter, Polish Chapter, etc); a common guide on how to deal with racism and xenophobia. Specific activities will also take place in the partner countries: e.g. visit to museums of immigration, voluntary service, Oxford debates, hot spots visits. We expect this partnership to have an impact on students (adding respect, tolerance and understanding towards students from different backgrounds to diminish or even eliminate injustice and violence, discrimination and marginalization; developing capacities for independent judgement, critical thinking and ethical reasoning; broadening their knowledge and understanding of the way national and European institutions work; improving communication skills; enhancing motivation to learn foreign languages – and more particularly English by learning subjects in the framework of CLIL approach; increasing social skills within the prospect of a better knowledge of the migrations phenomenon in Europe; getting interested in exchanging with others to be able to compare different points of views and finally adopt the one that suits them best; strengthening the role of the peer-to-peer education; improving ICT-skills. But staff, parents, the schools and the migrants themselves will be impacted by the project as they will be part of it. As it is school's duty to encourage students to adopt a responsible attitude and to get to know what solidarity and social cohesion mean in action, we expect them to keep in touch with active citizenship.

Τίτλος Σχεδίου	Becoming an European City-Zen
Συντονιστής	Ecole maternelle Boy Zelenski Ελληνικό σχολείο: 5ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΧΑΪΔΑΡΙΟΥ
Εταίροι	Tallinna Rõõmupesa Lasteaed St Oliver Plunkett Primary School istituto comprensivo via F. Laparelli 60
Χρηματοδότηση	Ελληνικού σχολείου: 15.140,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024070_3

Περίληψη Σχεδίου

Les cinq écoles partenaires de ce projet Erasmus+ accueillent des élèves avec une diversité de profils de plus en plus grande et notamment des élèves issus de milieux défavorisés avec des profils de plus en plus divers: aux difficultés sociales et éducatives, s'ajoutent des difficultés langagières et culturelles pour les élèves récemment arrivés dans nos pays. L'essence de ce projet réside dans notre volonté commune de faire de tous les élèves que nos écoles accueillent des citoyens actifs et libres. Pour cela, nous souhaitons rendre nos villes accessibles à tous les élèves, quelle que soit leur origine et au-delà des obstacles économiques, culturels ou langagiers qu'ils rencontrent. Nous souhaitons que tous les élèves s'autorisent à être acteurs de l'ensemble des territoires sur lesquels ils vivent, leur école, leur quartier, leur ville, leur pays, l'Europe. C'est par la connaissance de leur propre culture et de ses particularités que les enfants seront ensuite amenés à découvrir la culture d'autres pays et à s'interroger sur les similitudes et les différences des uns et des autres, et ainsi appréhender un objectif illustré par la devise de l'Union Européenne : Unis dans la diversité. Il s'agit plus largement d'amener les enfants à se construire une culture Européenne au travers de la découverte des cinq villes participantes: Athènes, Belfast, Paris, Rome et Tallin. C'est tout d'abord en partant à la redécouverte d'un environnement bien connu de l'enfant, son école et son quartier, que les premières activités commenceront: les élèves seront incités à (re)découvrir leur environnement pour le transmettre. Puis les enfants partiront à la découverte de leur ville au travers de la découverte de ses monuments emblématiques, de ses modes de transports, de la vision des artistes de leur ville. Enfin, ils se demanderont comment, par le biais de gestes écologiques simples ils peuvent participer activement à la conservation et à l'embellissement de leur environnement. C'est par l'échange des productions de chaque école que les enfants découvriront le patrimoine des villes partenaires. Les équipes éducatives qui les encadrent, grâce aux échanges de pratiques notamment lors des réunions transnationales, renforceront leurs compétences professionnelles pour aider au mieux tous les élèves dont elles ont la charge. Un objectif majeur de ce projet est de motiver les élèves et de les rendre acteurs de leurs apprentissages grâce à l'étude de sujets "concrets", proches d'eux. Pour réaliser les activités du projet, les enfants devront mobiliser des compétences interdisciplinaires telles que des compétences linguistiques, numériques ou artistiques par exemple. Des productions concrètes et accessibles à tous les élèves permettront de créer une dynamique de groupe et d'inclure dans ce projet les élèves ne parlant pas encore la langue du pays qui les accueille. Le thème du projet est particulièrement adapté aux élèves primo arrivants: prendre le temps de découvrir son nouveau lieu de vie, de se l'approprier, pour y prendre sa place pleine et entière de citoyen en accord avec les valeurs de l'Europe.

Τίτλος Σχεδίου	Think Different, Do Together
Συντονιστής	Lycée Jean-Baptiste Delambre Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΠΛΩΜΑΡΙΟΥ
Εταίροι	ISTITUTO OMNICOMPRESIVO SAN MARCELLO PISTOIESE Zespol Szkol Ponadgimnazjalnych im. Jana Pawla II Ancorensis Cooperativa de Ensino, CRL
Χρηματοδότηση	Ελληνικού σχολείου: 23.320,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024137_5

Περίληψη Σχεδίου

Entitled “Think Different, Do Together”, the project aims at changing three states of affairs. First, many pupils, and adults as well, neither understand nor know their European partners because of a lack of information on each country’s situation (whether it be news or debates going on) and because everyone is naturally likely to be ethno-centric and ethno-centred, with this tendency to think that other Europeans think like they do. Secondly, we have noticed that quite a few pupils have trouble using the English language and lack in self-confidence, which puts a break on their ability to communicate in this language. Last, but not least, many pupils wrongly think that they know how to handle ICT.

This project therefore aims at improving this situation. Ethnocentrism will be set aside, as teams will be multi-cultural. This organisation will lead to more open-mindedness and pupils will be encouraged to face others and otherness via debates like bioethics or the status of women. Such work will be handled in English only, whether it is before the meetings, when teams are preparing for the debate, or disseminating results. Over the course of 2 years, we aim at impacting at least 2000 pupils. Some of them will be working together during the European meetings which will take place in turn in each partner’s country. These mobilities will include 64 pupils. Quite a lot of them have few opportunities. Indeed, all the partner schools welcome a lot of pupils who are facing some kind of exclusion or other.

The project will be carried out by all partners and supervised by the coordinator who makes sure that it is working well, that the objectives are met, and that dissemination is efficient. Inner communication will involve ICT in order to be as efficient as may be, and will be accompanied by 2 transnational meetings at the beginning of each year. The aim of these early meetings is to start quickly and efficiently, then to correct some problems. This project is meant to revolve around 4 topic-related meetings that will be the highlights of the project. These meetings will be prepared in advance, and their results used afterwards.

All the results will be published online. We will thereby be able to check the improvement of participants’ linguistic and ICT skills. We should also witness changes in young people’s way of thinking. Hopefully, they will become less ethno-centred. More widely, we are also confident we will reach a larger number of pupils and parents thanks to dissemination activities.

Τίτλος Σχεδίου	A second chance of environment
Συντονιστής	Collège Pierre et Marie Curie Ελληνικό σχολείο: 7ο ΓΥΜΝΑΣΙΟ ΚΑΤΕΡΙΝΗΣ
Εταίροι	Himmet Condur Cumhuriyet Ortaokulu Bussage C of E Primary School Zespol Szkolno-Przedszkolny w Sierakowie Slaskim Agrupamento de Escolas Patrício Prazeres
Χρηματοδότηση	Ελληνικού σχολείου: 24.755,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024139_2

Περίληψη Σχεδίου

Nous vivons dans un siècle où les problèmes environnementaux tels que l'épuisement rapide des ressources naturelles montrent maintenant des effets mondiaux. Les sociétés ne savent pas qu'elles ont coupé la branche sur laquelle elles sont assises par leur attitude insouciance. Ces problèmes environnementaux menacent l'avenir de l'humanité. Pour construire une relation plus saine avec l'environnement, il est indispensable de penser une éducation à l'environnement.

A la lumière de ces informations, le but principal du projet est d'aider des élèves à accroître leur conscience de l'environnement en utilisant tous les outils à leur disposition. Des méthodes d'enseignement modernes et plus efficaces permettront une approche réelle des problèmes environnementaux et donnera aux élèves un meilleur niveau de connaissances dans le domaine en question. L'âge le plus approprié pour éveiller les conscience est la tranche des 9-14ans. Le manque ou l'insuffisance d'une telle prise de conscience chez l'ensemble des partenaires nous pousse à nous investir dans ce projet. Tous les partenaires se sont engagés pour partager et échanger leurs idées sur le même sujet et élargir leur ouverture sur l'Europe. Des méthodes d'enseignement seront échangées entre nous. Nous avons tous le même problème avec nos élèves. C'est pourquoi nous nous engageons ensemble dans ce projet.

Trois rencontres transnationales seront planifiées.

M1: (2 professeurs) Cette réunion permettra l'ajustement de l'organisation du projet, considérant la complexité liée au nombre de pays, l'introduction de l'école avec son système scolaire, le choix d'un logo de projet, l'introduction de l'environnement le plus proche (la ville et la région), la distribution des tâches, la présentation de chaque partenaire présent. L'élaboration d'outils communs simples en mathématiques, en sciences, en technologie, prise de vues ou de vidéo, un lexique de mot de base en anglais pour faciliter la présentation des études. Une réflexion sur la pédagogie de formations entre pairs. Cette rencontre aura lieu en Turquie en décembre 2016.

M2: (2 professeurs) La deuxième rencontre sera le moment de l'évaluation de la première année du projet et de ce qui aura été développé jusque là : l'accomplissement des objectifs, la planification des activités et les productions qui seront développées jusqu'à la fin du projet avec la participation des professeurs. Ce sera le moment aussi de fixer des responsabilités pour la mise en commun et la distribution des contributions diverses en vue de la rencontre suivante. Cette rencontre aura lieu en Grèce en septembre 2017.

M3: (2 professeurs) Cette dernière rencontre clôturera le projet par une évaluation finale, un bilan du vécu, la mise en commun de données et de résultats, ainsi qu'une présentation des écoles partenaires pour le rapport final. Cette rencontre aura lieu en Pologne en mai 2018.

Quatre rencontres "Activités d'apprentissage/enseignement/formation":

C1: (Février en France 2017) (3 étudiants et 2 professeurs de chaque pays) Etude d'un environnement, recherche de solutions à des problèmes environnementaux, visite d'un site de recyclage. Formation à l'utilisation d'outils numériques : traitement de texte, diaporama, d'outils du langage scientifique, à former ses pairs.

C2: (Mai 2017 au Portugal) (3 étudiants, 2 professeurs de chaque pays) Etudes d'un élevage ou d'une culture, des cycles de vie d'une espèce. Formation au travail de l'image, à la réalisation de vidéos, à former ses pairs.

C3: (Novembre 2017 en Pologne) (3 étudiants et 2 professeurs de chaque pays) Présentation des productions. Etude de la pollution d'un milieu. Travail autour de la construction du site virtuel (présentation, matériaux produits, formation des élèves et retour pour améliorer le site Web)

C4: (Avril 2018 en Angleterre) (4 professeurs) Présentation des plans d'activité pour chaque discipline pour le site WebCe projet aidera les étudiants à mieux connaître les différentes cultures. Les relations qui font une société et la culture intégrée et fusionnées pourront être identifiées. Par ce projet, les élèves auront l'occasion d'apprendre la tolérance, le respect de la diversité et une coopération faite d'ouverture d'esprit. Ce sera aussi l'occasion de tisser des liens d'amitié avec l'Europe dans les écoles partenaires.

A long terme, la participation au projet offrira la possibilité de connaître la réalité culturelle de chaque pays partenaire. Ce projet développera la dimension européenne des écoles, cultivera la curiosité et l'ouverture d'esprit grâce au partage des méthodes pédagogiques traitant du même sujet. Les activités et les expériences apporteront au partenariat des espaces dédiés tels que le site web «EP». Les professeurs apprendront des nouvelles méthodes, développeront leurs compétences et gagneront une expérience. Les écoles offriront une meilleure qualité d'enseignement et représenteront un exemple pour les autres écoles.

Τίτλος Σχεδίου	Europe, our Shared Home: Regional identities in a common history
Συντονιστής	EREA de Rennes Ελληνικό σχολείο: 2ο Πειραματικό Γυμνάσιο Αθηνών
Εταίροι	Młodzieżowy Ośrodek Wychowawczy EBI Francisco Ferreira Drummond
Χρηματοδότηση	Ελληνικού σχολείου: 29.650,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-FR01-KA219-024296_2

Περίληψη Σχεδίου

Europe, our Shared Home as a partnership arises from the current European paradox acknowledgment by the partner schools and from their wish to contribute, within their reach, to the formulation of a new narrative for Europe, as it was urged by the European Commission. On the one hand, Europe is going through a crisis, and we watch its evidences every day; on the other hand, Europe is still seen as a transnational success story, with capacity to attract masses of migrants from elsewhere. To cope with this paradox, at school level, we need to work in a new concept of European citizenship that, far from erasing regional identities and cultures, has to renew our interest for our regional traditions, under the scope of the humanities, the social sciences and the arts, but just to place it in perspective along with other regional identities and cultures.

We also want to promote awareness to ongoing phenomena in Europe, like the migrants' issues and to cope with the school failure and early leave within each school. To do so, we, the partner schools from France, Poland, Greece and Portugal, define a set of clusters common to all the partners – in fact, to all Europeans – to research about within each school and to compare with all the schools in the partnership: Democracy, Migrations, the Age of Discoveries, the World War II and Regional Identities. Moreover, we allocate to each school in the partnership the deepening of one of this clusters, which will be the subject of our transnational teaching and learning activities as well as the subject of our research and presentations in school work. Those educational activities will be based on J. Dewey's progressivism and will search for curricular relevance, both in subjects as in methodologies.

Therefore, the research and the results will combine the utilization and production of digital and interactive resources, like films, quizzes, tour guides, presentations, art performances, with the investment in local assets like world heritage sites, oral traditions and local cultural events that will thus become relevant for our students, instead of mere designations. Like this we will have more motivated students, thus helping the schools to cope better with school failure and early leave, and better citizens for an after-paradox Europe. By making relevant local history, sites and culture, the project will promote local synergies between schools and local authorities, building local partnerships for the future.

Τίτλος Σχεδίου	Ready,steady,work!
Συντονιστής	I Gimnazija Osijek Ελληνικό σχολείο: 4ο Γενικό Λύκειο Ζωγράφου
Εταίροι	St.George's International School IES LOS MOLINOS
Χρηματοδότηση	Ελληνικού σχολείου: 19.765,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HR01-KA219-022155_3

Περίληψη Σχεδίου

The name of our project is “Ready, steady, work!” and it addresses secondary school students aged 15-18 from the following countries: Croatia, Greece, Luxembourg, Poland and Spain. The main objective of our project is to create ‘Employability Skills Schoolkit’ and to try it out in order to offer it to other European schools to develop students’ employability skills (personal, people and workplace skills) through workshops and teaching activities because these skills are neglected in formal education and to make a bridge between educational system and world of work.

The project comprises of two transnational project meetings (at the beginning and end of the project), one short-term joint staff training event and three short-term student exchanges. Through local activities and during short-term exchanges teachers and students will be creating and trying out the produced materials. At the teachers’ mobility teachers will get familiar with teaching of Employability skills in the Luxembourg partner school and they will create materials for future student exchanges. At each student exchange a workshop will be held with students on a given subtopic (the mobility subtopics will be Leadership, Teamwork, Communication skills).

Throughout the project teachers from different partner countries will create 13 lesson plans on a given subtopic and other partner countries will teach these subtopics in their countries (Employability skills in general, Problem-solving, Initiative, Planning and organising, Presentation skills, Decision-making, Creativity, Time management, Negotiating, Confidence, Flexibility/Adaptability, Integrity and Risk-taking). After each lesson and after each workshop in a host country students will (after coming back home) organise lessons and workshops for other students of their school and try to share their newly-acquired knowledge with others (peer learning). During each mobility students will visit a firm or an institution to explore how important employability skills are in real life surroundings (interviews with employers, round tables with employees and employers, doing research etc.). At each student exchange students will create a brochure of the project subtopic to show what they have learned. Also, throughout the project students will engage in practical activities in order to practice what they have learned in theory about employability skills (e.g. role-plays, initiating school projects, organising fairs, volunteering...).

The tangible results of the project will be the following: project website, 13 lesson plans and 3 workshops on different subtopics, which will be compiled in Employability Skills Schoolkit at the end of the project, three brochures on main subtopics, students’ presentations, project timelines, general project posters and brochures, evaluation reports, project logo, eTwinning group. The project should make an impact on participating schools, teachers’ methodology competences, ICT and foreign languages skills and students’ future careers and their competences needed for future work life. New forms of work will be started not only

in partner schools but in other schools too. The project should also develop students' global skills since it will be carried out in a multinational surroundings and it should enable them to work in multinational environments in the future. Other European schools should benefit from our final and main result, namely 'Employability Skills Schoolkit' since employability skills aren't taught in a systematic way in almost any of the European countries and on the other hand are highly appreciated by future employers. This way European schools will be able to use our kit to teach these skills and enable their students, as future employees, to successfully participate in the global labour market. Other European schools will be able to take part in our project in a virtual way through a group created on eTwinning and thus give us feedback on created materials.



Τίτλος Σχεδίου	We, the Kids of the EU, believe...
Συντονιστής	Osnovna skola Manus Ελληνικό σχολείο: ΤΡΙΤΟ ΓΥΜΝΑΣΙΟ ΑΛΕΞΑΝΔΡΟΥΠΟΛΗΣ ΔΟΜΝΑ ΒΙΣΒΙΖΗ
Εταίροι	Osnovna sola Valentina Vodnika Ljubljana KARSIYAKA ORTAOKULU Klaipedos Vites pagrindine mokykla ISTITUTO COMPRENSIVO STATALE EMANUELE ARMAFORTE
Χρηματοδότηση	Ελληνικού σχολείου: 20.920,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HR01-KA219-022209_2

Περίληψη Σχεδίου

“We, the Kids of the EU, believe...”. This project deals with the problems recognized by all the partner schools involved, which should be treated in the international surroundings, through the exchange of good practice and experience. Those problems are related to the poor level of basic literacy skills including reading and writing, as well as speaking and listening. Besides, some pupils are exposed to the various forms of discrimination, peer pressure or bullying, prejudice of the ambience, which makes them to stop participating actively in the school and social life, even to achieve poor results in school.

The purpose of this project is to provide the conditions for quality education for all pupils. The theme of the project present in all project activities which we want the all participants to become aware of, is children’s rights, encouraging tolerance, suppression of discrimination, prejudice and bullying, as well as the civic rights, including migrant crisis. The aim of the project is to upgrade the teaching methodology which will result in improvement in the basic pupils’ skills: reading, writing, speaking and listening, and in development of the awareness of the tolerance, respecting diversity, importance of suppressing the discrimination and prejudice. The methodology improvement will be conducted through the experience and good practice exchange between the international partners, and also through firm bonding of the educational and pedagogical component, as well as through focusing on pupils and encouraging them on solving problems, argumentative dialogue within school, local community, even in multicultural surroundings. The target groups are: 250 pupils participate in project activities, aged 10-15, whose learning results are average or below, 42 teachers participate in project activities and conduct the designed teaching methods, all the pupils and teachers of partner schools who will be informed and become aware of children’s rights; encouraged to more tolerance, suppression of discrimination and prejudice, at the same time will be aware of the importance of education in this process. The mobility activities will be organized.

The participants will be the pupils, teachers accompanying pupils as well as the teachers who will participate in the educational process of the hosting school. This direct cooperation between the pupils from the different countries, represents very encouraging educational and pedagogical method and environment in which the literacy level will be raised far above the basic reading and writing skills due to the boosting of communication skills, the use of foreign language, recognising the differences. This cooperation also enables participants to perceive the problems of discrimination or bullying in other countries, and the ways of dealing with them. Teachers will develop and improve their skills and their working methods and articulate themselves as complete persons through participating in the partner schools’ classes in their own contribution to teaching there, in the workshops and direct exchange of their experience.

The activities to be organized during the project course will stimulate creativity, cooperation and socializing through different aspects, including developing of the virtual dimension of the cooperation at an international level. Those are: conducting the survey about the children's rights and discrimination, workshops about preventing and diminishing discrimination and bullying, art and literary workshops, making a short film, rap song and video clip, debates on the migrant crisis, commemorating the significant dates relevant to the theme, communication via eTwinning, The space in school for pupils' relaxation. The results of the project are: educational materials about the student's based teaching methods which include interesting and inspiring techniques, that were previously accepted by the partners; materials made by pupils which will be digitalized and put into the virtual space and could be used in making aware the project participants of childrens' rights, discrimination and bullying (a film, a song, pictures, children's messages to adults), specially designed space in school, functional area on eTwinning, the debate on the migrant crisis. The project impact on the participants would be greater understanding and responsibility towards social, lingual and cultural diversity; awareness of the importance of foreign languages in communication; intensive application of ICT; using the Erasmus+ programme opportunities.

The impact: on the pupils would be the improvement of basic skills and gaining the self-confidence, on teachers would be the improvement of teaching skills as well as willingness to using more different working methods. The impact on schools would be the development of educational programmes with strong pedagogical component, based on the use of ICT and when possible, international cooperation, which will be far more interesting and attractive to pupils in general.



Τίτλος Σχεδίου	Bridging the Multicultural Diversities in Education
Συντονιστής	Djecji vrtic Obzori Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΛΙΜΕΝΟΣ ΧΕΡΣΟΝΗΣΟΥ
Εταίροι	VRTEC PEDENJPED Östra Göinge kommun Stormhattens förskola Landakotsskóli
Χρηματοδότηση	Ελληνικού σχολείου: 9.310,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HR01-KA219-022229_3

Περίληψη Σχεδίου

As a result of economic migrations the sociocultural diversity of the population has increased substantially and a higher proportion of immigrant children are included in the preschool and school systems. It has been observed that these children have more difficulties following the lessons in the school or kindergarten and are less successfully integrated into the wider social environment. The reasons can be found in their inability to fluently speak the predominant language (their second language), in undeveloped strategies and instruments for the inclusion of immigrants into the education system, and in insufficient participation of these children and their parents in the school - wider social environment. This project is done among Croatia, Slovenia, Greece, Italy, Iceland, Sweden and Belgium. Through this project digital platforms will be used to create records of process but also to enable measuring the impact since the nature of the project lies in continuous direct work with children.

The objectives that by themselves present the final goals have been categorized on to:

1. teaching staff

- establishing attitudes of the professional staff in all the partner countries towards immigrant children and their parents as positive and enriching for their working environment and teaching skills.
- resolving obstacles the professional staff stated in our initial research and have later come across when dealing with the inclusion of immigrant children into kindergartens and schools - knowledge on how to introduce the national language of the county as a second language to immigrant children
- knowledge on how to adapt standard lesson plans into multilevel structures that will enable children to approach the subject from different angles and various stages of difficulty
- knowledge on how to adapt standard lesson plans into an integrated whole that approaches each child as whole encouraging its overall development
- creative thinking processes as an ability to think of different new approaches and methods to learn or an ability to find a source of ideas and incorporating them in their teaching- flexibility and open-minded attitude towards new cultures in their classrooms without any prejudice
- confidence in their abilities and high level competences- innovativeness and will to work in classrooms with diverse situation- exchange of experience and direct contact with professionals in the field they only cooperated till then using on-line means

2. children

- open-minded attitude of native and immigrant children for changes and creativity in their immediate surrounding
- understanding and respecting multicultural diversities- chance to meet and interact with more cultures,



discover and hear more languages

- reducing the decrease in motivation among children
- a sense of educational processes as a lifelong learning process through generational overview

3. parents

- forming a safe, welcoming and encouraging preschool and school community in which each participant is respected and which functions as a basis for high quality education and lifelong learning
- inclusive values among the preschool and school staff, children, leadership and parents- inclusive practice inside and outside the playroom and classroom
- higher level of participation of kindergarten and school staff, parents and wider local community
- higher level of participation from immigrant parents and better cooperation with them

They will also, indirectly, benefit other educational institution and schools from all partner countries; other communities that might encounter similar difficulties and other educational institutions including the educational system as such. Teachers are asking how best to meet the needs of these children. What can we do in our classroom to create an environment in which children of varied cultures and languages thrive and grow? How can we increase our own knowledge, awareness and teaching practice to appropriately support the children's ongoing learning needs? What kind of strategies we can apply to involve parents and the community in children's everyday education? The project's aim is to find the best and the most effective ways and innovative approaches to integrate children who join our educational system and our school from different countries and cultures.

Τίτλος Σχεδίου	Getting Science Closer to Students
Συντονιστής	Szekszárdi Garay János Gimnázium Ελληνικό σχολείο: 2ο Γυμνάσιο Νέας Ιωνίας Αττικής
Εταίροι	Fridhemsskolan IISS LEONARDO DA VINCI Siauliu Lieporiu gimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 18.970,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HU01-KA219-022921_3

Περίληψη Σχεδίου

“Getting Science Closer to Students”. Five secondary schools from Hungary, Greece, Italy, Lithuania and Sweden established a partnership to implement a project focusing on teaching science. The main objective of our project is to make science subjects more popular with students and orientate them to choose a career in the technical field or apply to college or university where they will study maths, physics, biology and chemistry. We would also like to help students with learning difficulties to improve their skills, motivate them to work harder so that they can either learn a trade or apply to a higher institution to get good qualifications.

The main goal is to establish and enhance their employability. We also hope to attract more young people to follow in our footsteps and want to teach science subjects in the future. To reach our goals teachers of science will carry out experiments with their students in the schools’ laboratory and in the nature in physics, biology and chemistry. The students of the partner schools will make their own projects on the practical use of their studies. About 10-12 students from each partner school will have the opportunity to spend a week in a foreign country and work on projects with their foreign peers. We are going to make videos about the experiments, which will be uploaded on YouTube and the schools websites. The teachers will also collect and make digital materials to improve the students’ basic skills in maths and science subjects.

We plan to create a digital resource bank which will be shared on our website with all the students and professionals who are interested. The resource bank will include materials for students with learning difficulties. We believe that we must encourage these students and facilitate their studies with all the possible tools and methods. The teachers will exchange experience, know-how focusing on the problems of different learning abilities, educational background and learning disabilities. We could share our experience in multi-channel learning-teaching, interactive and reflective learning methods and applying cooperative methods.

We would like to promote our project and disseminate the results by organising a science festival and a dissemination day. The local TV stations and newspapers will cover the events. We would also like to inform as many people as possible about the project results on the social network sites. We hope that not only our students and teachers in the partnership will benefit from this project but hundreds of others in our neighbourhood as well as thousands of students and professionals who will use the videos, digital materials and picture dictionary. We also hope to have followers who will help us with the sustainability of the project and enrich the resource bank with their own materials.

Τίτλος Σχεδίου	Passport to the Future
Συντονιστής	Nyíregyházi SZC Széchenyi István Közgazdasági, Informatikai Szakgimnáziuma és Kollégiuma Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΡΟΔΟΥ
Εταίροι	Liceo Scientifico Alfonso Maria de' Liguori Zespol Placowek Oswiatowych Gimnazjum nr 1 w Piekoszowie
Χρηματοδότηση	Ελληνικού σχολείου: 20.700,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HU01-KA219-022940_2

Περίληψη Σχεδίου

Four schools of the European community will carry on a 24-months project entitled “Passport to the Future”. It will begin on September 1st, 2016. The project has been created by four teachers working in high schools from different countries of the European Union: Greece, Hungary, Italy and Poland which have identified common interests and issues and have resolved to address those through cooperation. The project creators live and work in secondary schools in a semi-rural context or towns of secondary economic importance. As a consequence, their students have to cope with a challenging economic situation in which high risk of unemployment, social exclusion, and low household incomes are the norm. Early school leaving, unemployment and immigration belong to global problems, all the partners live and work in areas afflicted by these issues. Young people struggle to find a job and they ever so often decide to drop off out school and university because they cannot find connection between what they learn in a secondary and higher education and the reality of the job market.

The real problem for our students is not to succeeded in their studies but to get a job later, when speaking foreign languages and having computer skills is required. The problem is that after graduation, for almost all these people there are no jobs and no guarantee that even the best decisions and hard work will pay off ever. However, education could be the passport to the future that is why we named our project “Passport to the Future”. As teachers of the school in these disadvantaged areas, we are dealing with a generation that hears that you have to try and do the best, but can we really bring them to more successful future? To help students to make more conscious decisions on their education and future jobs, we started cooperation with teachers from different countries, in our project we want to show the way and possibly give a passport to the future.

The main aims of the projects are to tackle the school drop-out rate both at high school and university levels, to expand the educational offer in order to provide students with real job skills, to promote the study of foreign languages and IT skills needed on the European job market and to help students develop a variety of social skills for the improvement of the global, international and local community. “Passport to the Future” is a collaborative project of 4 different schools from 4 different countries. The project was planned for high school students between 14 and 18 years. In every learning activity, this project will bring 18 students together from participating countries and at least 18 students from the host country. The diversity of profiles aims creating a dynamic learning environment to practice inter-cultural communication. The number of participants is limited in international learning activities but in the national activities much more students will take part.

We have planned two kinds of activities national and international ones. International activities both for teachers and students will include seminars about different topics, these seminars will be held by professionals and experts. Furthermore students will work in teams and will take part in different workshops where they can

try their skills and abilities during the short- term exchanges of groups of pupils where every country will organize numerous activities. Some national activities will be done during the project implementation like the logo competition, creating a 'project corner', making videos and interviews or designing posters for dissemination. Besides, it is important to underline the importance of learning and practising the English languages and IT skills so each school should improve the language knowledge of students and the use of technology in teaching methodology.

The most important product done by schools in this project will be the Job Guide. This project implemented with teachers, students and professionals will be described and summarized in the Job Guide of the project which we plan to publish in the end of the partnership and make available to teachers from other European schools, local and national authorities. This project will have a good influence not only on the quality of school scheduled work but as well as the creation of a new school image strengthening its role and impact on the local community. We expect that the work will result in significant changes in our students' attitude to the most crucial problems of the European society are undergoing.



Τίτλος Σχεδίου	Here We Come!
Συντονιστής	Máriaremete-Hidegkúti Ökumenikus Általános Iskola Ελληνικό σχολείο: 7ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΥΡΓΟΥ
Εταίροι	Bushy Hill Junior School CEIP MONTECANAL Klaipėdos Vites pagrindine mokykla Cukurova Alparslan İlkokulu
Χρηματοδότηση	Ελληνικού σχολείου: 19.470,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HU01-KA219-022956_2

Περίληψη Σχεδίου

Our “Here We Come!” project title refers to the new generation with an urgent need of foreign language skills as one of the key competences for lifelong learning and among many others a basic condition for entrepreneurship and intercultural sensitivity. We aim to focus on the early years of learning English as a second language as we consider it to play a major importance in all children’s lives. On the other hand, this is a vitally important matter from the point of view of migrants, refugees and minorities as well nowadays. Our participating schools (England, Greece, Lithuania and Turkey) face these problems and the challenge of teaching children with different cultural backgrounds and usually with underachievement in the basic skills. Very often schools teach among poor circumstances with a limited amount of financial support, teaching materials or visual aids. The course books available are not suitable for the different levels of knowledge pupils arrive within these schools or for the different cultural backgrounds. At the same time the teachers are not trained well enough to face these problems and struggle with the lack of suitable means.

The goal of our project is to provide a teaching material for the teachers which is an answer for these needs with the help of the methodology the Hungarian school can provide and with the experience of bilingual language teaching the Spanish school has. We also look forward to finding some improvements through a common way of thinking on the topic and lastly, to gain some new experiences as well as methods suitable to be used across Europe. In the interest of sharing the innovations and strengthen the teachers’ awareness a website, an e-dictionary, conferences, several methodology workshops, job shadowing and peer teaching lessons are planned to be organized (along with a tutoring film, a methodology file, a suggested curriculum and visual aids) where the old and new ideas could be shared and supplemented. Both teachers and their pupils can benefit from this cooperation and we plan to further improve our practice and the quality of our teaching in this joint effort. The unique transnational aspect of the programme is that the method provides a common communication platform for children with different cultural backgrounds which as a result allows them to connect and accept each other more easily.

Τίτλος Σχεδίου	Green Skills for Social Agriculture
Συντονιστής	Diószdi Eötvös József Német Nemzetiségi Általános Iskola és Alapfokú Művészeti Iskola Ελληνικό σχολείο: 26ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΛΛΙΘΕΑΣ
Εταίροι	Scoala Gimnaziala SZACSVAY IMRE ORADEA Zemedelska profesionalna gimnazia “Kliment Timiryazev” IES Severo Ochoa ITCG Ferruccio Niccolini
Χρηματοδότηση	Ελληνικού σχολείου: 22.160,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HU01-KA219-022976_2

Περίληψη Σχεδίου

The Partnership consists of six schools from different European countries: Hungary, Spain, Bulgaria, Greece, Romania and Italy. Participating students ranging from 6 to 18 years (from the primary school up to the end of High School with various vocational and technical qualifications, from Hotel Management and Catering School to the Technological Institute, therefore our project is vertically designed). Most partner schools have previous experience in Comenius projects, from which teachers have benefited both professionally and personally and are highly motivated to work collectively in Europe. All teachers share common problems and objectives: the recovery of pupils at risk of dropping out of school, with poor basic skills that preclude on one hand all chances of success in further study, on the other hand the access to occupations which the type of qualification or diploma could instead allow them to. Studies and research show how important it is to interest in advance children, adolescents, in the idea of higher education and bring them closer to the idea of the work and the work itself.

The project therefore will focus on providing students with the skills for their future, making use of experiences already established in some schools, the development of innovation and the transfer of good practices in the field of education between the participating schools. The Project aims to develop a course of education centred on the improvement of basic skills and training, aimed at the knowledge, study in depth and enhancement, in Europe, of a specific local food product, a traditional one with reference to the territory of individual schools.

The project activities will be aimed at:

- Improving the basic skills of students in the Language skills, in Science, Mathematics and digital skills
- Self-directing the students with little motivation to study and with some difficulty in recognizing their skills from which to draw then a right choice for the future; helping them overcome the discomfort in not understanding the reason why they study.
- Developing themes present in school curricula with interdisciplinary and multidisciplinary approaches, integrating teaching with practical workshops based on specific contexts and real problems
- Improving the knowledge of one's own territory through collaboration with external stakeholders
- Directing their attention to know the work in the context of local food chains in the EU;
- Strengthening the awareness of the role that environmental, scientific and cultural components can have in the enhancement and competitiveness of food products;
- Contributing to the creation and strengthening of European networks based on greater mutual knowledge of the different identities, agricultural traditions and local food.



The route will be structured through specific action steps:

1. identification and knowledge of local food product;
2. research and analysis of the components of cultural, scientific, environmental and economic issues related to the food product chosen;
3. creation of a promotional campaign that will find its conclusion in the event of European quality food "I eat a masterpiece", where individual schools present and promote their local food products.

Cooperative learning, experiences of observation, the lab teaching method, discussions, alternating individual, collective and in small group learning will form the methodological background for all project activities to learn in depth, so that the learner is able to make use of the knowledge in the different contexts of use. Among the concrete results we point out: a Manual, knowledge basis of the food product identified by schools, accompanied by research and photos; the Diary in the students' native language and a synthesis in English; paper and digital documentation of educational courses held by teachers as an example of good practices; creation of a platform for the dissemination, Videos, DVDs, promotional material, press articles in native language and English.

The project will also aim to create links between the local and European schools, between schools and businesses in the food industry for a wider impact and so that it continues over the two years of the project being that in the mutual interest of the stakeholders. The progress and commitment will be closely monitored in order to measure the impact on attitudes towards learning and relevance of the key skills for training and future employment.

Τίτλος Σχεδίου	ExpertICTize (Becoming Experts of Digital Technology in Secondary Education)
Συντονιστής	Neumann János Középiskola és Kollégium Ελληνικό σχολείο: 8ο ΓΕΛ ΤΡΙΚΑΛΩΝ
Εταίροι	Lycée des Métiers Jules Le Cesne Almende College, locatie Isala Prof. Dr. Orhan Oguz Anatolian High School
Χρηματοδότηση	Ελληνικού σχολείου: 15.495,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-HU01-KA219-023046_2

Περίληψη Σχεδίου

ExpertICTize is the joint partnership of five European secondary schools that have realised the importance and potential of digital educational methods and wish to develop dynamically in this aspect of education. They have decided on this direction in order to make daily teaching methods and practices both more enjoyable and more effective for their students.

The central idea of the project is to learn from each other by exchanging and adapting good practices in the field of digital educational technology and methodology. Almende College, Isala in the Netherlands is currently at the most advanced stage as students do not use course books and textbooks but rely on tablets in the daily educational activities. In terms of administrative duties this school has also changed to digital tools from paper-based documentation.

Prof. Dr. Orhan Oguz Anatolian High School in Eskisehir, Turkey is also equipped with digital technology and use smart board on a daily basis. All the students and teachers have tablets but they feel that the ways these have been used are limited and this school would like to learn about more effective uses of tablets in class. This school is planning to establish a digital classroom next school year and would like to examine what works for other schools in Europe.

Neumann János Secondary School in Hungary has now almost all classrooms equipped with some kind of ICT. There are interactive whiteboards, laptops and projectors but this school would like to learn about more effective uses of digital technology in the classroom, especially educational tools available via Internet connection. They are also planning to make a larger part of school administration digital.

The 8th High School in Trikala, Greece have minimal ICT technology but have already recognised the importance of digital methodology in education. They would like to learn about equipping the school with ICT effectively and also about smart ways of using digital technology in class. They have very strong connections with the local institution, e-Trikala, the first digital city in Greece. This company aims at introducing digital technology in all aspects of city life. Participants of the present project would like to get familiar with the means of this company and adapt good practices in education. Through dissemination of project results good practices will be beneficial for other municipalities too.

Lycée des Métiers Jules Le Cesne in Le Havre, France face serious problems in dealing with students coming from socially disadvantaged background. Many of the students regularly skip classes and they have the highest dropout rate amongst the participants in this project. Their aim is to increase students' involvement

in the educational process through digital technology. More intense involvement increases motivation, develops different aspects of their intelligence and is expected to result in higher academic achievement and a greater level of satisfaction in secondary education.

In terms of mobilities, 100 people (teachers and students) are involved in the project. The number of those directly taking part in the programme during and in between the transnational project meetings and short exchanges of students is about 500. Considering the impact of the project about 3000 people will directly benefit from more intense involvement in classroom and extra-curricular activities within the participating institutions. However, dissemination will spread the results in the wider area of each participating school (locally and at a national level as well).

Transnational project meetings in the Netherlands, Hungary and Turkey are for teachers to get familiar with the host schools good practices. In between meetings each school works out ways of adapting these in their own educational circumstances. During short exchanges of students in Greece and France the focus is on demonstrating students' involvement in the use of various ICT tools and digital technology. Students during these two short exchanges teach each other about their own language and culture through the use of digital applications exclusively.



Τίτλος Σχεδίου	STEM For All Seasons
Συντονιστής	SCOIL AN SPIORAID NAOIMH Ελληνικό σχολείο: ΕΚΠΑΙΔΕΥΤΗΡΙΑ ΓΕΙΤΟΝΑ
Εταίροι	GS Aystetten Agrupamento de Escolas de Nelas OS Vizmarje Brod
Χρηματοδότηση	Ελληνικού σχολείου: 16.915,00€
Διάρκεια Σχεδίου	30 μήνες
E+ Link number	2016-1-IE01-KA219-016862_3

Περίληψη Σχεδίου

This is a Key Action 2 Project involving schools from Ireland, Portugal, Greece Germany and Slovenia. The overall aim of the project is to raise the levels of attainment in the STEM subjects in all of the students of the participating schools. We will also strive to provide all children within the age range of 4 – 12 with access to innovative teaching methodologies in the STEM subjects. Differentiation will be an integral part of the project so that all children with special needs, gifted students etc will be to access and benefit from teaching and learning in the STEM area.

Our project proposes to provide the staff in the participating schools will specific training so that they feel at ease with and confident in the teaching of STEM. Staff will be encouraged to and supported in using a wide range of methodologies. A weather station will be set up in each school and this will be used as a medium to teach lessons in the subjects of STEM. A manual for these lessons will be produced and this will be used in the immediate and long term as an exemplars of good practice. Tools such as scratch, animation, excel, histry. com, sway, robotics and raspberry pi will be used by the children in the presentation of project results. Staff in the participating schools will be provided with training in the aforementioned technologies and on how to integrate them into the project. Age appropriate weather boxes with manuals will also be compiled with the children learning very useful skills in the making of basic weather instruments.

The project will be disseminated to parents in the participating schools and to other local schools. Links will be forged with local teacher training colleges by providing student teachers with an opportunity to view how the project works and enabling them to use these ideas as teachers themselves. We will exhibit the project at local regional and national science fairs and make it available to a wider audience via a website. This project is rooted in the environment, very relevant to the children's lives, cross curricular by its very nature and uses tools and technologies which are embedded in the digital era. It will undoubtedly foster a keen interest in our children in science, technology maths and engineering and make these subjects extremely relevant for these students in pursuing future careers in STEM.

Τίτλος Σχεδίου	EUROPEAN FOLK TALES: HIDDEN TREASURES
Συντονιστής	St. Damian'S NS Ελληνικό σχολείο: 11ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΑΛΕΞΑΝΔΡΟΥΠΟΛΗΣ
Εταίροι	SCOALA GIMNAZIALA NR.1 BRANESTI Istituto Comprensivo "Via Boccioni" T.C. MEB ONDER ATA ILKOKULU Przedszkole nr 240 im. Polskich Olimpijczyków
Χρηματοδότηση	Ελληνικού σχολείου: 19.530,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IE01-KA219-016881_6

Περίληψη Σχεδίου

"If you want your children to be intelligent, tell them fairy tales. If you want them to be more intelligent, tell them more fairy tales. When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than any talent for abstract, positive thinking." Albert Einstein.... Starting from that point of view The project theme "fairy tales" has gathered primary and nursery schools from Ireland, England; Turkey, Italy, Greece, Poland and Romania because teaching and learning through fairy tales is one of the most pleasant way, both for teachers and students. Our project focuses on the inclusion of all, giving positive messages about diversity, where we value differences and other cultures. We wish to support individualised approaches to learning that build on learners preferred learning styles and processes.

This project was born from the need of schools, both pre-primary and primary schools, from six different countries to give their students the opportunity to get into contact with their parents, their grandparents and elder people who live in their local area and the children from other countries. We would like to expand their horizons, by widening their understanding of the world and to offer them the opportunity to learn about each other by facilitating direct contact with their European peers. This will be a two- year project:

During the 1st year-"When my grandparents were children..."- kids will listen, read and analyse stories about their own town and about the other European students towns;

During the 2nd year "National fairy tales, global messages" – they will know the most representative fairy tales of each country. Students will finalize the new fairy tale that they have been creating for 2 years by including the cultural aspects of all the partner countries. Each story will open their eyes over the traditions and culture of the other countries and, together with their teachers and families, they will find out the similarities among all the partners, and will learn to appreciate the differences.

During the 2 years of the project an international folk tales book will be created; a tale will be converted into a play script and used drama techniques to act it out in a mini-production; powerpoint presentations of the tales using the paintings produced by students, an illustrated book of a new folk tale , a book of paintings created by children, a calendar of 2015-2016 with 12 pictures done by students related to our fairy tales, a CD with each country's presentations in English of a famous fairy tale will be created by the students. But the project is not only important for the exchange of information about culture, traditions and teaching ideas, but also for the fact that it involves the families and elder people in a very active way: the story told by the grandparents and the elder people in the local area will become the bridge that will link two different generations who will learn from each other.

Being involved six nations, one of the project aims is to promote cooperation between similar schools all over Europe in order to ensure the quality of the educational systems. In our project we aim to increase knowledge of cultural differences and similarities among our students. We would like to enrich the students' creative, learning and artistic skills through the whole project activities and encourage the use of ITC and foreign languages by the students and the teachers. By using recycled materials in creating the models of the scenes in the folk tales the students will learn how to recycle the materials and develop their respect for the environment. The teachers will learn more about the other European educational systems, methodologies of teaching with the help of transnational project meetings.

Reading, listening and acting out the fairy tales will increase students' literacy and language skills. Projects teachers will increase their story-telling skills. The final products of the project (project logo, bookmarks, video, interviews, plays, booklets, calendars, ppt presentations...) will offer to all the children the possibility of getting involved themselves in the project activities; at the same time, the teachers, will be encouraged to share ideas about pedagogical methods, to improve the knowledge of the foreign languages and ICT, will develop the feeling of belonging to the European community and will get in touch with different cultures and ways of thinking. The use of online tools as Google survey, YouTube, Facebook, a blog, school websites, the twinspace etc will provide a worldwide visibility for all the project results. Moreover all the products produced by the kids or by the teachers will be available for everybody for years to come.



Τίτλος Σχεδίου	Learn to Play, Play to Learn: A European Focus on Structured Play in Early Childhood.
Συντονιστής	St. Mary's Parish Primary School Ελληνικό σχολείο: ΠΛΑΤΩΝ Μ. Ε.Π.Ε
Εταίροι	Salesianos Inspectoria de San Juan Bosco Comunidad Nuestra Señora Del Pilar Fundação CEBI - Fundação para o Desenvolvimento Comunitário de Alverca Leirvogstunguskóli Istituto Comprensivo Statale "Elio Vittorini" via Dusmet 24 S. P. Clarenza CT ctic85300t
Χρηματοδότηση	Ελληνικού σχολείου: 18.990,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IE01-KA219-016894_4

Περίληψη Σχεδίου

Much of children's early learning and development takes place through play and hands-on experiences. These experiences help children to manage their feelings, develop as thinkers and language users, develop socially, be creative and imaginative, and lay the foundations for becoming effective communicators and learners. The project aims to focus on resources and methodologies which will help children develop pre-literacy skills, problem solving skills and concentration, and also to generate social learning experiences in greater diversity than in a single country setting. It is envisaged that these resources and methodologies will be effective in improving achievement in relevant and high-level basic and transversal competences for lifelong learning. There are several types of play considered relevant with respect to children's holistic development during the early childhood years: exploratory play, constructive play, creative play, pretend, fantasy and socio-dramatic play, physical / movement play, and language and word play. Undoubtedly the form and focus of the materials developed and activities undertaken in this project will be influenced both by children's development and the socio-cultural and ecological context of each individual school. However the project aims to broaden the range and cultural diversity of content developed.

The project participants will be drawn from the following pre-schools and primary schools: St Mary's Parish Primary School, Drogheda, Ireland - Salesianos El Pilar Charter School, Soto de Real, Spain - PLATON M.E.P.E., Katerini, Greece - Istituto Comprensivo Statale "Elio Vittorini" S., Catania, Italy - Leirvogstunguskóli, Mosfellsbaer, Iceland - Fundacao CEBI, Alverca, Portugal. Specifically this project's objectives are to:

- Develop common resources which can be utilised in the Early Childhood setting. This will take the form of thematic kits which will be developed collaboratively by class teachers across the partner schools and will allow students to explore common themes while being exposed to the differences and similarities of other cultures.
- Allow educators first-hand experience of Early Childhood settings and practices in other countries
- Explore different models of Early Childhood education with particular emphasis on structured play and apply these best practices to individual classroom settings.
- Develop literacy rich environments which blend specific Early Childhood literacy goals with the opportunity to explore the literature of partner countries.
- Allow students to utilise Web 2.0 technology to engage directly with students in other countries.
- Use art and the creation of manipulative based on their learning about partner countries.
- Engage older students in using ICT in the creation of resources for junior classes.

We would aim that the participating students will have greater engagement in structured play in the classroom resulting in:

- Better quality interactions with other children, objects, and places.
- A broader language-rich environment to encourage play, exploration, conversations, and collaboration between the students and teachers in the partner schools.
- Play and hands-on experiences indoors and outdoors based on exposure to material gained from other partners.

A bank of resources for use in the Early Childhood classroom will be created. This will be organised thematically with physical and on-line resources. Both the resources and exemplars of best practice in utilising structured play in the Early Childhood setting will be presented and maintained on the project website. The primary target audience are the teachers currently working with Early Childhood classes across the partner schools. However, in the next phase the project activities will be disseminated to peers and colleagues through local professional networks. A broader audience will be addressed when resources and methodologies are shared through the project website. From the perspective of the teachers involved in the work we envisage that the opportunities for collaboration and training in best practice will result in increased professional development and competences utilising structured play in the classroom. On a more over-arching level it is expected that engagement in the project will present wider opportunities for staff to learn from other European schools (e.g. class and whole-school management practices etc.). Students will engage with their peers across Europe in a myriad of cultural and learning activities, thus fostering greater European awareness and co-operation.

Τίτλος Σχεδίου	USING ICT AND TECHNOLOGY EFFECTIVELY IN CLASSROOMS
Συντονιστής	ISTITUTO COMPRENSIVO E.PERTINI Ελληνικό σχολείο: 4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΡΑΦΗΝΑΣ
Εταίροι	CEIP LAS CASTILLAS MEVLANA ILKOKULU Szkoła Podstawowa nr 12
Χρηματοδότηση	Ελληνικού σχολείου: 23.240,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IT02-KA219-024141_2

Περίληψη Σχεδίου

CONTEXT & ACTIVITIES

The project is designed to develop to innovate school curriculum based on modern ICT tools. It is defined as designing a 3D classroom in every school and 3D lesson materials in five subjects. We will learn/teach to/from each other about creating teaching materials by using different programmes. We will search for the methods/approaches/materials to motivate students to their lessons and 3D Classroom is one of them. Of course, we know that we are not experts to do 3D lesson materials but after having necessary courses we will be able to achieve these skills. We will include students inside the process as they are really keen on technological devices and soft-ware tools. In this way we aimed to connect students with school subject. Developing 3D materials will be in basic level so our objectives are realistic.

METHODOLOGY

Top events are four short term students exchange meetings in the project. There are five partners and every partner will have one different subject to produce 3D course materials. IT – Science especially “ environment”; GR –History; PL -Physical Education; ES –Traffic; TR – Geography. In every short term exchange, host school will present its outcomes and will share its experiences with the visitors. There are two transnational meetings. The first one is in the beginning for organizing entire project. Second transnational meeting will be done at the end of the project for evaluating the project activities, writing final report and organizing long lasting dissemination. This project takes lack of motivation as the need and puts ICT use as the tool by which pupils and teachers in the case study schools can solve the problem. This led to positive motivational outcomes, supporting a focus upon learning and the tackling of learning tasks. A modern way of motivation strategy will be used in the project and the project will be a kind of research of educative approach for teachers. Students who will participate in the activities will be left to do things in their own way through the goal, they will be left free to choose methods and tools except the objectives. After giving them the goal, the objective, they will develop their methods and do the activity in a certain time. This will develop their autonomous personalities. Motivation tools are not the reward or punishment. Motivation tool is participating in meaningful actions as we are human. This way of motivation will bring effective productivity and will improve our students’ self-esteem.

OBJECTIVES OF THE PROJECT

- to develop innovative ICT materials to provide better motivation for children through education,-to connect technology and education process.
- to create positive motivational ICT outcomes to support engagement, research, writing editing, and presentation of work. -to combine ICT use to focus on both teaching and learning.

NUMBER AND PROFILE OF THE PARTICIPANTS

Students/teenagers

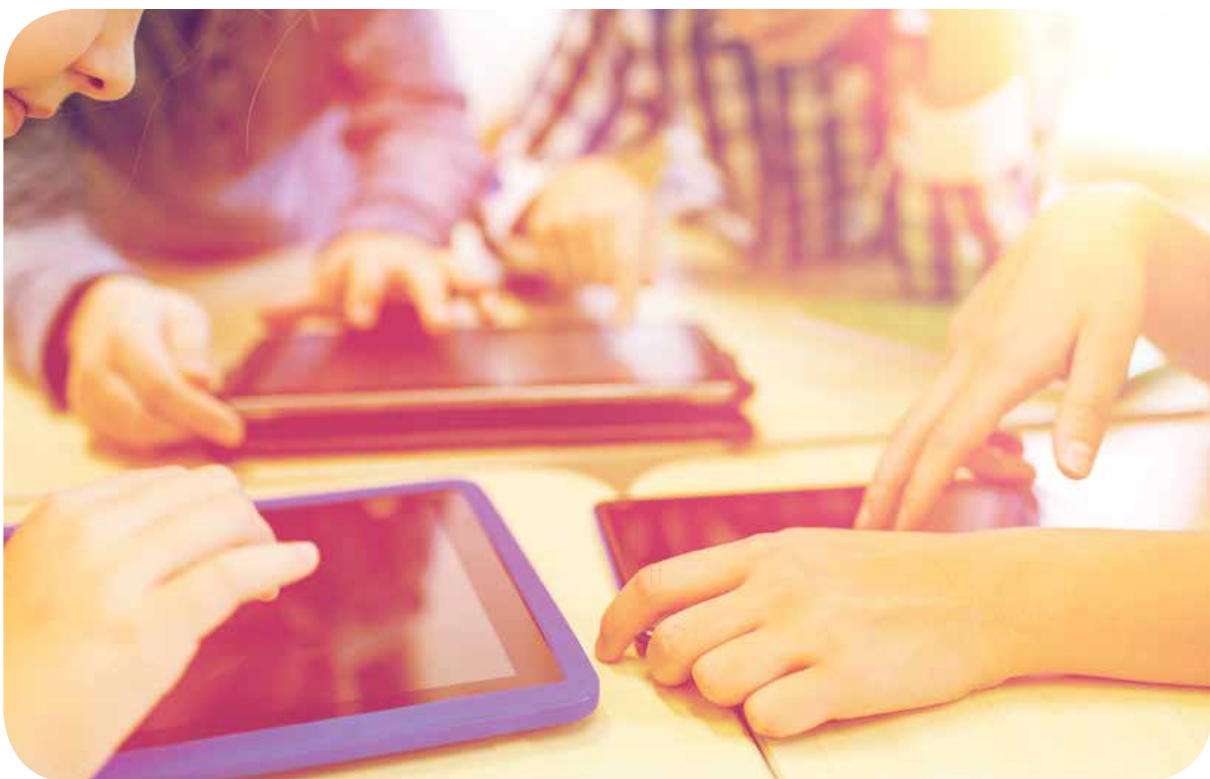
Each exchange involves the participation of 4 students/ country, which means an overall number of 16 students/country who will participate directly in the exchanges. These students will be selected prior to each mobility, based on transparent criteria, which will involve command of English, ICT skills, voluntary work, involvement in the school-based activities and motivation. The number of indirect beneficiaries is a lot larger, as every school will involve at least 10 other students before each mobility in the school-based pre-exchange activities.

Teachers/Adults

There will be teams of 7 teachers in each partner organisation so 35 in total who will manage the project implementation. Based on the importance and relevance of their contribution before each exchange the 2 participating teachers/country/exchange will be selected from this team.

RESULTS AND IMPACTS

The creation of 3D Classroom and 3D Lesson materials will impact many other schools. All these will be made available to larger audiences on the project website and through all the dissemination activities included in the dissemination plan. Therefore, we hope that there will be a positive, measurable impact at the level of participants of the local school communities and wider communities, at the level of the institutions involved and other related institutions, at local, regional, national and international levels. We have also initiated a sustainability plan which involves the implementation of the project results and the programme in at least 25 other schools/year in the three years following the end of the project.



Τίτλος Σχεδίου	Enhancing Literacy basic skills and fighting dropOut with cross-curricular Theatrical experiential learning
Συντονιστής	IIS" Vincenzo Cardarelli" Tarquinia Ελληνικό σχολείο: 4ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΧΑΝΙΩΝ
Εταίροι	Délegyházi Hunyadi János Általános Iskola Furness Academies Trust Vereniging voor Christelijk Voortgezet onderwijs Rotterdam en omgeving, Christelijke Scholengemeenschap Comenius College GIMNAZJUM NR 2 Z ODDZIALAMI INTEGRACYJNYMI W JASLE Agrupamento de Escolas de Montemor-o-Velho
Χρηματοδότηση	Ελληνικού σχολείου: 21.070,00€
Διάρκεια Σχεδίου	26 μήνες
E+ Link number	2016-1-IT02-KA219-024165_5

Περίληψη Σχεδίου

Il progetto E.L.I.O.T. - Enhancing Literacy basic skills and fighting dropOut with cross-curricular Theatrical experiential learning unisce 7 scuole provenienti da Portogallo, Polonia, Olanda, UK, Ungheria, Grecia ed Italia (applicant) in numerose attività, per la durata di 26 mesi (01/09/2016 - 31/10/2018). ELIOT si fonda sulla necessità, condivisa da tutti i partner, di innovare le metodologie di insegnamento/apprendimento, per migliorare le abilità di base di alfabetizzazione e lettura e ridurre la dispersione, attraverso l'integrazione sistematica delle tecniche del Drama in Education (DiE) e del Forum Theatre nella didattica curricolare. Nel report del 26.8.2015 di CE e Consiglio sull'implementazione di ET2020, si evince come in EU28 il 20% dei 15enni faccia ancora registrare punteggi molto bassi nelle competenze di lettura ed alfabetizzazione (percentuale molto più alta negli alunni che provengono da contesti svantaggiati) e si continuo ancora oltre 5 milioni di abbandoni precoci che sono correlati a disoccupazione sistemica (41% dei dispersi è disoccupato, dati CE). Muovendo dal presupposto che bassi livelli di competenze di base ostacolano il progresso economico e limitano gli individui nella realizzazione professionale, sociale e personale, i partner hanno ritenuto che, per incrementare occupabilità e cittadinanza attiva, il miglioramento delle competenze di alfabetizzazione debba essere coniugato con l'acquisizione, da parte degli alunni, anche svantaggiati, di competenze chiave (creatività, spirito di iniziativa, conoscenza delle lingue, pensiero critico, capacità di dialogo e lavoro in team, anche multiculturale). Questi obiettivi di apprendimento possono essere efficacemente raggiunti grazie alle tecniche teatrali di apprendimento attivo ed esperienziale. La condivisione di tale strategia fonda le radici in una comune e profonda analisi dei fabbisogni, condotta da tutti partner in fase di pianificazione, che evidenzia come nelle scuole partner ci sia la necessità di adottare un approccio efficace ed efficiente per motivare gli alunni ad apprendere e frequentare mettendo in gioco le stesse scelte didattiche dei docenti.

ELIOT risponde alle seguenti priorità di E+:

- supportare le scuole per rispondere efficacemente alla sfida dell'abbandono-far fronte ai risultati poco soddisfacenti nelle abilità di base di alfabetizzazione mediante metodi di insegnamento innovativi ed efficacy
- implementare un'educazione inclusiva, scambiando buone pratiche volte a ridurre le disparità di apprendimento negli alunni provenienti da contesti svantaggiati.

Gli obiettivi generali sono: -sviluppare le competenze base di alfabetizzazione e trasversali dei discenti (multilinguismo, imparare ad imparare, competenze sociali e civiche, consapevolezza ed espressione culturale) utilizzando approcci pedagogici innovativi e multidisciplinari-combattere la dispersione e ridurre le disparità nei risultati di apprendimento che incidono sui discenti provenienti da contesti svantaggiati e con minori opportunità-rafforzare il profilo professionale dei docenti, aiutandoli ad adottare metodi e strumenti nuovi

Gli obiettivi specifici sono:

sostenere l'efficacia dell'apprendimento e motivazione alla frequenza attraverso l'immedesimazione, il coinvolgimento e l'esperienza del DiE

elaborare unità didattiche interdisciplinari che utilizzino il DiE come metodologia innovativa ed esperienziale
sviluppare le competenze dei docenti, investendo sulla formazione congiunta e lo scambio di buone pratiche nell'innovazione metodologica
ELIOT coinvolge direttamente 20 studenti (età target 14/15) e 3 docenti per partner.

In particolare questi ultimi saranno protagonisti di un joint staff training, condotto dal partner inglese, sull'utilizzo del DiE nella didattica e si cimenteranno nell'elaborazione di 7 unità di apprendimento con integrazione della metodologia del DiE in 7 diverse discipline curriculari, portanti su argomenti del programma didattico ordinario, nostro principale prodotto di output, elaborate come OER e rese disponibili open licence nei vari canali di disseminazione; esse saranno sperimentate nelle sedi locali, per classi aperte, ed applicate nel gruppo classe internazionale durante le prime due mobilità blended (3 alunni e 2 docenti per partner), in Olanda e Grecia.

A partire da Febbraio 2018 alunni ed docenti lavoreranno a "If I were a MEP", un'applicazione della metodologia Forum Theatre alle competenze civiche e sociali, implementata durante l'ultima mobilità blended in Italia.

ELIOT genererà effetti positivi sostenibili poiché:

- investe sulle competenze dei docenti, da valorizzare nell'organizzazione interna con la previsione di apposite funzioni strumentali
- creerà strumenti didattici innovativi che potranno essere implementati fuori dal partenariato e replicati ogni qual volta se ne ravveda la necessità
- coinvolge gli stakeholders, sensibilizzandoli ad investire in progetti sul tema dispersione

Τίτλος Σχεδίου	NO EARLY SCHOOL LEAVING BY SPORTS, MUSICAL, THEATRICAL and ARTISTIC ACTIVITIES
Συντονιστής	Istituto Omnicomprensivo di Istruzione Superiore di Montenero Ελληνικό σχολείο: 1ο ΕΠΑΛ ΔΡΑΜΑΣ
Εταίροι	Budapesti Gépészeti Szakképzési Centrum Szily Kálmán Műszaki Szakgimnáziuma, Szakközépiskolája és Kollégiuma Agrupamento de Escolas nº 1 de Beja habibler anadolu lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 23.815,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IT02-KA219-024218_4

Περίληψη Σχεδίου

We prepared our project according to 2020 strategy of European Commission entitled “EARLY SCHOOL LEAVING». Early school leaving is linked to unemployment, social exclusion and poverty. There are many reasons why some young people give up education and training too soon: personal or family problems, learning difficulties or a fragile socio-economic situation. The way the education system is set up and the environment in individual schools are also important reasons for the issue. Europe's future depends largely on its young people. Through its Europe 2020 strategy, the European Union aims to support young people better and to enable them to fully develop their talents for their own as well as for their economy's and society's benefit. One of the headline targets agreed by the European Council is to reduce the share of early school leavers to less than 10% and to ensure that at least 40% of the younger generation has a tertiary qualification or equivalent. Improving the educational achievement of young people addresses both the aims for ‘smart growth’ by improving skills levels and for ‘inclusive growth’ by tackling one of the major risk factors for unemployment and poverty. (<http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52011DC0018&from=EN>)

As the partners of this project, Since the activity field of all the partners is education, culture and sports and the target groups of the institutions are teenagers, we took our responsibilities as the ones who can provide beneficial supports for the future of EU. We framed out our project to improve our students’, teenagers ‘talents as well as qualification, educational achievements and basic skills level. We will support inclusive growth of our students by our project activities. The first step of the project is searching the rates of early school leaving at schools. So our project will be one step ahead in terms of affecting level. Even though there are five partners in the project, with sub-partners the project will be applied more than 5 schools. Students at risk of early school leaving will be the main actors in the project.

Moreover, we will also find out the ones who have already dropped out and let them complete their education. We set up teams in every institution including teachers, Psychological Counsellors, PE teachers, Arts teachers, Drama teachers, ICT teachers, Retired teachers, Administrative staff, PTA members and Music teachers. These teams will instruct all the activities. Project activities will be applied with the aim of improving our beneficiaries’ basic skills, ICT skills, social skills, language skills and entrepreneur skills. We want our teenage participants to get to know the feeling of success and to make them aware of being useful. It is also our aim to increase their self-confidence, self-esteem and individual talents. We believe that our project will provide them the taste of success and hopes for future. Our activities are after school activities.

There are five major types of activities- sports, musical, theatrical, artistic and entrepreneurship/ voluntary. (see implementation sections for the activities and work programme)

OBJECTIVES:

1. to improve our students'/ teenager's talents, qualification, educational achievements and basic skills level.
2. to prevent students from school dropout and inequality.
3. to encourage learning of modern foreign languages.
4. to improve pupil's sports and social skills.
5. to support students' school and life success

NUMBER AND PROFILE OF THE PARTICIPANTS

Teenagers: 400 active+ **400** indirect: **800**

Teachers: 50 direct + **50** indirect: **100**

Members of NGOs: 50 direct + **70** indirect: **120**

Administrative staff: 20 direct + **20** indirect: **40**

Parents: 300 direct + **300** indirect: **600**

Local community: 300

Total number of beneficiaries: 1960

RESULTS AND IMPACTS

Through our project the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact to future projects and policy processes such as leading students to overcome lack of self-esteem, setting up the project website in order to provide a 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 background and main results, communication, and cognitive skills of students, at risk as well as cultivating effective partnerships between trainers, educators, and community organizations so as to amplify our collective impact on the students.



Τίτλος Σχεδίου	Other, Alike, The Same
Συντονιστής	I.C. 4° C.D.Bregante - S.M.Volta Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΕΥΚΑΡΠΕΙΑΣ
Εταίροι	Stanley Primary School Scoala Gimnaziala Tiberiu Morariu Salva Fundación diocesana san Marciano José Colegio diocesano Santa Cruz
Χρηματοδότηση	Ελληνικού σχολείου: 28.020,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IT02-KA219-024291_4

Περίληψη Σχεδίου

“Other alike the same” is an innovative project aimed to integrate refugees and immigrants in the different European countries where they are living at present.

The objectives that we set to achieve are:

1. To know the European history;
2. To know the stories, traditions, languages of incoming peoples in Europe also through their cultures (geography, music, arts, literature, food, religion and dances);
3. To develop interest in the study of foreign languages;
4. To promote the full integration of foreign students in our schools, by developing of curricular activities, support interdisciplinary and interactive lessons.

Five schools from Italy, Greece, UK, Romania and Spain take part in this Erasmus+ project, they are mainly teaching Primary Education. The activities of the project are mainly focused on the integration of refugees and immigrants and to foster their knowledge of Europe and different aspects of European culture and traditions.

Some of the activities to be carried out are the following:

- How to be an European, creating a common movie
- Games and dances from all partners cultures
- Europe’s got talent contest
- Plays with themes from European tradition With regard to the methodology to be used, it will be mainly practical with different techniques:
 - Cooperative Learning
 - Scaffolding
 - Problem Solving
 - CLIL
 - ICT
 - Interdisciplinarity

The project will have an impact on all parties involved and associates at different levels:

Local/regional level:

- All project activities will build step by step a holistic educational environment of students regardless of nationality and social class.
- Entire project is focused on creating synergy among schools involved in the project, local communities, partner associations and other institutions involved in implementing activities.
- Children will be encouraged to receive educational process both within the partner school institutions and outside the formal framework contributing to a visible change of them.

National level:

- Partner schools through activities undertaken will involve active players on national level as universities, voluntary organizations, government institutions they will propagate further positive examples, teaching materials created in the project as examples of good practice for other educational institutions and beyond.
- Attending educational conferences or presentations educational teaching materials with help of national education authorities will contribute to the propagation of these products, results, activities at macro-level, all countries impact -examples of good practice.

European/International level:

- All project activities will contribute greatly to improving European curricula, products and results will contribute to improving the efficiency of new education and reporting the current geopolitical situation.
-The project will contribute to the knowledge of the history of Europe, developing the European identity and integration efforts and support of refugee groups.
- Project will achieve links between different European partner organizations, will be brought together actors from different social spheres, will initiate active and consistent dialogue on current issues related to integration.

Through “Other, Alike, The Same” will be able to enrich the curricula of schools, in particular:

- **Pupils:** **1.** Strengthen their basic skills that will ensure them in the future even better job opportunities; **2.** Communicate in other languages, share experiences, learn to cooperate; **3.** Open their minds strengthen the common sense of European identity;
- **Teachers will:** **1.** Enhance their professionalism and exchange experiences and good practices;
- **All other people involved** in various ways (organizations, universities, volunteers, civil authorities) through lessons, comparisons, meetings large or small groups, will contribute by transmitting a wealth of stories and facts of considerable importance and will also receive new ideas and feedback useful to their daily work;
- **Parents and other local community** representatives will increase the awareness of being European citizens; become more active and tolerant citizens. Approximately 2000 persons will indirectly benefit from or will be target of the activities organised by the project.

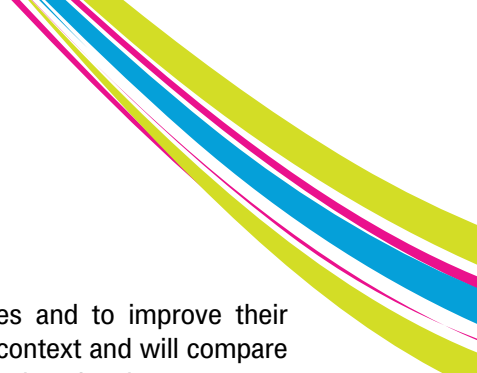
Τίτλος Σχεδίου	Genius And Mission in Education
Συντονιστής	I.C. MONTEMURRO Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΩΡΑΙΟΚΑΣΤΡΟ
Εταίροι	GRADINITA CU PROGRAM PRELUNGIT NR. 52 Liceul Ortodox “Episcop Roman Ciorogariu” Marupes vidusskola IES de Infiesto
Χρηματοδότηση	Ελληνικού σχολείου: 27.395,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IT02-KA219-024354_5

Περίληψη Σχεδίου

The project “GAME” which stands for “Genius And Mission in Education” was born and conceived as an action plan to renew and to review the teachers’ profile through innovative approaches and more attractive methodologies to practice with students, the main character of the teaching/learning process. The project would offer to our audiences another perspective to be more modern, dynamic and ready to integrate good practices and new methods into daily school activities. The main objectives of the project deal with the improvement and implementation of more stimulating educational methodologies to empower and motivate learners, from childhood to youth, to love school and to feel it as a safe, comfortable and friendly place where learning and knowledge are not simply transferred but also experienced and lived in cooperation at local and European level.

The project “GAME” will be played by the Strategic Partnership Team composed by ITALY as Coordinator country and LATVIA SPAIN, ROMANIA and GREECE as Partners countries. All the Partners have common experiences in European projects in the field of Education, Training and Youth and they are interested to enhance and strengthen their cooperation in order to promote the European values such as social inclusion, anti-discrimination, active citizenship, solidarity, tolerance, respect for others, intercultural learning and understanding. The project will focus on a wide range of activities to strengthen the 8 Key European Competences through the application of Non Formal Learning approach. All subjects will be included the planned activities and each school will experience activities at local and international level during the “short-term exchanges of pupils”. Students and teachers will work together to carry out some Missions based on practicing games, experiences, experiments linked to daily life reality, acquiring knowledge and contents from experience. This way they will exchange good practices and will improve also their speaking in foreign languages.

The methodology to teach new learning will be focus on the quality rather than the quantity of contents. Teachers will apply innovative integrated approaches such as Non Formal Learning methods useful to develop people as individuals, people’s confidence, self-esteem, personal strengths, and crucially a rounded sense of purpose and fulfilment which fundamentally improve attitude, life-balance, and emotional well-being. Developing people as individuals, which is at the heart of Experiential Learning, also implicitly enables learning methods to fit each person’s own preferred learning styles and natural preferences, because learners are encouraged and helped to learn and develop in their own ways, using methods which they find most comfortable and therefore enjoyable.



Through project we intend to develop in students insight skills and attitudes and to improve their interpersonal relationships. Students will meet friends from different European context and will compare their learning styles. Teachers will promote naturally inclusive activities in their educational programmes and will improve their professional competences. Schools through this Erasmus+ European Project will earn visibility, will grow in experience and will improve their own educational and cultural standards working in cooperation.

The impact expected is about the improvement of the quality of the educational student formation as a man and a citizen at an international dimension. Students through all Social Networks and Web resources will disseminate the project to widespread the good practices they learn through NFL activities. Teachers will gain experience by spreading horizons through contacts with colleagues from other countries. They will share and compare innovative methodology and educational good practices. Schools will benefit from this European experience in education, considering it an added value for the growing of each school community, families and local authorities and other participating organizations.

Most of the activities planned for the implementation of the project do not need financial requirements and this means that they will be maintained even after the end of the EU funding: Web page, Facebook profile, Google Plus and eTwinning. This means that there will be free access to the outputs of the project which will be collected and published in a Booklet titled “Genius And Mission in Education: exchange good practices”. The cooperation between the partner schools will go on by growing stronger through new projects which will be carried on via eTwinning or other kind of Erasmus+ mobilities. Partners will continue their activities with the partners’ school in the future, thus, the sustainability of results obtained through the project, will be kept on.

Τίτλος Σχεδίου	Geocaching In and Out the Classroom - Minds on the Move
Συντονιστής	Istituto Professionale di Stato Giuseppe Ravizza Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΔΙΑΠΟΛΙΤΙΣΜΙΚΗΣ ΕΚΠ/ΣΗΣ ΕΥΟΣΜΟΥ
Εταίροι	Vilniaus Juzefo Ignacijaus Krasesvskio gimnazija Lycée Lucie Aubrac Zespol Szkol Ponadgimnazjalnych nr 2 w Kielcach IES MORAIMA Agrupamento de Escolas do Algueirão
Χρηματοδότηση	Ελληνικού σχολείου: 23.250,00€
Διάρκεια Σχεδίου	27 μήνες
E+ Link number	2016-1-IT02-KA219-024443_7

Περίληψη Σχεδίου

Geocaching In and Out the Classroom - Minds on the Move. We are 7 partner schools (with general education and vocational courses) from 7 different countries: Italy, France, Greece, Lithuania, Poland, Portugal and Spain. We work with students aged 14-17, some of them are brilliant and very motivated, but a big number seem to have lost interest in school and academic subjects; they may certainly be as brilliant as their peers, but we need to trigger some reaction in order to activate their learning potential. In our schools we also have relevant percentages of students with special needs, of any kind, and difficult social background. There are students from different ethnic groups, some of them still having problems with our countries' main language; others come from poor communities and they have financial difficulties.

In order to cope with this situation teachers are already using new teaching methods with a cross curricular approach: team/group work, class projects, peer to peer activities, new forms of learning outside the school e.g. museums, labs, theatre, educational trips and workshops, practical activities to develop soft skills, vocational course, work placements, cooperation with the local institutions or business enterprises, participation to international projects. All these initiatives also involve our disadvantaged students. Geocaching is not very much used in school these days, and actually still a small number of people seem to know it, yet for us it can turn into a powerful way to arouse our students curiosity and put their minds on the move.

The basic idea is quite simple: Geocaching is a treasure hunting game that exploits the use of a Global Positioning System (GPS) as well as other navigation tools to hide and seek a logbook, or objects, information, directions..., things which geocachers call "caches". So, basically, Geocaching is an entertaining way to explore unknown places, usually a valid alternative to other more common free time activities, but we envision we can exploit its potentials to produce flexible, creative, innovative teaching/learning units and modules. Using the same approach and tools, and sharing our good practices, we want to create some Geocaching Trails in order to offer our students a first-hand-experience on some key areas: Tourism & Geography, Art, Food & Sports, and Science; each set of trails will include INclusive prototypes which will allow any person, no matter their impairment to perform it. At first teachers will learn how to devise effective Trails exploiting each partner's expertise and background, and students will try, test and validate the trails.

In a second phase of the project, students will learn how to produce geocaching experiences by themselves and they thus will be involved in peer-to-peer activities, inside their schools, but also for the sake of their local communities and, during some Blended Mobilities, their international friends. The creation of Geocaching

Trails will also require the use of competences acquired with other key subjects like Maths, Information Technology, Physics, and Foreign Languages. These subjects are often perceived as difficult and boring, but presenting them as necessary to accomplish tasks relevant to the results of the project will change perspectives and improve students' performances.

At the end of the two years the partnerships will have produced and shared a series of Geocaching Trails that will be added to the school syllabuses and enrich the students' curriculum. In addition, the learning-by-doing process will enable students to acquire soft (transversal) skills that will be extremely useful in their future lives: team work, critical observation, cooperation, negotiation, problem solving, resilience, creative thinking. To run the project, each partner school will appoint a National Team/Club that will coordinate, promote and manage all the activities. There will also be expert classes engaged in the validation process and all the school communities will be able to participate to the school dissemination and training events.

Once outcomes are ready, there will be public dissemination events to foster the use of the Trails produced. Local Education and Tourist Boards will be involved and will sustain the project by making results available through their platforms. Local media will be invited to official events in order to understand the potential of the project and advertise it. Thanks to a Project Website all the Trails will be made available to a wider number of users, for an unlimited period of time. Our common goal is to teach in a positive environment, to students who are happy to attend school, and we strongly believe Geocaching will give our bows some extra arrows to shoot. The aim is to make them ready to meet the world challenges with a stronger sense of who they are, what they know and their potential.



Τίτλος Σχεδίου	Edu Care Fully
Συντονιστής	ISISS Don Milani Tradate Ελληνικό σχολείο: 3ο Γενικό Λύκειο Ευόσμου
Εταίροι	Lubana secondary school Colegio JABY SL Mariengymnasium Bocholt Sagmalcilar Anadolu Lisesi Agrupamento de Escolas Augusto Cabrita
Χρηματοδότηση	Ελληνικού σχολείου: 20.965,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-IT02-KA219-024483_2

Περίληψη Σχεδίου

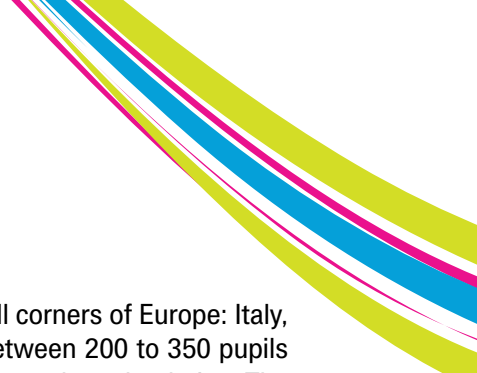
The project “Edu Care Fully” was born from the idea of some students who suggested support activities in order to help some of their colleagues who have weak school results. We know that in each school there are students that have good results and students who are not good at school due to different reasons: their lack of interests, teachers’ uninspired lessons, students coming from social disadvantaged areas or from migrants’ families, students who have special needs. Groups of students with good grades (who are participating in this Erasmus+ project) together with their teachers will identify a number of pupils that need help in order to improve their grades and pass National Evaluation and also to diminish the possibility of school failure. Mixed groups of pupils (having good and bad marks) will stay together in class at different lessons and work together in different projects. Each student that needs help will spend additional hours of after-school help (e.g. At least 3 hours a week preparing for school and 2 hours a week for extracurricular activities). They will make some projects on various themes: e.g. the most popular food in their countries, the most famous museum or monument, the most famous musician / sports man or woman – living personalities in each country, the social network more used. The projects can be in form of a Power Point presentation, CDs with video or audio recordings etc. All activities will be recorded and uploaded on the project site (using Twin Space).

The aim of the project is to enable pupils from partner schools to help colleagues from their own schools that either are at risk of school failure or have special educational needs to improve their grades and personal development. They will improve their digital skills (e.g. working on projects, designing web pages or blogs), their linguistic skills (communication in mother tongue and foreign languages) and their social skills (helping those in need). All of this will help them to become more self-confident and social-aware European citizens.

The objectives of the project:

- To improve the pupils’ sense of initiative and entrepreneurship
- To improve the pupils’ knowledge of foreign languages
- To improve the pupils’ digital competencies
- To increase pupils’ active participation in social life
- To increase pupils’ motivation for daily school and after-school activities

The project should be carried out trans-nationally to gain information about how other schools deal with school failure, to exchange good practice models. Working both inside their school and outside their countries, pupils’ work gathers a European dimension. They foster their creativity, entrepreneurial spirit and active



citizenship. The project will be a joint activity of seven different countries from all corners of Europe: Italy, Portugal, Turkey, Spain, Greece, Germany and Latvia. In the project will work between 200 to 350 pupils from each partner school and 10 to 40 teachers from each partner, depending on the school size. The pupils are between 10 to 17 years old and the teachers have different specialties.

FINAL PRODUCTS:

- The final product of the first year will be a multilingual book, in digital and paper form that contains all the stories written by all partner schools on the given themes.
- The final product of the second year will be a multilingual book, in digital and paper form that contains all the stories written by all schools on the given themes.
- Every story will be written both in English and in the languages of the countries involved.
- The final product of the whole project will be a web site containing all materials produced by pupils and teachers.
- Intellectual output: A good-practice booklet about introducing A PEER-LEARNING METHOD into different schools and various subjects. Pupils will work together, being both promoter and developer of the activities.

They will work together during classes and in their free time. Pupils will do school assignments and extracurricular activities. They will use computers, books, magazines, mother tongue and foreign languages and they will produce Power Point presentations, documentaries, and albums with photos. Pupils will learn more about their own culture and about others. They will voluntarily help those in need, becoming better people and aware citizens. At the end of the project, the pupils are supposed to become autonomous learners. The pupils who previous had bad grades are supposed to become aware of the importance of going to school and of learning.

Τίτλος Σχεδίου	Ict, Non-formal learning, Creativity and Life skills. Universal Democracy for Entrepreneurship
Συντονιστής	LICEO CLASSICO DANTE ALIGHIERI Ελληνικό σχολείο: 4ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΑΛΑΜΑΤΑΣ
Εταίροι	STICHTING AOC DE GROENE WELLE Siauliu Lieporiu gimnazija
Χρηματοδότηση	Ελληνικού σχολείου: 26.165,00€
Διάρκεια Σχεδίου	26 μήνες
E+ Link number	2016-1-IT02-KA219-024515_2

Περίληψη Σχεδίου

BACKGROUND

In the beginning of the 21st century, Europe was a land of opportunities, just 10 years later the refrain of Europe's migrant crisis has changed from "welcome" to "enough already». European governments are vacillating between viewing the refugee surge as a humanitarian disaster worthy of sympathy or an invasion that must be stopped.

NEEDS

It is therefore necessary to find new ways to make education richer, more innovative, smarter, to give more opportunities to young people for social progress and a richer cultural baggage to deal with the changes. And we need a substantial practice of democracy.

OBJECTIVES

So we are working in this project for a new school with four pillars (Ict, Non- formal learning, Creativity and Law), a base (Universal Democracy) and a direction (Equality) because we cannot work together without recognizing our universal human constitution based on equal rights.- Being aware of a multicultural world- Giving more possibilities to disadvantaged people- Promoting citizenship- Increasing Right, Respect and Responsibility for all cultures - Combating discriminations- Researching and experimenting innovative techniques- Developing skills for the changing world- Supporting ICT-based teaching- Introducing more non-formal and informal activities- Giving more space to creativity- Strengthening the critical thinking- Placing the student at the centre of learning process- Creating a cooperative teaching and learning environment- Motivating teachers and students- Enhancing European cooperation and reinforcing networks- Stimulating students and teachers to cooperate

PARTICIPANTS

TEACHERS of different subjects (Foreign and ancient languages, Science, ICT, Philosophy) with experiences in European and national projects and specific competences in use of ICT in teaching. Among us also a fulltime manager of International programmes

SCHOOLS

Ravenna: an old school with great attention to new technologies, critical thinking and non-formal learning. A great project of Theatre with prisoners and Theatre of the Oppressed

Siauliai: a "School of Key Competences" where students can improve their knowledge in mathematics, science, English and history.

Zwolle: a VET school with a large International programme and great experience in social inclusion and disadvantaged people.

Kalamata: a upper secondary school with a great attention to racism, prejudices and xenophobia and experience in games and social events.

ACTIVITIES

In this project ALL the activities are strictly connected. The project is divided in four terms, each of them characterized by one topic, one main activity, one output.

- 1.** Democracy and participation Output: guideline: how to promote a campaign without losing a friend
- 2.** Creativity and social inclusion Output: theatre in prison, a spectacle with prisoners and students from all around the world, on Dante's Divine Comedy, performed during the International Ravenna Festival 2017
- 3.** Innovation in education Output: collection of ict tools for education
- 4.** Non formal learning and life skills

Output: a collection of tools to promote NFLPLAN OF ACTIVITIES DURING THE LTTA:

There is a 6-day schedule with

- A.** Two days at school to work on the topic.
- B.** Two days of visits to: NGOs active in social fields (inclusion, democracy, participation)
- C.** Two days of cultural and social activities: Historical sites, museums, libraries
- D.** A social/cultural event: an exhibition, a concert, a comedy, a festival

METHODOLOGY

■ Student- centred methodology- Creative and Critical Thinking- Promoting empowerment and self-esteem, especially for women- Space to ICT and languages- Experiences more than knowledge- Sharing and communication of every part of the process, process as important as result- Documentation - Problem solving, case studies and authentic assessments- Ensuring Accountability and Promoting Responsibility- Addressing Discrimination- Non formal learning- Peer education- Seeking Sustainable Results- Enjoying the school time

RESULTS AND IMPACT

At the end of the project Students are expected to

- 1. develop competences in**
 - 1.1.** basic and transversal skills (language, literacy, mathematics, science)
 - 1.2.** ICT skills
 - 1.3.** life skills
 - 1.4.** ethical approach
- 2. gain a broader understanding of:**
 - 2.1.** critical and creative thinking
 - 2.2.** problem solving
- 3. raise awareness of**
 - 3.1.** citizenship
 - 3.2.** democracy
 - 3.3.** social inclusion
 - 3.4.** participation
- 4. empower to be more active**
 - 4.1.** in their communities
 - 4.2.** at local level
- 5. enjoy and participate more actively. We expect also results in teachers, schools and communities**

LONG TERM BENEFITS

The maintenance of project facilities will be guarantee by the school structures for 3 years. The project involves approx. 800 people and that is the first guarantee its benefits will continue. All the schools, all the communities are involved in a cooperative way. Staff and headmaster are directly involved.

Τίτλος Σχεδίου	Effects of Human Activities on Natural Disasters
Συντονιστής	Liceo Majorana Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΩΡΑΙΟΚΑΣΤΡΟ
Εταίροι	lycée boisjoly potier Gaziantep Ticaret Odasi Guzel Sanatlar Lisesi COLEGIUL TEHNIC DE TRANSPORTURI AUTO Tallinna Kesklinna Vene Gümnaasium Agrupamento de Escolas Póvoa de Lanhoso
Χρηματοδότηση	Ελληνικού σχολείου: 29.000,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-IT02-KA219-024518_6

Περίληψη Σχεδίου

It is very likely that human activities will impact future catastrophes. Science plays a critical role in understanding and mitigating the effects of extreme events, but problems related to natural catastrophes go beyond scientific and technological approaches. Economic, cultural, political, sociological and psychological factors are of huge importance, as is the role of governments, international agencies and NGOs: concepts of cooperation, international agreements and global community have emerged. And as teachers we know that effective results can be obtained in this field by combining direct experience and observation, cooperation, discovery and action.

Our objective is to arm our students with the necessary skills to be future “Good citizens” focusing sharply on more complex social issues, such as the links between environmental quality, human equality, human rights and peace to achieve this goal we have planned a project which will:

- develop a method that improve the attainment of young people We would like to use innovative, holistic and student-centred pedagogical approaches, and develop appropriate assessment and certification methods, based on learning outcomes.
- develop participant’s lifelong learning and employment prospects through building a range of transferable skills such as entrepreneurship, communication skills, engagement in mobility, self-organizing and independent and collaborative learning.
- encourage the participation of young people in democratic life in Europe, through non- formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship.
- strengthen the academic achievement of all participants-improve competences of teachers in inquiry based learning and CLIL approaches- raise awareness for the problem in the communities and offer positive models within the context of safety and sustainability.

The project is aimed at students within the age range of 15-18 years. Plan-Creating a network with National Institutes of Geophysics, Environmental Science, local authorities, local ‘green jobs’ companies and NGOs which will play the role of consultants and active partners. The goal is to have an effective partnership to face the challenges of Expo 2020 about sustainability and opportunity.

Inquiry learning

General researches on natural hazards and on geology, risk of ‘natural’ disaster or disaster due to human activities in each country and their monitoring (induced earthquakes and eruptions; events related to the

climate change, like floods, landslides, melting glaciers; eventually focus on how we should act, individually and together, to protect, preserve and propagate our environment, harness our knowledge, share insights and technologies to build a better tomorrow). Developing innovative didactic paths about the topic involving more subject matters. Creating a platform with interdisciplinary and inquiry-based didactic activities, resources, materials, guidelines. Studies in depth the cutting edge technologies for the monitoring of geophysical phenomena on a large scale, for risk reduction, (Earth observation satellites, GPS...) and for a sustainable development (new technologies, alternative energy...)

Experiential Learning

Design a list of characteristics that should be registered about the risk places (location, construction, human activities, access to basic resources like water and energy...) analysing EU Legislation and legislation in each countries (Emergency Management, safety rules in different schools, countries.....) movie/television reports; drama, making/performing art.

Action Learning

Actions with the volunteers of the Civil Protection.developing material to raise awareness for the problem (booklets, SN, social group, use of Smartphone) developing a game app, designed to increase knowledge in the field of civil protection and emergency and testing warning App. developing risk maps and risk reduction plansdeveloping ideas on environmental protection and sustainable development.

Countries: Italy, Estonia, Turkey, Greece, Romania, Portugal, France

Subjects involved: Science, Languages, Physics, Mathematics, Art, Social Science, ICT, History, Geography

We think that our project will contribute to the achievement of the goals of Europa 2020 i.e. increase the number of students studying science at further/higher education level, increase employment within innovative research industry and develop technologies related to the environmental impact of human activities, which in turn address the issue of climate change. Moreover, we would like to create a network among different stakeholders to face the challenges of Expo2020 about sustainability and opportunity.

Τίτλος Σχεδίου	Migrants in the world history and woman's role
Συντονιστής	IIS Albert Einstein Ελληνικό σχολείο: 1ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΒΟΛΟΥ
Εταίροι	Seminarul Teologic Liceal "Ioan Iacob" Dorohoi OSMAN ERTORER ORTAOKULU NGHNI 'Konstantin Preslavski' IES Sierra de Santa Bárbara Escola Secundária Augusto Gomes
Χρηματοδότηση	Ελληνικού σχολείου: 24.015,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-IT02-KA219-024617_3

Περίληψη Σχεδίου

Migrants in the world history and woman's role. We based our project finding ratio in some academic researches done by some well known universities, for instance: <http://www.nchs.ucla.edu/world-history-for-us-all> Gender Inequalities in Academic Innovation and Enterprise: A Bourdieuan Analysis 2015 Women in STEM: Family-Related Challenges and Initiatives 2014. But not only this. From contemporary information on migrants from the crisis areas. The time we consider is the last years, 2/3. Looking at the UNHCR statistic and some others humanitarian organizations, we can be aware that the percentage of women in migrant flux is between 60% to 70%. This information is the strongest motivation for our project. Talking about women history means talking about a huge part of human society. Not academics articles but real life. Looking at the real world through a new point of view, historically unusual, can help us to be more adequate in adopting interpretation and suggesting solutions. This project focus, aim to contribute to figure out the world history. <http://thinkprogress.org/immigration/2016/03/07/3757219/female-refugees-europe/>

Almost 60 percent of refugees and migrants leaving for Europe in 2016 have been female or children, the Council of Europe's Commissioner of Human Rights reported. <http://www.coe.int/en/web/commissioner/-/human-rights-of-refugee-and-migrant-women-and-girls-need-to-be-better-protected>

For the first time since the beginning of the refugee and migrant crisis in Europe, women and children on the move have outnumbered adult men. While in 2015 about 70% of the population on the move were men, women and children now make up nearly 60% of refugees and other migrants crossing into Europe. The innovative nature of the project is to obtain a processing with comprehensive, cross-curricular history. Cooperation between schools can be a concrete action of teaching history. The comparison with other students is very innovative in order to learn a modern point of view to deal creatively and productively integrated history. The insights can emerge from visits to their countries to foundations and institutions, such as The Institute Gramsci or Salvemini in Italy, or the Institute of History of the Complutense University of Madrid, Historische Gesellschaft Koeln.

In our project, we focus on the priorities of "the history of the world and the role of women" to address a smart, sustainable and inclusive growth. A historical global point of view. The European history has never been conceived from a global point of view: the story or stories of each country have followed their own ethical paths, on which everyone have expressed themselves. It's useful to mention that the small credit to women invented by Muhammad Yunus, the banker of the poor, has become a global phenomenon, not only

in developing countries. Understanding history can also mean to consider all the colonial countries where people speak colonial languages. The “return literatures” for example, come from colonized countries, where the languages and the resulting stories are mestizo cultures. What we want to prove. Human history has always been linked with the respect for human rights and the role of women. National states tell their story “tricking” the point of view. Now the emperor’s new clothes have gone, as he tells the tale of “the emperor’s new clothes” of H.C. Andersen namely, the “emperor has no clothes”.

Our project wants to read the story with a global point of view, considering the contribution of women. We decided to start from contemporary events, the migrant flows that have characterized the last 4/5 years.

We have chosen:

- Points of view of women, female students / families, associations
- Perspective of Women
- The narrative / the current stories

We chose the instrument of the interview:

- Interviews to migrant women
- Their current contemporary stories

We chose to visit the places of migration

- Paths of migrants, study visits of students and teachers at the borders: like Lampedusa in Italy, Idomeni in Greece, and other situations in Romania, Spain, Bulgaria.

Our project wants to rebuild confidence. Identify the positive situations promoted always by women:

- Women who organize children’s events with chalk drawing in the streets (Brussels, March 2016)
- Women in schools

We want: To re-affirm that life is an achievement of confidence in the “other/different”. The younger generations have been excluded from accountability process, it is necessary to say that: - It was a mistake- everything is in the journey of solution path - Citizenship is not a word but a state of mind and heart. Adopt a new educational perspective revisit, reinterpret, re-tell the story, promote a new idea of citizenship and cooperation among young generations.

Τίτλος Σχεδίου	MANUAL SKILLS IN 3.0 WEB AGE
Συντονιστής	Istituto Comprensivo Martin Luther King Ελληνικό σχολείο: 4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΕΔΕΣΣΑΣ
Εταίροι	Szkola Podstawowa im. Antoniego Kucharczyka Agrupamento de Escolas André Soares Moorfield Primary School
Χρηματοδότηση	Ελληνικού σχολείου: 21.695,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-IT02-KA219-024618_4

Περίληψη Σχεδίου

MANUAL SKILLS IN 3.0 WEB AGE

Dall'artefatto materiale all'artefatto cognitivo, prassi e processi cognitivi nell'era del web 3.0. Al giorno d'oggi gli alunni sono molto abili nell'uso di svariati strumenti digitali, così bravi che vengono propriamente denominati "generazione digitale". D'altro canto essi sono spesso in difficoltà quando devono affrontare un problema reale e concreto, sebbene semplice da risolvere. L'artefatto materiale che necessita di pianificazione, progettazione, realizzazione e di una sua definizione e ruolo sociale risulta essere di più difficile concretizzazione nella prassi didattica quotidiana e in talune programmazioni educative, quasi completamente ignorato. Deve essere accettata l'idea che esperienze pratiche e apprendimenti formali che esperienze digitali e quelle pratico-manuali possono anche aprire a nuove e più rilevanti forme di pensiero, così come è accaduto per la scrittura.

Il progetto propone dunque attraverso l'ausilio di tecnologie digitali avanzate di dare atto compiuto alle competenze chiave dell'apprendimento permanente dove l'alunno è artefice del suo percorso formativo, dove la sua esperienza diventa valore e condivisione dove la sua manualità è processo cognitivo. Baseremo il nostro lavoro sulla metodologia del problem solving, integrata dalle istanze più significative dell'apprendimento attivo, e partiremo da situazioni problematiche concrete che gli studenti analizzeranno. Durante questa fase essi lavoreranno in gruppi e creeranno un bagaglio di conoscenza pratica e teorica che li aiuterà nella soluzione del problema.

Tutta la programmazione sarà un progetto supportato a computer e gli studenti useranno le abilità digitali a loro più congeniali. Durante il progetto chiederemo il supporto e i suggerimenti di esperti che aiuteranno gli studenti nella fase della soluzione concreta del problema, che avverrà in speciali laboratori. Il progetto inoltre mira a supportare gli studenti stranieri a scuola, specialmente quando essi non conoscono bene la lingua locale, ma al contrario possono condividere la loro esperienza e conoscenza manuale. Riparare e creare saranno le parole chiave per le nostre scuole e contribuiranno ad alleggerire la grande quantità di rifiuti prodotta dalla nostra società usa e getta.

Gli studenti ripareranno e creeranno oggetti differenti e mostreranno il processo e i risultati ai loro partner europei usando la lingua inglese che giocherà il ruolo chiave della lingua di comunicazione, ma sarà utilizzata anche in attività CLIL già dalla fase di progettazione. Gli insegnanti con incontri periodici e, soprattutto, telematicamente costruiranno progressivamente una metodologia integrata attraverso l'applicazione delle istanze più significative dei metodi attivi, cooperativi e metacognitivi. Gli esiti della sperimentazione saranno condivisi attraverso la piattaforma del progetto e il Portale Erasmus+ e rimarranno disponibili per una diffusione periodica e finale. I paesi che partecipano al progetto sono:- Scuola primaria Istituto Comprensivo di Castelcovati - Italia con funzioni di coordinamento- Szkola Podstawowa im. Antoniego Kucharczyka - Polonia- Moorfield Primary School - Inghilterra- 4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΕΔΕΣΣΑΣ - Grecia- Agrupamento de Escolas André Soares – Portogallo A livello locale ogni scuola prevede a medio e a lungo termine una integrazione nel curriculum locale e una modifica della azione didattica.

Τίτλος Σχεδίου	Think... act....and make a better world.
Συντονιστής	Istituto Comprensivo L.Sinisgalli Ελληνικό σχολείο: 1ο Γυμνάσιο Μάνδρας
Εταίροι	Publiczne Katolickie Liceum Ogolnoksztalcace im. Jana Pawla II Kauno Sanciu mokykla - daugiafunkcis centras Agrupamento de Escolas D. Sancho I Kohtla-Järve Maleva Põhikool HOLMLEIGH PRIMARY SCHOOL Cooperativa de Enseñanza Salceda. CEIPS Susarte
Χρηματοδότηση	Ελληνικού σχολείου: 24.140,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-IT02-KA219-024650_3

Περίληψη Σχεδίου

It is necessary to improve the quality of education system in order to give appropriate answers to the modern society: employment, stability, democratic and responsible participation in the social life and in a globalized world. These chances have to be ensured to everybody also to students with fewer opportunities as required by Europe Strategy 2020. The project is the result of an attentive evaluation that all partners have implemented inside their school communities, using the CIPP model. It has provided useful information to identify needs and target groups to address it. The data analysis showed that an increasing number of students with behavioural, social, economic and linguistic problems achieve incomplete skills.

The project aims to:

OBJECTIVES for STUDENTS and TEACHERS

Preventing and fighting discomfords and subsequent drop-out promoting the acquisition of life-skills. Implementing interactive methodologies by ITC use. Promoting the dissemination of innovative practices within European schools. Supporting the awareness of linguistic and cultural diversity within Europe through virtual and not virtual exchanges of participants in the project. Training “flexible adaptive thinkers” Improving students and teachers’ linguistic skills. Promoting educational training aimed to foster an efficient social integration using inclusive approaches. Supporting teachers and students in the development of OER. Placing the differences of each one at the centre of the educational processes so that everyone becomes builders of own competences and able to give a value to its own life. Encouraging teachers and students to take future individual mobility initiatives and class exchanges.

OBJECTIVES for COMMUNITY

Making Institutions aware of the project issues that will be supported by Erasmus+ funding Involving communities for a more project efficacy Promoting a more united society Encouraging the development of projects and European policies Ensuring commitment to Erasmus+ programme through a relevant and dynamic project. The project will involve Italy, England, Estonia, Greece, Poland, Spain, Lithuania, Portugal. The partners have been chosen on the basis of previous European collaborations (England and Poland) and through the eTwinning platform. They have got skills, interest and enthusiasm that are essential for the project success. Besides in all school communities that will take part in the partnership there is a large number of students with behavioural, linguistic, economic and social difficulties. The selected partners have international experiences as participants and project managers in European project. That will be an added value to the project. The activities’ planning is based on a specific WBS definition. It will point out the relationship among

the project aims, functions, and roles of all actors involved.

The activities will be developed in the field of active citizenship aiming to inclusion, solidarity and cooperation. They will be organized in three themes: sport, eating and environment relevant for students' interests and so more winning. Each activity will be divided in tasks reported in the GANTT CHART.

Activities will be carried out through collaborative approaches in formal and informal settings:

- Debate
- Cooperative learning
- Problem solving
- Learning by doing
- Role playing

Workshops, seminars, events, visits connected to the activities will be organized in each country and association, Institution members and testimonials will take part in them. Promotional gadgets will be delivered during the events. Students will develop knowledge, competences and responsibilities. Besides they foster metacognitive learning, start up research processes and develop positive relationship. Activities will be monitored continuously thanks to the project website, social media and Mobility Tool that will provide detailed information about the project in progress.

The organization and management structure is the result of shared choice of division and coordinating of tasks as you can see in the attachment "Planning functions". The community will be integral part of competences coproduction. The project will have a positive impact on students, teachers and community by: improving social, linguistic and digital competences. Improving disadvantaged student's integration in the community spreading common inclusive practices in Europe thanks to the project implementation improving specialist methodologies with international comparing thanks to Erasmus+ good practices will be integral part of school curricula strengthening network of relationships on the territory giving to school a European dimension. The project will help to social, economic cultural growth of the whole society thanks to the development of knowledge, competences peculiar of human life.



Τίτλος Σχεδίου	Children’s mission: Europe without borders!
Συντονιστής	Kauno rajono Karmelavos lopselis-darzelis “Zilvitis” Ελληνικό σχολείο: ΔΙΑΔΡΑΣΤΙΚΟ ΕΥΡΩΠΑΙΚΟ ΣΧΟΛΕΙΟ
Εταίροι	Kauno sanatorinis lopselis-darzelis “Pusynelis” St. Michael’s National School and Centre for Autism ECOLE MATERNELLE FLORNOY AMIRAL KARAMURSEL ILKOKULU Ecole primaire publique Ancien Theatre Agrupamento de Escolas Professor Paula Nogueira IL GIROTONDO coop sociale srl
Χρηματοδότηση	Ελληνικού σχολείου: 14.380,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-LT01-KA219-023125_8

Περίληψη Σχεδίου

We are born into a culture and through socialization processes we learn about our culture which ultimately represents our reality and our world view (Gollnick & Chinn 2002). Although it is extremely important that children learn about their culture, it is also important for them to learn that not everyone is the same. It is commonly accepted that children who attend preschool are more likely to succeed in kindergarten than those who do not. Participating in early education can also provide academic and social benefits that last well beyond kindergarten. However, researchers have repeatedly demonstrated that for children—particularly children from low income backgrounds (migrants, re-emigrants families)—to benefit from preschool, it must be of high quality. To enhance teachers multicultural competency and to reduce discrimination and cultural isolation the project “Children mission: Europe without borders” prepared to the implementation. The most important priority of the project is enhancing the quality of early childhood education and care.

Recent changes in Europe (migration and emigration) have challenged traditional views of childhood and child rearing: 1) growing ethnic diversity of countries, and 2) changing views on early education and the purpose of early education. These two changes have important consequences for what is expected of those who work with young children. Specific knowledge, skills and competencies are expected of preschool teachers.

The project involves 9 schools from 7 European countries and 1 French overseas territory (Reunion Island):

1. Karmelava kindergarten “Zilvitis”, Lithuania, Kaunas region – coordinator; **2.** Kindergarten “Pusynelis”, Kaunas, Lithuania; **3.** Kindergarten DIADRASTIKO EUROPAIKO SXOLEIO, Athens, Greece; **4.** Primary school AMIRAL KARAMURSEL ILKOKULU, Karamursel, Turkey; **5.** Agrupamento de Escolas Professor Paula Nogueira, Algarve, Portugal; **6.** St. Michael’s National School and Centre for Autism, Dublin, Ireland; **7.** ECOLE MATERNELLE FLORNOY, BORDEAUX, France; **8.** Kindergarten L GIROTONDO coop sociale, Lanciano, Italy; **9.** Ecole primaire publique Ancien Theatre, Reunion Island, France overseas territory.

The main goals of the project, responding to the European priorities and nowadays educational challenges, are:

1. to help preschool teachers to navigate the contradictions multicultural society and allowing schools to develop and reinforce their networks;
2. to break out cultural stereotypes existent in monoethnic societies and making preschool curricula relevant to the experiences, cultural traditions, and historical contributions of the growing diverse of population;

3. to share and confront ideas to remedy ethnocentrism and to build understanding among racial and cultural groups and appreciation of different cultures from the early age;
4. to familiarize early age children with other cultures (creating a set of educational activities for the children).

It is going to be 2 years project to establish strong and durable multicultural values on schools' identity. The total number participants of the project "Children's mission: Europe without borders" is people (1255 children up to 7 years old and 108 teachers, teaching staff and principles) from Lithuania, Portugal, Italy, Turkey, Ireland, France, Greece and Reunion Island (French oversee territory). The survey during the project preparation revealed that 874 children involved to the project are with fewer opportunities.

The main target groups are:

1. Preschool children, up to 7 years old. Children will learn about diversity through play, including music, clothing, foods, games, celebrations, and dramatic play.
2. Preschool teachers, other teaching staff, administrators. The teachers will learn how to teach in multicultural class and exchange the experience.

The other beneficiaries of the project: primary teachers, staff of the schools, parents and local communities, experts and practitioners of preschool education, trainers and local, national authorities, local or/and regional teachers communities and associations. As the main target group is children up to 7 years old, cultural activities, games, ITC technologies adapted by preschoolers are the main tools and content of the implementation of the project.

The project will serve as a learning tool for pupils at the following levels:

- Improving the awareness of multiculturalism;
- Creating new joyful learning" situations and spaces.

The main target groups of this project are: preschoolers and preschool teacher. The teachers and the children will be end-users of the project output – website www.europewithoutborders.eu. The website will be used as a learning/teaching tool by all interested preschool/primary school teachers. To achieve most effective results the parallel eTwinning project on the same topic will be implement altogether.



Τίτλος Σχεδίου	Entrepreneurship: a step to the future
Συντονιστής	Kretingos Marijono Daujoto pagrindine mokykla Ελληνικό σχολείο: ΠΛΑΤΩΝ Μ. Ε.Π.Ε
Εταίροι	Escola Básica e Secundária Gonçaves Zarco Hasköy Ortaokulu Colegiul National Ienachita Vacarescu IPS VERSARI MACRELLI
Χρηματοδότηση	Ελληνικού σχολείου: 13.520,00€
Διάρκεια Σχεδίου	18 μήνες
E+ Link number	2016-1-LT01-KA219-023136_3


Περίληψη Σχεδίου

Fast changing technological, economic, political environment encourages educating young people in the spirit of free market, seeking a better life under market conditions, teaching them to understand what is business, encourages developing initiative, entrepreneurship and leadership qualities. The aim of the project is to improve our learners' sense of initiative and entrepreneurship as one of the key competences that is on the agenda of Europe and to make the formal and non- formal learning environment life more relevant for their personal and professional lives which are a missing point for our side. There is a need to support several formal and non-formal learning areas to increase motivation, participation and improve the quality of the education towards more initiative and stimulative employment opportunities. The project organizers will seek to inspire young people to take the initiative, will encourage experienced entrepreneurs to share their experiences and skills about organization and development successful business, promote discover their creativity, innovation and entrepreneurial abilities.

The most important aim of the project “ENTREPRENEURSHIP: A STEP TO THE FUTURE” is to foster the economic and entrepreneurial skills of school communities, to develop the ability to work in international teams in different economic and entrepreneurial projects, to create business plans, to foster national heritage and to adapt them to the modern competitive environment. The objectives of the project:

- 1.** To involve young people into positive economic and cultural activities of the country, to acquire students with skills for entrepreneurial initiatives in the world of economy, to enable access to the traditions, business change in the region, country, the European Union and the world;
- 2.** While developing entrepreneurial skills of the students it is necessary to provide economic, legal, cultural knowledge needed not only for business, but also for the presence in it as an employee;
- 3.** To educate creativity, responsibility, diligence, integrity, achievement of the objective values needed for both business and personal life, to teach to express their needs convincingly, realistic assessment of the circumstances, as well as the ability to plan, organize and to implement the work qualitatively to take risks in decision-making.
- 4.** To present the professional courses as a valuable alternative in which young people can not only achieve various competences but also, conclude their compulsory education and create conditions for a transition to working life.

The target group: students aged 13-17 from Lithuania, Turkey, Romania, Portugal, Italy and Greece. The partners were chosen via eTwinning platform. To reach the aim and objectives 4 teaching/learning activities will be organized where students will work together in multinational and multidisciplinary groups. The creation of a single group, with members from different countries, cultures, genders, religions, and social and



economic conditions, will work on a theme that is transnational, involving different strategies and methods with the same goal.

The skills and competences that students may acquire will be useful in different contexts nowadays and in future mobilities and experiences within Europe or worldwide where might find employees/ employers from different cultures and different working conditions and methods. One more important moment-donation of products students sell at their Students' Training Companies, presented in the last meeting. Through this action we want to let them experience the joy of helping others. Besides, for project management 2 transnational meetings will be held for signing the agreement in the beginning and evaluation when the project ends. Several innovative learning methods will be used such as thinking based learning , collaborative learning, modern and digital teaching/learning methodology which will be organized during the mobilities, within a real world environment.

During the project a few final products will be prepared:

- 1.** Students Training Companies set up in each partner school;
- 2.** Documentary about economical situation in each country;
- 3.** Economical e vocabulary in English-Lithuanian-Romanian-Turkish-Portuguese-Italian-Greek languages.

For educational purposes all the materials will be free and open to everyone. As a result, this partnership will not only help our learners to develop spoken skills in foreign languages and build their European citizenship, but will raise their future social inclusion opportunities as well. Teachers involved will be given the opportunity to develop their language skills and learn the teaching practices related to discipline in the partner countries, how to incorporate innovative digital and ICT teaching tools in their practices and make their classes more engaging and more challenging for their students.

Τίτλος Σχεδίου	My Europe, my future, my responsibility - Energy and sustainability
Συντονιστής	Schoulzentrum Ierpeldeng Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΒΕΛΕΣΤΙΝΟΥ
Εταίροι	Scoala Gimnaziala George Tutoveanu Yahya Kemal Beyatli Ortaokulu Eichenlaubschule Weiskirchen Masarykova zakladni skola Kdyne, okres Domazlice, prispevkova organizace ΓΥΜΝΑΣΙΟ ΑΙΑΝΗΣ
Χρηματοδότηση	Ελληνικού σχολείου: 9.450,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-LU01-KA219-013824_4

Περίληψη Σχεδίου

EUFURES My Europe, my Future, my Responsibility – Energy and Sustainability

The aim of the project is the formation of active, motivated citizens of Europe being sensitized for their own future and having the awareness of an environmental responsibility. “Be part of the big swarm called Europe bringing the change by acting united as a community”. (Leave a better planet – leave a better future) **My Europe:** All the students should be active Europeans knowing that only together a community can make a change. Everyone has to contribute a part so that lots of small changes lead to one big change. Nobody has the power to do it alone; it is only possible with the help of all. **My future:** The first steps into Europe’s future and towards a healthy environment need to start now. The students should realize that they have their future in their hands and that it is their mission to make others aware to act sustainable and environmentally responsible for the sake of their own and Europe’s future. **My responsibility:** It is the students’ task to create a change, to make a start and to motivate others. With their knowledge they should be a role-model within their community. Their thoughts should be: If I don’t start the change and be responsible for my own future, nobody else will. Nobody has the right to destroy my future.

The learning circle: The advantage in knowledge and the first booster for the students will be reached by the learning circle developed during the project. The schools of the five countries will develop a particular station for the learning circle concerning the topics energy and sustainability, dealing with the aspects of electricity, water, alternative forms of energy, food and nutrition, waste prevention, waste disposal and recycling. This circle then should be part of the constant curriculum of every partner school. It will be repeated every school-year in a particular form or age-group. Thus the swarm of people being aware can be enhanced on and on.

Τίτλος Σχεδίου	My Europe, my future, my responsibility - Energy and sustainability
Συντονιστής	Schoulzentrum Ierpeldeng Ελληνικό σχολείο: ΓΥΜΝΑΣΙΟ ΑΙΑΝΗΣ
Εταίροι	Scoala Gimnaziala George Tutoveanu Yahya Kemal Beyatli Ortaokulu Eichenlaubschule Weiskirchen Masarykova zakladni skola Kdyne, okres Domazlice, prispevkova organizace
Χρηματοδότηση	Ελληνικού σχολείου: 9.450,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-LU01-KA219-013824_6

Περίληψη Σχεδίου

EUFURES My Europe, my Future, my Responsibility – Energy and Sustainability

The aim of the project is the formation of active, motivated citizens of Europe being sensitized for their own future and having the awareness of an environmental responsibility. “Be part of the big swarm called Europe bringing the change by acting united as a community.” (Leave a better planet – leave a better future) **My Europe:** All the students should be active Europeans knowing that only together a community can make a change. Everyone has to contribute a part so that lots of small changes lead to one big change. Nobody has the power to do it alone; it is only possible with the help of all. **My future:** The first steps into Europe’s future and towards a healthy environment need to start now. The students should realize that they have their future in their hands and that it is their mission to make others aware to act sustainable and environmentally responsible for the sake of their own and Europe’s future. **My responsibility:** It is the students’ task to create a change, to make a start and to motivate others. With their knowledge they should be a role-model within their community. Their thoughts should be: If I don’t start the change and be responsible for my own future, nobody else will. Nobody has the right to destroy my future.

The learning circle: The advantage in knowledge and the first booster for the students will be reached by the learning circle developed during the project. The schools of the five countries will develop a particular station for the learning circle concerning the topics energy and sustainability, dealing with the aspects of electricity, water, alternative forms of energy, food and nutrition, waste prevention, waste disposal and recycling. This circle then should be part of the constant curriculum of every partner school. It will be repeated every school-year in a particular form or age-group. Thus the swarm of people being aware can be enhanced on and on.

Τίτλος Σχεδίου	Development of teaching and learning techniques for European Primary Schools within a design and technology context. versie 10-3-16
Συντονιστής	Συντονιστής: OBS Dalton het Palet Ελληνικό σχολείο: ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΥΨΕΛΗΣ
Εταίροι	Zakladni skola, Praha 9 - Horni Pocernice, Ratiboricka 1700 Lindi Lasteaed-Algkool Gozo College Rabat Primary Ozel Tarsus Toros Ilkokulu St. Cronan's Boys' National School CEIP Divino Maestro
Χρηματοδότηση	Ελληνικού σχολείου: 14.555,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-NL01-KA219-022871_3

Περίληψη Σχεδίου

AN INTERESTING ERASMUS+ PROJECT PARTNERSHIP FOR TECHNIQUES FOR EUROPEAN PRIMARY SCHOOL CHILDREN. Develop an interesting lesson or resource for science or technology; share it with a colleague or a partner school. Exchange new and fresh ideas and allow others to benefit from your ownership...Schools will work together to produce investigation projects within a "Design and Technology" context. The investigations are contained within sets with all the materials necessary to complete the task. The sample lessons will be very child friendly and can be used in a wide variety of contexts. The material will contain instructions to make a variety of objects and will involve problem solving; there will also be a creative element.

A survey held in interested partner schools in Europe indicated that teachers think that science and technology is important but that they want to share ideas to improve their lessons. Recent research shows that 13% of primary school teachers Europe hardly ever do any experiments with their pupils and 5% do so very inconsistently. Without training and support they quickly fall from use as teachers lack the confidence, knowledge and skills for this to become embedded in the curriculum. This project concerns the shared ownership of sample lessons made by the teachers who will develop the material themselves; they will learn how to use them and will share and exchange ideas with their colleagues. Consequently the project will be both dynamic and innovative. The lessons will build progressively on previous learning.

The activities will be suitable for one child or small groups of children. The material for small groups could also provide the foundation for whole class lessons. This project will have broad scope. It will be for all children, especially younger pupils who will develop skills for inquiry and design. Furthermore, as there is gender bias in our schools where girls still lag behind in their willingness to take part in technical activities, we wish to improve their confidence and expectations. The activities contained within the sample lessons will be drawn from a range of European cultures. For instance children may study how a Dutch barrel organ works and learn to compose tunes in a unique way.

The project will integrate with many other subjects including, for example, history: constructing Roman bridges using technology blocks; geography: using timetables to plan holiday routes; science: constructing models to test stresses and strains; literacy: following written instructions; and mathematics: measuring a variety of materials. Each set of sample lessons will be translated into a range of European languages which will involve the participants working together using new technologies. The idea is to make sample lessons in the first two

years and in the last year we will organize a competition with some other schools, making a vehicle. It will be a child and teacher friendly project! We want to make an attractive Erasmus+ project Partnership about science and technology for our children and teachers. We are going to make sample lessons with simple materials which provide children with the opportunity to work on their own with different subjects, and we want to learn from other European colleagues.

All the participants will communicate through social media. Parents are informed through websites about the content and the progress of the project. Apart from eTwinning, schools will use Skype, as they did when preparing this project. During the 3 years of the project we will exchange ideas about creating instructions, experiences and materials. Teachers can visit the partner schools during seminars to see the educational material and/or lessons and it will also be a valuable experience to meet European colleagues. There will be 8 partners in this project, of different sizes but with a similar goal for the improvement of the teaching and learning of science and technology and the sharing of good practice. Smaller schools can arrange fewer meetings than larger ones. In addition, partner schools will find about five other cluster schools in the region that will also benefit from this project. They can use the information and can attend all the seminars organised by the national partner school.

Furthermore, there are some silent European partner schools who will take part in the project, organise meetings and seminars, but without obtaining a grant. With 200 students per partner school, more than 1000 pupils will benefit from this project. A lot of extra pupils will enjoy and benefit from this project. The plan for teachers to develop lessons and educational materials and organise seminars to share experiences will improve cooperation between teachers and stimulate their involvement. An important aspect of the communication about the project is the fact that each school will have their own page on the website to upload results and get feedback.



Τίτλος Σχεδίου	Refugees and Frontiers: Keep Europe United
Συντονιστής	Stichting Dendron College eigen middelen inz internationalisering Ελληνικό σχολείο: 4ο ΓΕΛ ΑΛΙΜΟΥ-ΜΑΚΡΥΓΙΑΝΝΕΙΟ
Εταίροι	LICEO DI STATO G.BAGATTA Holbaek 10. klassecenter Academy Transformation Trust The Dukeries Academy Haci Murat Hatice Ozsoy Anadolu Lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 22.725,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-NL01-KA219-022888_4

Περίληψη Σχεδίου

Last autumn, The Jean Jaurès Foundation presented the results of an opinion poll on the migrant crisis as seen in seven European countries (France, Germany, Italy, Spain, Netherlands, Denmark, and Great Britain). Results show a clear split in European opinion. This survey raised humanistic, emotional, political and economical questions with the Italian and Dutch school in our current partnership. For instance, why do so many people in Europe not support the reception of people from war zones? People in need who lost all security and possessions. Why do people's views from various European countries differ so widely on this important issue? What will be the consequences for Europe if we as a union cannot deal with this crisis in a united and constructive way? The Italian and Dutch school in this project expressed the wish to form a partnership that addresses these issues and questions.

On eTwinning, they found partners in some of the other countries included in the opinion poll (Denmark and Great Britain), but also partners in countries that can be seen as the most important gateways into Europe (Greece and Turkey). So, the choice of studying refugees and frontiers as a transnational project is necessary as this is one of the biggest challenges the EU has had to face so far. Millions of people attempting dangerous sea crossings and walking for days to reach certain EU countries indicates there are major issues (in the countries from which they are fleeing, but also within the EU because of different approaches and attitudes). In mixed European groups, the students will study the rationale behind the current policy framework within the EU as well as the human stories that hide behind these policies. Different countries all have different approaches in dealing with the current situation: Can we learn from them? Is it possible to establish a common approach in dealing with the crisis? How do partner countries deal with immigration from outside of the EU? Working collaboratively with students from partner countries will enable students to give a better understand the process of dealing with refugees and their rights in partner countries, essential to develop a greater European identity.

The goal is that it will empower them to consider situations in a Pan European context rather than viewing it solely as a state or a local issue. All activities (school activities, international meeting etc.) during this project will be linked to the questions we raised above. It will be a unique process and experience that are participants will go through. In order to pass these experiences on to the rest of Europe, we set a goal. Our goal is to create a website filled to the brim with teaching tools. This open educational resource (OER) captures all the experiences from us and our students during this project. It will be for young people by young people. All lesson plans, individual activities and so on will incorporate the 21st century skills. Next to IT skills, the most relevant skills here would be collaboration, critical thinking, problem solving, creativity, social skills, and cultural skills. This unique OER means that other students and teachers at other schools throughout Europe

will be able to benefit. We hope to make our contribution to a more positive and unified Europe.

The specific objectives being pursued in this project:

- improve understanding why refugees flee their own countries and wish to live within the EU;
- better understanding of practices and policies linked to the refugee crisis;
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity in and outside of Europe;
- to promote a greater sense of European identity;
- more active participation in society concerning the refugee issue and integration aspects;
- more positive attitude towards the European project and the EU values;
- increased competence in the English language;
- increased level of digital competence and ICT skills



Τίτλος Σχεδίου	JOY in education
Συντονιστής	pcb Het Baken Ελληνικό σχολείο: 13ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΛΑΜΑΡΙΑΣ
Εταίροι	Szkola Podstawowa nr 11 im. Stefana Batorego Primary school “St. Kliment Ohridski” Easterfield Primary School Istituto Comprensivo n°3 Chieti
Χρηματοδότηση	Ελληνικού σχολείου: 18.180,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-NL01-KA219-022901_6

Περίληψη Σχεδίου

“JOY in Education” leads to finding JOY in everyday school life. It teaches learners how to handle consciously values and norms, diversity and sense-giving, but also improve basic skills (language, maths), and language competence. All these ‘Life Skills’ we want our pupils to develop, and lead them towards managing and living a better quality of life, help them to accomplish their ambitions and live to their full potential, depending on their life circumstances, culture, beliefs and geographic location. We expect that the competences of the basic skills will improve, that students will learn how to collaborate, finding it enriching.

We will focus on expressing feelings and expressive activities, in feeling free to share ideas, in stimulating creativity. Students will be taught using music to learn foreign languages, express themselves in art, music, writing, composing, handicraft, physical education and learn how to respect each other as a European citizen. Teachers will be trained in new methods: CLIL, Space learning, Improvisation theatre, emotional intelligence, the Positive Classroom, and Cooperative learning, Multiple Intelligences, Cross Curricular activities and Outdoor Learning.

The 6 participating schools are: 1. Istituto Comprensivo 3 Chieti, Italy. The school programme is founded on some basic projects using new teaching methods, ICT, environment and nutrition education, alternative P.E., different languages, “media education” and the use of theatrical arts. 2. 13ο Dimotiko Scholeio Kalamarias, Greece. We have extra subjects: Art, Drama, Music, ITC, English, German and French. Teachers apply to many innovative programmes such as eTwinning, health education, environment and culture and many cross-curricular programmes. 3. Szkola Podstawowa nr 11 im. Stefana Batorego, Poland is situated in social and economical disadvantaged area. Many pupils with challenging behaviour, emotional disorders and dyslexia. The project will give our pupils a great opportunity to learn about different countries, to improve their English, reading and writing skills and to be more active Europeans. 4. The population of Pcb Het Baken, Capelle a/d IJssel, Netherlands is most autochthon, with a lot of children from other countries. We have, more than average, children with special needs. Because of the good results of former school partnerships, we recognise that international education is a high quality project. 5. St. Kliment Ohridski, Haskovo, Bulgaria, is one of the leading schools in the region. We have three computer labs equipped. The school trains 665 students. There are a lot of extracurricular activities. 6. Easterfield is a small rural school near Turriff, Scotland. We have 22 pupils, 14 of which have additional support needs. Many of the pupils’ horizons and experiences are narrow and our pupils in the past have benefited greatly from their involvement in a Comenius project. Our activities include Project logos, booklets, Video product, training workshops for colleagues, articles, meetings to key stakeholders, eTwinning platform, public events (Music, Art, Drama) in each school community, social media

and organizational websites (EU Dissemination Platform and EST).

The project is likely to have a substantial positive impact on the participants. Pupils will increase basic skills in an enjoyable way, improve foreign language skills, develop skills such as advanced IT competence, create challenging activities, understand better cultural and linguistic diversity and increase their satisfaction in their daily life. Teachers will strengthen their professional profile, share experiences, learn to use appropriate tools to evaluate the results, coordinate innovative projects and learn ICT devices. The organizations will improve their profile and enhance their international dimension, improve their School policy plan and develop dimensions of the School Curriculum.

We will spread the project results outside the school community, to Parents' Association, to local school council and the regional school supporting services. At a National and European level, the target audience will be press and media, universities and other relevant stakeholders. We will disseminate the results using evaluation forms (questionnaires, interviews).

The project will have a sustainable impact. The desired impact is to influence the thoughts of decision makers, so as to reform the school curriculum. We will create a permanent intercultural dialogue between European schools and increase the effectiveness of education. The project results will be visible as a phenomenon guide for 'Joy in Education' and will be freely accessed using OER, EST and the EU Dissemination Platform, social media, eTwinning and printable resources.



Τίτλος Σχεδίου	Witnesses of the Second World War
Συντονιστής	Vereniging voor Christelijk Voortgezet Onderwijs te Harderwijk en omstreken Ελληνικό σχολείο: 1ο ΛΥΚΕΙΟ ΕΛΑΣΣΩΝΑΣ
Εταίροι	Liceum Ogólnokształcące im. Mikołaja Kopernika Tampereen kaupunki, Sammon keskuslukio FONDAZIONE ISTITUTO TECNICO SUPERIORE PER LE TECNOLOGIE DELLA INFORMAZIONE E DELLA COMUNICAZIONE J. F. Kennedy Pordenone
Χρηματοδότηση	Ελληνικού σχολείου: 20.650,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-NL01-KA219-022971_4


Περίληψη Σχεδίου

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed” (Preamble to the UNESCO Constitution). We strive to embody this preamble through this project and in the light of the current influx of war refugees from countries like Syria into European countries, we strongly believe that young minds are constantly challenged into upholding the meaning of peace and eventually, defending the concept of peace regardless of their origin. History is almost always integrated into the core curriculum of the education system in Europe but we envisage that this project will provide students with a hands-on approach to learning and discovering the many stories which may soon be unheard.

First-hand accounts of eyewitnesses of WW2 have more impact than just words written in text books and this is essentially the basis of this project – keeping stories alive by engaging the young generation. Oral history is a method that is used by many historians and organizations. However, as oral history is time-consuming, most teachers do not have the time to focus on this method of collecting historical information or data. Hence, we believe that this project can enhance students’ understanding of the past by giving them the opportunity to interact face-to-face with war witnesses from different European countries. Listening to stories from another perspective help students to instil the acceptance of other perceptions, views, values and a greater understanding in the historical events that happened during WWII. Prior to the interview, they have to carry out investigation and historical analysis and upon completion of the interview, students will go through the process of recording the interviews, subtitling and managing the data and accessibility of these interviews using an online portal.

Activities in the digitisation process will essentially contribute to students’ knowledge of conducting oral history research in the digital age. With this in mind, we require students who are technically sound, motivated and near competent communicators. In addition, inquisitiveness, open-mindedness, creativity and a strong desire to learn are some of the qualities that we look for in students. These will serve as our key indicators in students’ recruitment. 10-12 students will be selected from each partner school in which younger students will be facilitated by older students, who also supervise and assist teachers in various processes of this project. This may enhance students’ autonomy.

The initial stage of this project is the recruitment of interviewers (students) and interviewees (eyewitnesses), as well as learning how to conduct an interview within the scope of oral history. Simultaneously, they analyse and investigate the period of the Second World War in their own country. In preparation of the exchange visits, students from host countries will visit the eyewitnesses who they plan to interview and prepare a programme for their guests. During this exchange visit, students from visiting countries will be exposed to



the events and places (through excursions) that were of importance during the war in the country they are visiting. Interviews with war witnesses will be the primary activity in these visits. At the end of each visit, students work on the composition of online magazines which will accumulate all information, analysis and experiences during their visit. A similar activity was conducted during a student exchange programme held in March this year, between CCNV and ITS Kennedy in Pordenone (see Annex 4).

In terms of methodology, the composition of the database with 200-250 interviews (in three batches) is the key activity of this project. Validation of the results of each batch will enable us to fine-tune the procedure for the next batch(es). Our methodology for recording and storing the interviews is based on existing guidelines in the field of Oral History to ensure that the database is in accordance with existing research in this field, as well as the protection of IPR and privacy issues.

In the long run, the results i.e. interviews will be kept in a database which will be of benefit for various organizations such as schools and local historical community that envision the same ideas that we have.

The impact on students, on the other hand is perhaps greater than we envisage: as well as having been able to be part of working in an inter-cultural community and setting, they will develop a sense of deeper understanding of the impact of not only the Second World War, but also wars in general. It is without doubt that this project will serve as a platform for all the forgotten stories to be re-lived and be passed on to the younger generation. Above all, we believe that a project like this will contribute to the mutual comprehension and respect among European citizens, which is an indispensable quality for our future leaders.

Τίτλος Σχεδίου	In Omnibus Omnia Est
Συντονιστής	o.b.s. de Oanset Ελληνικό σχολείο: 3ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΑΓΙΩΝ ΑΝΑΡΓΥΡΩΝ
Εταίροι	Språkskolan i Umeå ek. för. Saints and Scholars IPS Porin Kristillinen koulu Escola Josep Monmany Amat
Χρηματοδότηση	Ελληνικού σχολείου: 21.440,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-NL01-KA219-022987_3

Περίληψη Σχεδίου

“In Omnibus Omnia Est” – Everything is related to everything else. The project built on innovative approaches, providing more attractive education and training programmes in line with 21st century needs and expectations. The added value of the project consists in the transnational character facilitating the exchange of experiences and good practices at European level in order to promote learning through outdoor and non-formal activities.

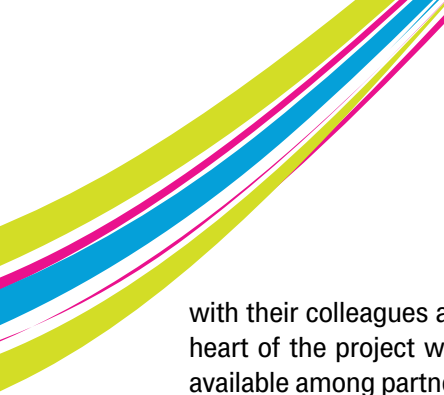
The project will encourage higher thinking. Students will be placed in new educational situations where knowledge acquisition is not enough; they will have to apply knowledge in new constructions. This will be reinforced by the continuous international exchange. The frequent use of 21st Century Skills will encourage students to make their own educational materials while participating in learning/teaching/training activities. This kind of partnership will lead the development of the spirit of active citizenship to all participants. In the previous section we indicated many teachers lack the ability to customized education and applying 21st Century Skills. To tackle this assumption, this project provides training courses (workshops), good practice, Implementation conversations (meetings, website) and working together, will have a stimulating effect and reduce fears. Through this approach, we create a group where it is always possible and safe, asking for help. Education is teamwork at its best.

Participants from Greece, Spain, Northern Ireland, the Netherlands, Finland and Sweden have joined forces to pursue three objectives: 1) Cross curricular approach by making use of 2) 21st Century Skills, and 3) Strengthening the European dimension in our education. Although the schools are from totally different educational cultures, they are united in pursuing these objectives, because they should do so in accordance with the multi-annual policies and the requirements of the (national) curriculum.

The five topics are:

1. Culture; connectedness in diversity
2. History; the sea: driving force behind the development of civilization
3. Keeping healthy; despite 21st century temptations.
4. Ecology: national problems require European solution
5. Keeping Safe; 21st Century threats overpowered

The topics will be conducted according to a set pattern and by making use of various subjects in a cross-curricular approach, using 21st Century Skills. Emphasis is put on: Creativity - Critical thinking - Problem solving skills - Communication - Cooperation - Digital literacy - Social and cultural skills and Self-regulation. In the topics there will be established moments in which children have to share results and experiences



with their colleagues abroad. (Video conferencing / travelling abroad) For both teachers and students, the heart of the project will be the Learning / Teaching / Training Activities. By making use of the expertise available among partners, supplemented by seminars, workshops and class visits and all brought together in (international) conversations / meetings; the educational skills and knowledge of teachers as well as the effectiveness of the learning process will increase. The educational website and eTwinning, provide teachers reflection and help (chat / video).

Students will be involved in two mobilities. Their tasks are:

- 1.** Representation: presentation of school / country, Puppet, poster etc.
- 2.** Cooperate: in international groups in various activities, visits and experiments, concerning the topic
- 3.** Create: a booklet about the topic (part of the E-magazine)
- 4.** Collect: information about the country (officially and from their point of view – photo, video)
- 5.** Keeping a diary
- 6.** Experience the culture and history.

The last three tasks are the basis for a comprehensive briefing for parents and classmates. The younger students will carried out a second group of activities called: PUPPETS WITH A MISSION, based on the same three main objectives of the project. A Puppet represents a topic. Holland chose Kermit, because our topic is water. Kermit travels on a fixed schedule. In his suitcase a number of tasks that must be carried out by the host school. (Music, dance, language, history, experimentation, etc. all related to water) In addition, Kermit will teach host school children something about our country. His diary, allows Dutch children to see what Kermit has experienced. Halfway there is Skype contact with the host school.

All project activities will result in:

- 1.** rewriting and updating of multi-year policies and curriculum
- 2.** adjusting the documents that stipulate the personal development (Knowledge, educational skills, improvements) teachers
- 3.** a number of end products that will serve as a database for the years following the closing of the project. (E-book, E-magazine, Website, DVD etc.)

Τίτλος Σχεδίου	Full STEAM ahead for better education
Συντονιστής	Kringsjä skole, Kristiansand Ελληνικό σχολείο: 2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΧΙΟΥ
Εταίροι	Rigas 22. vidusskola Kuussaare Gümnaasium Kirkonkylän ala-aste/Myrskylän kunta Bodelschwingschule, städtische evangelische Grundschule CEIP COSTA TEGUISE
Χρηματοδότηση	Ελληνικού σχολείου: 22.990,00€
Διάρκεια Σχεδίου	34 μήνες
E+ Link number	2016-1-NO01-KA219-022040_7

Περίληψη Σχεδίου

The so called STEM-fields experience our lives very often: our environment, weather and climatic changes, natural phenomena and catastrophes, plants, animals, food, digital media, inventions, shopping ... “Science”, “Technology”, “Engineering” and “Maths” surround us. For our children “STEM” will be a very important part of their lives, will be their “future” in a “competitive Europe”. Some researchers say that a high percentage of areas in the future will require skills that the school does not effectively develop nowadays. Seeing how important this education is, we all took part at a partner finding conference in Oostende, Belgium, in December 2015. We soon discovered that we have much the same challenges in our schools: Students not motivated for school work and not performing at their best, especially when it comes to STEM related subjects. This again leads to a large number of students quitting higher education before they have reached their exams. We also found out that all partners are already doing something in this field of education, but not enough and often without a clear progression. We decided to work together realizing that we could learn a lot from each other and help each other on the way to a better and more meaningful STEM education for our students. We will implement a project focused on the STEM-fields, where the teachers will be encouraged to change the way they see the learning process and, at the same time, to reflect on their teaching practices.

Moreover, the students must have the opportunity to share their thoughts and ideas. It is important to encourage STEM learning early in schooling. Primary pupils are “curious”, want to explore, ask questions and want to tell about their findings. Learning can be seen as a permanent process of “constructing and changing concepts”. To arrange appropriate teaching and learning environments for children to stimulate cognitive performance should be the “log in” to successful, attractive and sustainable learning that takes away the fear of and negative attitudes towards STEM related topics.

We will change the STEM acronym to STEAM and use a new definition in this work: S- search, T-think, E-experience, A- active learning and M-motivation – “Full STEAM ahead for better education”. Our aim is to motivate all students by adapting STEM education to questions and phenomena the students are really interested in and thus giving a new meaning to this education. In our project we will develop new strategies and a new methodology combining traditional STEM fields with eg. drama, art and physical activities and create synergies between different fields of education. In order to obtain this we have to enable our teachers using new methodologies, new material and to “think new thoughts” for the benefit of our students.

Our project aims at promoting pupils’ dynamic participation. Planning, Team Work, Decision Making, Reflecting, Sharing and Communicating results and conclusions - our project pursues this objective: to make

school a place where children are active in the learning process. We will approach the STEM subjects from many different angles. Using outdoor learning activities, ICT, coding, games, story line, art, music and every day activities means that the approach to STEM will place emphasis on the interdisciplinary manner of teaching those subjects. The project will have its own web site at the eTwinning platform where we can communicate and discuss the progress of the project, the methodologies or the newly made learning material. In order to make the STEAM work more interesting and motivating some of the students' work will be a cooperation on the net.

During the project we will build up a “collection” or “database” of useful tools, methodologies and units for STEM/STEAM teaching and learning. In addition to this “bank”, which will be open to everybody also after the project has ended, we will also produce and publish folders eg. “Teaching STEM subjects using outdoor activities” etc. The tools, methodologies and ways of teaching from the project will be implemented in each school’s curriculum/working plan and thus can be modified due to specific national and/or local needs and requirements. The participants of the workshops will spread our ideas at their schools as “multiplicants” and we expect a positive “long term” effect from our project work.



Τίτλος Σχεδίου	Embracing differences under the umbrella of tolerance
Συντονιστής	Szkola Podstawowa im. Henryka Sienkiewicza Ελληνικό σχολείο: 15ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΟΛΟΥ
Εταίροι	Meiranu Kalpaka pamatskola Colegio Padres Trinitarios PETKIM LATIFE HANIM ILKOKULU Berkersheimer Schule
Χρηματοδότηση	Ελληνικού σχολείου: 10.970,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026073_6

Περίληψη Σχεδίου

“Embracing differences under the umbrella of tolerance” is a two- year multilateral project which will include primary schools from countries of Germany, Greece, Latvia, Spain, Turkey and Poland. The project will directly involve approximately three thousand pupils and teachers, and an unlimited number of other people such as parents and local community members. It will study tolerance, diversity, and active citizenship in each country, with a view to establish good practice in sustainable developments. We will introduce these ideas together with addressing issues such as pupils’ improvement in literacy, English skills and ICT competences. We will also concentrate on teachers’ professional development. The study will involve children & teachers across the countries in identifying similarities and differences in these areas. They will work to identify problems and solutions to those problems. We want our children, staff and local communities to be aware that being tolerant to others and accepting their diversities are straight ways to live peaceful and harmonious lives. It is very important to educate our pupils how to fight against intolerance. They should know their rights and rights of other people to take responsibilities for their actions and become EU citizens who actively participate in changing Europe for better.

The project is a cross-curricular EU citizenship and human rights programme that is integrated into regular curriculums of the partners and involves various subjects such as Social Studies, History, Arts, Languages, ICT, Crafts, Literature and Religious Education as well as school clubs. Our aims are as follows:

1. improve and increase the mobility of pupils and teachers;
2. enhance partnerships between schools;
3. encourage language learning;
4. innovate ICT-based content, services and better teaching techniques and practices;
5. improve pedagogical approaches;
6. promote active EU citizenship;

We want our project results and outcomes to become sustainable resources for others. Our teaching materials and tolerance-related solutions will become available in the internet and local libraries. All project works will be found in electronic and paper forms so everyone will have a chance to use them at any time. Long term benefits will include changes in schools’ tolerance practices and possibly become examples for other educational institutions. Our schools will maintain mutual cooperation at pupil, teacher and organisation levels. Our children and teachers will increase their English, ICT and interpersonal skills to be seen in scores of school ending exams and teachers’ professional portfolios. The schools will continue to update their project social media accounts. They will go on with celebrating the Day of Tolerance and continue. The partners will gain invaluable expertise in EU-granted projects and at least a few of them will try to apply for another Erasmus+ project funds.

Τίτλος Σχεδίου	Through artistic abilities to developed basic skills
Συντονιστής	Gimnazjum im. ks. Jana Twardowskiego w Zespole Szkol w Rozogach Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΣΧΗΜΑΤΑΡΙΟΥ
Εταίροι	Osnovna sola Toma Brejca Osnovna skola Darda
Χρηματοδότηση	Ελληνικού σχολείου: 24.395,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026076_4

Περίληψη Σχεδίου

We've decided to start the project titled "Through artistic abilities to developed basic skills" because the problem that many of our students have in common is low basic skills in literacy and maths, as it is shown in the diagnosis we run in every participating school (about 113 students with learning difficulties out of 245 diagnosed altogether). Most of these students are also facing many other difficulties, such as: social, as some of them originate from different nations' minorities, economic, due to the current crisis and unemployment of their families and other, and consequently they are at the risk of social exclusion. That's why we want to develop our students' basic skills mostly in literacy and mathematics through multidisciplinary and interdisciplinary methods that involve their artistic abilities in drama, art, music and dance, engaging their natural need for knowledge and fun, with the usage of our national and regional heritage, cultures and traditions. By the planned activities we also wish to prevent their early school leaving. We want to provide the students with an alternative to their everyday lives and leisure activities by their participation in the schools' and transnational workshops, motivate them to learn not only their national languages but also foreign languages by their practical usage. This experience can have a huge impact on their future labour and career as the active European citizens.

Moreover, through this project, we want to share experiences with other teachers from the partners' schools and learn good practices from each other. What is more, this project gives us the opportunity to promote our national (in the first year) and regional (in the second year) heritage and culture via incorporation of some interesting and useful elements into the workshops' activities that are devoted to developing students' basic skills. About 140 students will be directly involved in the project activities together with their 40 teachers. There has already been an eTwinning project established for students and teachers to cooperate, called "Learning through art, dance and theatre" - 130 students and 6 teachers involved, and our Facebook project group profile will be created. We will organize extracurricular workshops in drama, art, music and dance clubs in each school (2 hours for each club a week – 360 hours of workshops in every school during the whole project) and incorporate the topics and content of them into our everyday school work. We will also organize transnational workshops for the students and teachers – approximately 80 hours altogether: in Greek school "Drama and ancient Greek theatre workshops with the elements of music and art", Croatian school "Croatian art – straw sculpture, drama and different nations dance workshops", Slovenian school "Local art in the open air, folk dance and Maths Drama workshops", Polish school "Local folk art, stand up drama, craftwork, singing and dance workshops".

The main methods used in the project will be: the project method, drama, blended learning methods and other methods used in teaching reading, writing, and maths skills, and also ICT games and resources. We believe that the project will result with better motivated students, who will have better language (including literacy),

cooperative, maths and many other skills, students who will be capable to use ICT tools to communicate and cooperate internationally.

The final product of the project will be an online guide for other teachers including good practices, successful methods, interesting lesson plans and workshops programmes, which will be available on our schools' websites, on eTwinning on Facebook, our county Education Offices' webpages and the EU Dissemination Platform. The schools will enrich their offer of new, effective ways and methods. The project will also bring new possibilities for all the stakeholders, such us: further cooperation on eTwinning or starting a new Erasmus+ project, a long lasting change and progress in students' lives, incorporating those new experiences, ideas, methods and forms brought from the transnational workshops into the schools' curriculums. We also believe that our project will bring the opportunity for the local authorities to cooperate internationally with each other.



Τίτλος Σχεδίου	Nauczanie i uczenie się z ICT
Συντονιστής	II LICEUM OGOLNOKSZTALCACE IM. GUSTAWA GIZEWIUSZA Ελληνικό σχολείο: 4ο (Εσπερινό) ΕΠΑΛ Ηρακλείου
Εταίροι	Szcolnoki Muszaki SZC Klapka Gyorgy Szakgimnáziuma és Szakközépiskolája Stredna odborná škola elektrotechnická, Sibirska 1, Trnava Sehit Hamide Sibel Cetinkaya Anadolu Lisesi
Χρηματοδότηση	Ελληνικού σχολείου: 16.940,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026086_2

Περίληψη Σχεδίου

Współczesny świat ciągle się zmienia i rozwija. Aby sprostać nowym wymaganiom na rynku musimy być kreatywni, przedsiębiorczy i elastyczni wobec zmian, które zachodzą we wszystkich aspektach naszego życia. Jako szkoła powinniśmy przygotować młodych ludzi do odpowiedzialności i ciągłej aktywności. Głównym celem projektu “Nauczanie i uczenie się z ICT” jest podniesienie atrakcyjności kształcenia i jakości pracy szkół partnerskich poprzez zastosowanie nowych technologii w nauczaniu. W projekt są zaangażowane szkoły z pięciu krajów: Grecja, Turcja, Słowacja, Węgry i Polska. W każdej mobilności weźmie udział 28 osób (uczniów i nauczycieli) wizytujących oraz społeczność szkoły goszczącej. Działania projektowe obejmą również społeczność lokalną i przedsiębiorców przyjmujących młodzież podczas wycieczek dydaktycznych.

Główne działania w projekcie to:

- 1) Innowacyjne podejście do nauczania poprzez tworzenie i funkcjonalne wykorzystanie na lekcjach specjalistycznych programów komputerowych i wprowadzenie atrakcyjnych metod nauczania opartych na technologii ICT (Szkoła w chmurze).
- 2) Mobilności podczas których, młodzież przeprowadzi lekcje przedmiotów ścisłych w języku angielskim z wykorzystaniem narzędzi ICT i poznanych programów oraz odbędzie warsztaty z programów komputerowych i ich zastosowania w edukacji szkolnej. Priorytetem jest zwiększenie szans młodych osób na rynku pracy.
- 3) Rozwój kompetencji językowych i kwalifikacji zawodowych nauczycieli zaangażowanych w realizację zadań projektu na różnych płaszczyznach życia, np. metod pracy na swoim przedmiocie, pracy wychowawczej z młodzieżą (również z młodzieżą ze specyficznymi potrzebami), współpracy z rodzicami i lokalną społecznością. Sprzyjać temu będą dyskusje, warsztaty, webinaria i wymiana doświadczeń. Projekt przyczyni się do nawiązania nowych kontaktów na płaszczyźnie zawodowej, będzie wspierał „przepływ myśli” między partnerami.
- 4) Rozwijanie umiejętności interpersonalnych i poszerzanie wiedzy o dziedzictwie kulturowym krajów partnerskich, co pozwoli lepiej zrozumieć proces integracji europejskiej. Mobilności pomogą przełamać bariery społeczne i mentalne pomiędzy Europejczykami, pozwolą wykształcić świadomych obywateli zjednoczonej Europy, ludzi pewnych swoich racji, otwartych, komunikatywnych, umiejących bez zażenowania przedstawiać swoje zdanie, a przy tym szanujących prawa innych ludzi. Udział w projekcie przyczyni się do promocji szkół w środowisku lokalnym oraz zwiększenia atrakcyjności na rynku edukacyjnym.

Τίτλος Σχεδίου	We are all migrants of this world
Συντονιστής	Liceum Ogólnokształcące im. Piotra Skargi Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΩ
Εταίροι	Liceo Don Lorenzo Milani- Napoli IES NUEVO SCALA Agrupamento de Escolas de Ferreira de Castro - Oliveira de Azeméis
Χρηματοδότηση	Ελληνικού σχολείου: 22.320,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026099_4

Περίληψη Σχεδίου


Free as Europeans may feel to choose where they want to live and develop their professional carriers, they still seem to show little enthusiasm to fully accept immigrants' right to be part of the society with all their privileges and obligations. Due to little awareness and an increasingly multicultural society, people's attitudes towards the phenomenon of migration are constantly changing. Bearing in mind the current political and economic situation, members of the European Union are more and more commonly said not to understand each other in terms of similarities and differences.

The idea of our project is therefore to make its participants and all the potential stakeholders be aware of what challenges they have to face and find effective solutions to deal with the issue of migration. Only by knowing and understanding the basis of the issue one can deal successfully with this hotly disputed phenomenon nowadays as well as contribute to staying part of united Europe. Without knowing the historical background, it is not possible to understand the current situation. However, while carrying out various tasks we would also like the students to focus on political, sociocultural and economic aspects.

Migration is claimed by many to be discussed in national groups but we feel this is and has always been a matter of a trans-national point of view. Thus our aim is to provide enough reliable information and make students use the proper tools in order to take an active role and take the right decisions in the future for the benefit of the whole European and wider communities. Hence, the title of our project: 'We are all migrants of this world'. During the two-year cooperation, students and teachers from Poland, Greece, Italy, Spain, Portugal will carry out activities to fully understand, draw conclusions from and take steps to deal with the issue of migrations through reference to: historical background of migration waves, reasons for migration in the past and now, results and implications of migrations, governments' policies towards migration, cultural similarities and differences between countries, asylum-seeking procedures.

The project will help develop conviction of being a proud and understanding European ready to cooperate, interact and live together in peace. Through this project we hope to encourage dialogue between students of different cultures, beliefs and religions, education can make an important and meaningful contribution to sustainable and tolerant societies. While trying to learn more about the migration waves we have frequently discovered a low level of reliability of different sources. The information was either missing or given from one angle only. The TV broadcast, media coverage hardly attract young people's attention since it mainly concentrates on figures or political matters.

What is more, the easiness of the Internet keeps pupils away from looking for other sources than Internet



posts a lot of which are hardly verifiable. We would like to encourage the students to do innovative proper research and collaborate with peers while using other sources, e.g. by interviewing politicians, officials as well as immigrants themselves. By sharing their findings we hope to show pupils the benefits and joy of research. Students engaged in the project will be motivated to study the subject in deep as they will be prepared to give presentations in front of their schoolmates as well as to publish their findings in stories, summaries and articles. In addition, doing their own research will promote individual thinking. There will be 3 transnational meetings and 5 short-term exchanges of students. In total 100 students and teachers will take a direct part in learning/teaching/training activities during the exchange visits.

The results will be seen in a number of products, e.g. presentations, interviews, face-to-face meetings with immigrants, common website, debates, leaflets and a collection of short stories referring to migration written by students. The students will become the owners of the stories and they will discover them by through their own experience. We think that because of the new method of teaching students will develop a better understanding of intercultural relations within Europe and the relations it has with citizens of other countries. We will ensure the project website with all the materials uploaded on it in a digital form will be widely accessible for at least two years after the official date of closing the project.

The schools involved in the project will be responsible for running the project website after completing the project. To make sure the outcomes are used after the end of EU funding, they will be distributed on Twinspace, in the teachers' network, pbworks, via the school archive, in libraries, also on <http://ec.europa.eu/programme>. We will follow similar steps taken in the project with new groups of students coming to school each year, so most activities will be maintained.

Τίτλος Σχεδίου	Health4Life
Συντονιστής	Szkola Podstawowa nr 2 im. Krolowej Jadwigi w Jarocinie Ελληνικού σχολείου: 14ο Δημοτικό Σχολείο Κατερίνης
Εταίροι	Agrupamento de Escolas de Castro Marim Plunge "Babrunas" Basic School Istituto Comprensivo Padre Pio da Pietrelcina
Χρηματοδότηση	Ελληνικού σχολείου: 21.525,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026115_3

Περίληψη Σχεδίου

In the past children used to spend all days outside playing various sports. Nowadays, they spend most of their time in front of TVs or computers eating junk food and limiting challenges to their creativity, as well as limiting necessary challenges to their bodies to achieve optimal, sensory and motor development. Such habits have an extremely negative impact on the developing child and lead to an increase of physical, psychological and behaviour disorders. Child obesity is now a recognised problem in Europe. When we look at our students we can easily notice that in each year there are at least a few pupils facing this problem. In most cases the reasons of this situation seem to be the popular eating habits where students fill themselves with unhealthy, low in vitamins and nutrients food full of sugar and additives. What makes it worse is the fact that parents do almost nothing to change it.

The purpose of the project is to involve the whole school community and the wider community in looking more closely at how we stay healthy. We aim to raise our pupils', parents' and communities' awareness of the influence of healthy lifestyle on children's development and on our life. In order to achieve this, different tasks and activities will be carried out to find out about healthy lifestyle in the present and past and then share and compare results to those of the partner schools. In particular, by looking at how human needs are interrelated through interviews about healthy lifestyle, posters promoting healthy food, healthy salad and snack recipes and healthy lifestyle leaflets we believe that our pupils will begin to make the right choices for their health.

During the project activities the students will learn about the dangers of stressful life and they will be trained in relaxation techniques, they will research morning exercise and energising activities, they will find out new information about herbal tea and the power of water, they will learn about Mediterranean Diet and the importance of breakfast, they will learn about the negative effects of eating sugar, they will take part in healthy cooking lessons, they will learn dances and games from each country and they will try out new sports. In general, the pupils will learn about healthy eating and physical activity to build healthy habits for a lifetime. Permeating all these activities will be the use of IT tools as we aim to integrate technology in the project and use it as a tool to promote and extend students' learning on a daily basis. Combining technology with healthy lifestyle topics should be interesting to the students.

Presenting their schools, countries, healthy lifestyle topics and sport to cross-border friends will be an effective way to encourage students to take part in the project and develop their key competences. We expect that the project and participating in the planned activities in a direct or indirect way is going to have many positive effects on all the participants. Healthy lifestyle is going to be the main focus of the project but since a wide range of ICT tools will be employed by doing all the planned tasks and activities the participants will develop

the key competences of the 21st century such as innovation, creativity, problem solving, entrepreneurship, teamwork, literacy, language skills and digital competences. Many curriculum areas will be covered while increasing personal, social skills and citizenship.

The practical activities should provide exciting, motivating and purposeful learning experiences for all pupils no matter their ability. All the project activities will have a European dimension and all the results and findings will be exchanged and compared between all partner schools. Sharing our project activities, materials and results with others should lead to a greater awareness of a healthy lifestyle and understanding how we all need to stay healthy and that it is our responsibility to ensure we lead and encourage others to lead healthy lives. In terms of longer term benefits we hope that our project will result in healthier generations in the future.



Τίτλος Σχεδίου	Drop Out - Coaching at School
Συντονιστής	Gimnazjum nr 7 im. Ignacego Krasickiego w Olsztynie Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΣΧΟΛΕΙΟ ΝΕΑΣ ΙΩΝΙΑΣ ΜΑΓΝΗΣΙΑΣ
Εταίροι	Colegiul National de Informatica Grigore Moisil Institut Guillem Catà IIS Petrucci Ferraris Maresca Suleyman Demirel Anadolu Lisesi Kanepi Gümnaasium
Χρηματοδότηση	Ελληνικού σχολείου: 19.055,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026121_6

Περίληψη Σχεδίου

DROP OUT - COACHING AT SCHOOL

This Project addresses to two problematic issues at schools and in the long term in the society. The first one is students cannot identify their needs and abilities well enough to plan their career. And the second one, the students find it hard to cope with the pressure and stress of the vague future, as a result they leave school earlier. Most of the students belong to different social classes which means some of them are at highly risk of drop-out. Every partner school has evaluated the percentage of these students: Italy: 20%, Estonia: 2%, Poland: 7%, Romania: 15%, Turkey: 23%, Spain: 20% and Greece: 15%. The schools used surveys, school reports of social backgrounds of the local communities or other available materials from their Educational Departments.

Referring to our main aim which is reducing the number of students at risk of drop out we want to achieve the following states: Italy: 10%, Estonia: 0%, Poland: 0%, Romania: 10%, Turkey: 10%, Spain: 10% and Greece: 10%. The second very important aim we want to achieve is reducing stress level and developing the necessary abilities to manage emotions as well as overcoming anxiety within the classroom. The other goal is improving creativity in using new ICT technologies by working with robotics experts. The next aim to gain is providing the motivation of students for learning and socializing by showing them how to plan their future career. There are 7 schools participating in the project: Poland as a coordinator, Turkey, Italy, Romania, Spain, Estonia and Greece. The initiators of the project were schools from Turkey and Italy as their countries struggle the problem of early school leaving to a large extent. The Polish school agreed to be the coordinator with regard for its experience in European projects.

The main methodology how to cope with the issue of early school leaving will be creating a system of coaches in every participant school and working with students at risk. According to the expertise and competences of the project team, the distribution of tasks are as below:

1. Turkey, December 2016 - Seminar on life coaching for teachers; questionnaire about the level of stress and the EFT Technique; edition of a guide 'Drop out - Coaching at School. How to reduce the risk of early school leaving?'
2. Greece, March 2017 - Interviews with professionals to assess the pros and cons of different careers as well as workshop: 'How to behave at a job interview?'; editing a calendar for 2018 with photos and students' stories titled: 'I have a dream...'
3. Italy, October 2017 - Exhibition on Robotics: Open Fair - the students will assembly Lego- bricks in order to

build a Robot; leading a project blog with all the news and students' experience.

4. Estonia, May 2018 - Outdoor sports and Yoga to gain inner peace; creating booklet titled: 'How can Yoga and outdoor sports help us?' with the essential techniques.

Other partners' tasks will be as follows:- Romania: designing the mouse-pads, pens, T-shirts, caps with the logo; monitoring of achievements and evaluation of results; editing a start-up brochure: 'Drop out - Coaching at School' about partner schools and our aims to promote Erasmus+ Programme during the following 2 years,- Spain: editing of an album with the photos and summaries of all the Training Activities, titled: 'Erasmus Friends'; a leader of works on preparing a perfect CV, - Poland: arranging and updating the project web page; editing a part of the guide ('Drop out- Coaching at School. How to reduce the risk of early school leaving?') titled 'Methodology of Learning by Doing'; preparing Europass for all participants.

During the total duration of 24 months, 2 transnational meetings will be held:

- 1.** In Spain, in October 2016 to talk about the activities' details and project management.
- 2.** In Romania, in May 2017 to monitor the aims of the project and evaluate the results achieved within the first year.
- 3.** In Poland, in June 2018 to assess the outcomes of the whole project using prepared in Romania materials.

All participants will be trained by a professional expert how to share the elaborated materials.

At the end of our project, according to the main results, the teachers will:

- become coaches (100% of the teachers in every school) working with students at risk of drop out,
- create a new system at schools to prevent early school leaving by having life coaches at schools.

All the students at risk of drop out will:

- succeed in planning their future career by continuing their education at school,
- improve their ICT and foreign language skills through the computer programming of a Robot,
- learn to cope with negative feelings and turn them into positive ones to see advantages of staying at school,
- keep in mind that mistakes lead to better learning and the most important thing is not to give up.

All participants will be actively involved towards a better understanding of the real European dimension.

Τίτλος Σχεδίου	SAVE ENERGY SAVE THE WORLD
Συντονιστής	Zespol Szkol w Wolbromiu Ελληνικό σχολείο: Ολοήμερο 7θέσιο 1ο δημοτικό σχολείο Παλαμά Καρδίτσας
Εταίροι	Mesa Koru Sitesi Ilkokulu Direzione Didattica Statale "Piazza Quattro Novembre" 52 primary school 'Tsanko Tserkovski' Scoala Gimnaziala Nr. 2 Marginea
Χρηματοδότηση	Ελληνικού σχολείου: 18.630,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026180_4

Περίληψη Σχεδίου

One of the five consistent goals of the Europe 2020 strategy is about the climate and energy. The aim is to reduce greenhouse gas emission, in comparison to 1990, by at least 20%, and if the circumstances allow, 30%; and in EU energy consumption, increasing renewable energy up to 20% and achieving energy efficiency at the rate of 20%. It is stated that, aligned to the new vision created for Europe, the transition to a low carbon and energy efficient economy will be completed by 2050; renewable energy resources instead of carbon resources will be encouraged for economic growth, and energy efficiency will be achieved.

The goal of this project is to build energy conservation consciousness in early years of life, and to draw attention to the contribution to economy of energy conservation by the target age groups and to the impact of renewable energy on clean environment. Today, with our energy need increasing every day, economic use of energy, spreading the use of clean energy and raising awareness around it will also have a positive impact on the development of environmental consciousness. When it is considered that the habits are most easily developed during childhood, consciousness around energy conservation will also easily develop in early years of life. This is why the target age group of our project is 6-11 years.

The goal of our project is to help students from the target age group develop consciousness and behaviour of using energy without wasting it, to ensure permanent learning of the subject matter, to educate parents about the issue, to explain the importance of using clean energy, to encourage using environment-friendly energy use, and to build environment consciousness. This project is based on the idea which states that the cheapest energy is the not-wasted, saved energy. This aspect of the project takes into consideration the contribution of the project to the economy of the country; one of the aims of the project is to entrench consciousness around this aspect. The project brings together the work from the countries of Turkey, Romania, Bulgaria, Italy, Greece and Poland. Turkey, one of our partners, has experience at the national level, whereas Romania, Italy, Bulgaria, Greece and Poland have experience with the Comenius project. Some of the project activities are drama practice, music practice, improving English language skills (because it is the common language), drawing contests, banner preparation and logo design.

During the project, students' behaviour will be observed based on the observation forms created by our partners and the results will be derived periodically for assessment, reporting and comparison. Information about the project will be given through the surveys, interviews, seminars and conferences; these activities will be carefully evaluated. Among the project goals are investigating methodologically and observing at their place the various applications by our partners, figuring out the differences in curriculums and considering

different aspects in the curriculums for adaptation to our own, using different methods and techniques – if any – while working on the subject, benefiting from our work colleagues' work experiences, and enabling students to be fully active in the learning process through arranging interesting activities.

The target group shows continuity, so even after this particular project is over, the project will allow for further work with students in that age group and their parents. Thus, because of the target group as well as the subject matter, it is a sustainable project which also allows for popularization and will have long-term benefits. Behaviour which will be learned by the end of the project will have become a habit, so it also has the characteristic of being passed down from generation to generation. Due to this aspect of the project, the findings are valuable also for future and the project has long-term effects. The handbook will be a source that explains the project process and experiences, important for understanding and disseminating the final results of the project after it is over.



Τίτλος Σχεδίου	Stay 3E- stay Eco-friendly, Entrepreneurial, European. Providing practical solutions for effective teaching and enjoyable learning at primary level
Συντονιστής	Szkola Podstawowa nr 3 im. Jana Brzechwy w Pulawach Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΜΕΛΙΣΣΙΩΝ
Εταίροι	ECOLE ELEMENTAIRE JEAN JAURES 1 Scoala Gimnaziala Ion Simionescu Istituto Comprensivo Carmagnola 3 CEIP SAN ISIDRO
Χρηματοδότηση	Ελληνικού σχολείου: 22.580,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026196_4

Περίληψη Σχεδίου

CONTEXT

The life in 21st century is unpredictable; economic crisis, the fear of unemployment, refugees' problem, are only some of the challenges that people encounter every day. In response to current issues, there is also a challenge for modern education to equip young generations with the skills that will enable them to find themselves successful on labour market. The project may be considered a tool kit for striking a balance between academic knowledge and practical learning.

THE OBJECTIVES

The project 'Stay 3E- stay Eco-friendly, Entrepreneurial, European-providing practical solutions for effective teaching and enjoyable learning at primary level' aims to raise pupils' competencies in Ecological, Entrepreneurial and European education by being immersed in real-life context. Informal learning situations are to stimulate the transversal and life skills development, skills supporting our pupils in learning and later on in their work. Additionally, we wish to build up pupils' identification with the regions they come from, with respect for all the Europeans.

THE NUMBER AND PROFILES OF THE PARTICIPANTS

Our project will bring students and teachers from six countries together from six partner countries: Poland (coordinator), France, Italy, Spain, Greece and Romania. Approximately, about 1900 pupils, aged 6-9 (Level 1) and about 1100 pupils, aged 10-15 (Level 2) and 150 teachers from the partner countries will be involved in various project activities. 55 pupils, 16 teachers (accompanying persons) will take part in short-term learning activities and 39 teachers will participate in joint-staff training events.

DESCRIPTION OF ACTIVITIES

Our activities will include following topics:

- learning about the regions of the partner schools
- learning about ecology and ecological food in relation to the regions
- Maths and Entrepreneurship learning in real- life context
- developing life skills: cooking and gardening
- setting up and maintaining a school garden
- taking part in common learning activities: performing ecological play, working out the quiz for paper chase, workshops on producing olive oil, soap, cheese, pepper, etc., Salone del Gusto and Terra Madre

- eTwinning activities accompanying the project
- collaborative cooking and gardening classes
- learning the languages of our partners (multilingualism) and their cultural heritage
- visiting local eco-farms, companies, institutes, primary and secondary schools, preschools
- work and activities for local communities
- meeting with teachers, producers, farmers
- active participation in a number of classes of different subjects.

METHODOLOGY USED IN THE PROJECT

■ learning through experience ■ task-based learning ■ formal/informal learning ■ transversal and life skills contribution to high-level basic skills development ■ using innovative methods of teaching: CLIL, TECHH, eTools, blended-learning, Montessori method ■ project work at two linguistic and age levels

RESULTS-SUMMARY

Qualitative: ■ improving pupils abilities to apply knowledge to practice ■ better competence in Maths and ecological education ■ broadening knowledge about the European regions ■ developing life and transversal skills ■ enhancing teachers' professional development

Quantitative: ■ the syllabuses of 3 optional courses: 'European Eco-friendly and Educated Citizen', 'Healthy cooking' and 'School gardening' ■ 'Stay 3E cookery book' ■ 'Stay 3E board games' ■ 'Stay 3E regions' – a tourist guide ■ '4Seasons in Stay 3E regions'-an interactive Google calendar ■ 'How to set up and maintain a school garden'-a guide ■ 'Stay 3E Scarecrow's adventures'-a travel diary ■ 'Stay 3E' mascot ■ 'Stay 3E-teaching in practice' – lessons plans ■ 'Stay 3E multilingual dictionary' ■ 'Stay 3E specialities' – a picture dictionary

IMPACT OF THE PROJECT

We expect the project to have impact on pupils, teachers, parents and other stakeholders at local/regional/national/transnational level. Pupils will gain knowledge about the regions and learn how to make school learning applicable to their everyday lives. By working together with their European peers they will improve collaborative skills and get used to more flexibility which is so needed in a globalized world. All the partner schools will offer the pupils higher level of education based on European cooperation and training experience. The local communities will realize their regions' potential, which can result in undertaking common initiatives designed to address the problem of unemployment. All the activities and their results will constantly be communicated to the local press, respective stakeholders and students' parents

POTENTIAL LONG-TERM BENEFITS

- Pupils take responsibility for their lives and future
- Pupils are better achievers at further levels of education
- Early-school leaving risk is decreased
- Unemployment rate is decreased
- Increase in business initiatives in relation to the regions' potential
- Improving the quality of education system

Τίτλος Σχεδίου	IMPROVING SOCIAL AND EMOTIONAL SKILLS- LEADING TO SUCCESS IN LIFE
Συντονιστής	Szkola Podstawowa nr 25 Integracyjna, Zespół Szkół nr 19 Ελληνικό σχολείο: 3ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΡΟΝΤΑΔΟΥ
Εταίροι	Scoala Gimnaziala "Grigore Moisil" Icerenkoy Hasan Leyli Ilkokulu Istituto Comprensivo Fossacesia
Χρηματοδότηση	Ελληνικού σχολείου: 23.390,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026199_4

Περίληψη Σχεδίου

This is a strategic partnership project with five schools from PL, IT, RO, GR and TR which takes social and emotional skills into account. The project course will include two main directions- activities and short term exchanges the aim of which will be to overcome lack of social and emotional skills at an early age and the second one will be searching, observing, practicing, evaluating and transferring the good practices between each other. Our application refers to the particular needs of students according to the needs analysis which took place in all the partner schools.

As the project group, we discussed and defined 5 obstacles preventing school success. They include:

- 1- Lack of social and emotional skills,
- 2- lack of basic skills,
- 3- Lack of parental support,
- 4- Lack of socio-economical needs and
- 5- Lack of education system requirement.

The needs analysis have been done in five schools by taking the observation of the teachers' view, consultant teachers' ideas into account, applying basic survey which evaluates social and emotional skills of the students. According to the result we achieved, it can be said that in Turkish and Polish schools, "lack of social and emotional skills" of the students are seen as the most important problems in terms of preventing students from adapting academic success. In Greek and Romanian schools "Lack of Basic Skills" became the first reason for failure. In Italian school number 1 and 2 are seen as the most serious obstacles against school success. After these studies we decided to put "lack of social and emotional skills" as the main point of our project. Developing activities relevant to this aim will help our students both improve their social and emotional skills and their basic skills. Target groups to be addressed in the project are the ones who lack social and emotional skills. We will involve about 100 students in activities which will be applied at every school. The age range is between 6-13. Our project will allow students to identify their emotions and enable them to use them to "facilitate their learning and their ultimate success at school".

Social and emotional skills are determined as five competencies in our project: self-awareness, self-management, social awareness, interpersonal relationships and decision making skills. With these 5 competencies, a student is able to recognize emotions and emotional triggers, make and identify personal and academic goals, demonstrate cooperation and team work, and identify ways to resist peer pressure to engage in unsafe or unethical activities. At the very beginning of the project these 5 subtopics will be prepared

in details as seminars and the activities which can be applied in school. Teachers from the schools will be given an extra two- day course. These competences will be integrated into school curriculum with a team work involved by teachers.

At the beginning of the project a self-evaluation questionnaire will be applied to students and the needs will be defined. According to these indicators a specific programme will be prepared by the project team and then applied. Administrative staff, PTA will support the teachers doing these works. At the project meetings every step of the studies will be discussed and evaluated. Partners and subtopics/activities/ Products are stated as: PL M1- M2 Self-awareness/ Creative Drama Activities / A video collection IT C1 Self-management/ Individual Sports Activities / Tournaments at schools RO C2 Social awareness/ Helping Abandoned Children / Visiting Abandoned Children and sharing toys/games/organizing an evening event for them GR C3 Interpersonal relationships / Applying Pedagogical Activities to improve interpersonal relationship TR C4 Decision making skills/ Outdoor Orienteering Activities / Competition between students groups

MAIN OBJECTIVES

- to overcome lack of social and emotional skills in the childhood.
- to enable students to use emotions to “facilitate learning and their ultimate success at school
- to develop students’ making and identifying personal and academic goals, demonstrating cooperation and team work and identifying ways to resist peer pressure to engage in any misbehaviour.
- to improve ICT and language skills

NUMBER AND PROFILE OF THE PARTICIPANTS

Students: 500 / 500: 1000

Teachers: 50 / 50: 100

Administrative staff: 20 / 10: 30

Parents: 500 / 200: 700

Members of NGOs and local community: 200 / 300: 500

Total number: 2330

RESULTS AND IMPACTS

Through our project the 5 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 leading students to overcome lack of social and emotional, setting up the project website in order to provide continuous access to the general information of the project activities, progress and results.

Τίτλος Σχεδίου	Multiple intelligences: on the path to new minds.
Συντονιστής	Szkola Podstawowa nr 30 Ελληνικό σχολείο: 1ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΑΛΑΙΟΚΑΣΤΡΟ
Εταίροι	Istituto Comprensivo Don Roberto Angeli Agrupamento de Escolas do Cerco ANTALYA BILIM VE SANAT MERKEZI
Χρηματοδότηση	Ελληνικού σχολείου: 23.410,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026244_4

Περίληψη Σχεδίου

'Multiple intelligences: on the path to new minds' is a multi-disciplinary and international project on the effective usage of the eight multiple intelligences as educational tools. Howard Gardner's work around multiple intelligences has had a profound impact on the theory and practice in the sphere of education. What is vital however, is the efficient application of these dimensions in our curriculum. In addition, modern educational approaches in cooperation with various countries offer teachers and students static academic knowledge, which intends to create static, ongoing methodology by adopting previously mentioned intelligences. The smart use of technology will play a crucial role to stimulate students' creativity as well as their productivity.

Our main objective is to motivate creative students demonstrating "think outside the box" approach with a vast array of activities and innovative web platforms. This project will be carried out with 5 partner schools from Turkey, Greece, Italy and Portugal in coordination by Poland. The schools in the partnership were carefully selected, as each one represents a differentculture, language bringing something new to the project. All of the partners, having a qualified educational background, form a good project team with clearly defined duties on the project activities. These activities will be divided into 8 sectors reflecting 8 intelligences. Every two months all schools will put into practice a development of one of the intelligences. That would lead to creation of a digital database that could be seen by all encounters and public.

The Results will be evaluated during regular meetings and mobilities. Partners will also share, monitor and develop their schools' progress in those meetings.

Results:

1. Enabling children's full comprehensive intellectual and social development.
2. Giving a chance of a success to every student using his stronger intelligences to support weaker ones.
3. Creating conditions for the development of creative thinking at an early stage of education.
4. Developing ICT skills for collaborative learning and teaching.
5. Strengthening the motivation for the long-life learning.
6. Strengthening the self-belief that would lead to easier overcoming life obstacles.

All the work will be created and shared in cooperation and be directly applicable to the educations systems of curriculums. Not only students, all educational units may monitor all the results and products. This will result in a very well organized perspective to apply and develop the project for many years including individual's life-long education. All in all, this project will raise awareness of the a good practice area of methodology using eight intelligences by efficient international cooperation. Methodology used in the project involves creative teaching methods, methods to promote creative thinking, to keep students' interest and enthusiasm. The

wide variety of methods will be used throughout the project including: project, brainstorming, information research, drama, writing, applying statistics, coaching, tutorial, verbal and drawn illustrations , gaming, use of charts and many others. Tapping into multiple intelligence is to allow students to use their strengths to find new ways of approaching a topic or solving a problem. While talking about longer benefits, we should mention the increase of students' motivation, enthusiasm and engagement as well as perceptible and positive impact on students' personal development. Independent thinking, ability to work in a group, the confidence in developing and presenting their ideas with greater imagination and fluency will be the best preparation for future life.



Τίτλος Σχεδίου	Home alone
Συντονιστής	Gimnazjum nr 5 Gimnazjum Mistrzostwa Sportowego w Zespole Szkol z Oddzialami Sportowymi nr 1 Ελληνικό σχολείο: 4ο ΓΥΜΝΑΣΙΟ ΧΑΝΙΩΝ
Εταίροι	Klaipedos r. Priekules levos Simonaitytes gimnazija Osnovna sola Ormoz Jana Eglisa Preilu Valsts gimnazija Ntra. Sra. del Carmen Scoala Gimnaziala Mihu Dragomir
Χρηματοδότηση	Ελληνικού σχολείου: 21.240,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026247_6

Περίληψη Σχεδίου

The project “Home alone” deals with the issues of alienation and loneliness of a young man in the modern world. In every community you can find people who are not accepted by others because of their personality, the way they get dressed, their interests, nationality or religion. The lack of understanding, acceptance sometimes leads to the situation when the young man escapes to the virtual world, the Internet, mass media. They are not only teenagers but also their parents who are not aware of the Internet dangers (cyber-bullying, grooming, sexting etc.). Moreover, the Internet offer is often more attractive than the direct contacts with peers who do not accept their disaccord and outlook on life, who laugh at them. Unfortunately, we are not able to eliminate the new technologies from the life of a young man.

In this project we want to show the young man and his parents how to use the new technologies in a safe way, how to transform the Internet addiction to success in the future. Thanks to such activities as workshops, meetings with representatives of various religions, ethnic minorities, the organization of a conference “The Internet and social media”, we hope to educate a young man who will be open to the world, tolerant and conscious of the risks of the modern world. But on the other hand we want him to be able to the Internet for his personal intellectual and social development. There are 6 schools from European countries. They are different in terms of culture and access to modern technologies. This choice will allow partners to share experience, to learn tolerance, and to tell the others how to live in a multicultural society, how to use skilfully the achievements of the twenty-first century without cutting off from the roots.

Τίτλος Σχεδίου	SCIENCE IN OUR LITTLE HANDS
Συντονιστής	Szkola Podstawowa Nr 12 z Oddziałami Integracyjnymi Ελληνικό σχολείο: 28ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ
Εταίροι	Istituto Comprensivo Fossacesia Osaühing Õppekeskus Intellekt (Lasteaed Mesimumm) Inonu İlkokulu
Χρηματοδότηση	Ελληνικού σχολείου: 23.350,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026290_5

Περίληψη Σχεδίου

This project is developed to meet the strategy of the EU Commission for 2020 the aim of which is to improve basic skills of new generation for a better future of the European Union. Necessary basic skills in Science, Mathematics, Language and Technology need to be developed by transforming activities into plays. As the project team, the coordinators of the partner schools, we discussed the issue (how to improve lack of basic skills in pre-school curricula) and stated the needs in our schools taking teachers' observation into account. Lack of practical knowledge/training became the main problems according to our study that needs to be promptly solved. As both practical knowledge and theoretical knowledge are important phases of learning, they need to be combined to provide children with effective learning at an early age. It is not enough to remember given data and gain technical knowledge as learning is a difficult process which produces relatively permanent changes.

Our working methodology aims at creating/developing practical experiments/ activities/real situations for theoretical knowledge given in kinder garden curricula. We aim to connect both types of knowledge and provide holistic learning. Since this is a kinder garden level project, there will be basic level of activities. Kids are our major target groups and that is why clubs activities will be transformed into plays to make their learning more enjoyable and memorable. Teachers will be the main actors in the project. They will develop practical experiments and activities for kids and prepare a systematic education programme depending on our approach in the project. We will teach our kids about science, maths, technology and language in a very pleasant, simple and accessible way.

CLUBS AND ACTIVITIES (Kids will be selected into the clubs according to their talents)

SCIENCE CLUB

- Providing/planning and practising experiments (games) for basic knowledge
- Leading kids to play games as if they were scientists
- Preparing and publishing

SCIENCE MAGAZINE FOR KIDS

- Introducing famous scientists and their products to children
- Presentation at school

MATHS CLUB

- Providing Maths games for kids
- Organizing chess tournament (in kids level)
- Preparing numerical games for kids
- Observing geometric shapes outside
- Organizing orienteering activities for pupils

LANGUAGE CLUB

- Preparing theatre play in English
- Song contest in the target language
- Role play activities
- Memorizing lyrics of songs in English
- Organizing cinema days in English
- Inviting foreign famous people to school

TECHNOLOGY CLUB

- Organising educative computer games for kids
- Organizing web game competitions
- Creating the project website
- Creating eTwinning accounts and running partnership (by teachers)

The project includes 4 short term exchanges of teachers and there are 12 mobilities for each school. The project team will observe activities, products and performances so they will decide who will participate in these meetings.

OBJECTIVES

- Creating an active pre-school environment inside/outside the classes
- Providing holistic learning-Developing ICT, Language and Digital skills of kids
- Developing interest of the kids through mathematics, language, science, technology
- Improving self-esteem

NUMBER AND PROFILE OF THE PARTICIPANTS

Students: indirect 80X5:**400** total: **400**

Teachers: Direct 16X5:**80** indirect 5X5:**25** total: **105**

Administrative Staff: 2X5: **10**

Families: **150**

Local Community: **100**

RESULTS AND IMPACTS

Through the project the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact as leading teachers to increase the quality of education and improve our kids' basic skills and provide holistic learning as an innovative practice. The project website will provide a continuous access to the general information of the project activities, progress and results and will amplify our collective impact on participants.

Τίτλος Σχεδίου	CLIL as a Bridge to Real Life English
Συντονιστής	Niepubliczne Gimnazjum przy I LO im. Ks. A.J. Czartoryskiego w Pulawach Ελληνικό σχολείο: 1ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΠΕΡΑΜΑΤΟΣ
Εταίροι	DARJAVNA FINANSOVO-STOPANSKA GIMNAZIA "INTELEKT" Istituto Istruzione Secondaria Superiore "Rosa Luxemburg" Stredna priemyselna skola Povazska Bystrica I.E.S. "La Escribana" KORFEZ FEN LISESI
Χρηματοδότηση	Ελληνικού σχολείου: 17.740,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026305_2

Περίληψη Σχεδίου

Our project "CLIL as a Bridge to Real Life English" is focused on fostering students' motivation for learning foreign languages, especially English, through encouraging their inner curiosity for novelty and obtaining new information about partners' countries from their own point of view. We share The Council of Europe's aims to build a greater Europe based on shared values, including tolerance and respect for cultural and linguistic diversity. It promotes the use of the European Language Portfolio (ELP) as a practical means of helping people of all ages and backgrounds to learn more languages and engage with other cultures. The project also helps to build and develop the so-called 21st century skills (critical thinking, problem solving, research practices, creativity, artistry, curiosity, imagination, innovation, personal expression, planning, self-discipline, adaptability, initiative, leadership, teamwork, ICT literacy, entrepreneurship).

To be more specific, we intend to use cross-curricular approaches in the teaching & learning, focusing on the development of digital skills and English language competences, in order to address our students' expectations to bridge the acquisition of the foreign language to real life. All the project activities are designed in such a way as to facilitate the study of the basic exact subjects through CLIL approach, in order to develop the basic and transversal skills of our students.

We can observe that it is essential for the teachers of our age to know and use English no matter what subjects they teach. Our hope is that a greater understanding and enjoyment of English can enrich people's lives and enable them to make more of the exceptional cultural and communications phenomenon which English has become. In our project, we will try to present ideas about English in intelligent, entertaining, inclusive and interactive way. We will prepare and use a variety of media-online platform, exhibitions, books, web sites, blogs, videos, discussion, contests, theatre plays, street games and even computer games to bring the teaching English to life.

We will integrate the four main skills of reading, writing, speaking and listening, relevant to teaching English in a natural way, as it happens in the real life. All student and teacher will have a chance to create their own European Linguistic Portfolio and design their career path. What is more, we will promote the learners' autonomy and cooperation by offering them European Club extra classes. Finally, we will make use of the bridges between language and culture, both the real and metaphorical ones.

In this context, we will build new bridges, renovate those existing and design many new ones to be built during our project. This project is a chance for us to create a common sense of what European construction should be, in its inhabitants' everyday life.

The project involves 7 schools: Niepubliczne Gimnazjum przy I LO im. Ks. A.J. Czartoryskiego w Pulawach (Poland) as a coordinating institution, KORFEZ FEN LISESI (Turcja), 1st Lyceum of Perama (Greece), I.E.S. "La Escribana"(Spain), DARJAVNA FINANSOVO-STOPANSKA GIMNAZIA "INTELEKT(Bulgaria), Istituto Istruzione Secondaria Superiore "Rosa Luxemburg"(Italy), Stredna priemyselna skola Povazska Bystrica (Slovakia).

We have planned 3 transnational project meetings, for 2-3 representants of each school, dedicated to some milestones of the project: 1st meeting in Poland, 2nd meeting in Slovakia and 3rd meeting in Italy.

There will be 4 short-term exchanges of groups of pupils organized:

Spain: The photographic contest called Bridges among Cultures will be an important means to integrate English with other school subjects. CLIL approach is the part of our project, thus the contest will develop knowledge on History/Art /Geography of southern Spain in English.

Bulgaria: Workshops on Codex of Friendship, which will be a common work of all participating students, both in mobilities and in local activities. This set of rules and good advise will help students to enter the real world of multicultural Europe. Besides, the special programme focused on spring traditions in partners' countries will be held.

Turkey: Building a Bridge via English Festival will focus on integrating English to real life through many artistic and practical activities inside and outside the institution. The activities will help students to deeper understand the links between nations and cultures.

Greece: Theatre can be used as a means to build a bridge between students of different countries and different backgrounds. By using the on-line platform/other resources and through direct involvement into the project activities, our students will develop their creativity and thinking skills, the IT and language skills, all these essential competences for all modern- day European citizens. In the course of the project through cooperation both students and teachers will learn how to teach, learn and live in multicultural Europe.



Τίτλος Σχεδίου	Healthyland
Συντονιστής	Przedszkole nr 81 Ελληνικού σχολείου: 2/ΘΕΣΣΙΟ ΟΛΟΗΜΕΡΟ ΝΗΠΙΑΓΩΓΕΙΟ ΑΥΛΩΝΑΡΙΟΥ
Εταίροι	Istituto Comprensivo Statale “Biagio Siciliano” Kalina Malina Izmir Gaziemir Sabiha Gokcen Ilkokulu Gradinita cu Program Prelungit “Floarea Soarelui”
Χρηματοδότηση	Ελληνικού σχολείου: 11.000,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026474_4

Περίληψη Σχεδίου

Our project, “Healthyland”, proposes the experience exchange between 6 educational institutions in order to raise awareness on the necessity of sports and healthy food starting from a young age. The general objective is take our children to the world of health – physical and mental, through different games, plays, meetings with interesting people and especially sharing knowledge and experience. Also important thing for us is to develop the cooperation with the parents because without their support, all the activities of the project will have a very brief impact. The target group of the project consists of 35 teachers and 1050 children enrolled in six participating institutions and their parents. Through its activities, our project promotes a healthier lifestyle, proposes diverse opportunities to practice sports in a fun way for the children, alternative ways of spending free time, offers practical solutions for parents to introduce a healthy diet in their kids eating habits. The project will be implemented during 2 years, from September 2016 to August 2018.

The activities in the first year of the project focus on the healthy eating habits and in the second year we are going to concentrate on sports and physical activity. The main activities carried on will be:

- Children and teachers will communicate with partner kindergartens in order to exchange the information and monitor the progress towards the project activities.
- Exchange of the experience and good practice.
- Creating the digital materials and other educational ones (posters, leaflets, website etc.).
- Artistic and sports classes included music, art, drama and dance.
- Cooking activities for children and parents.
- Meetings with interesting people (confectioner, dietician, baker, doctor, sportspersons etc.).
- Peer learning – children will teach, instruct each others in case of different activities.
- Exchanging the good practice with the locals (meetings, project newspaper, events etc.).
- Trips to some places in the city/town, which are crucial for the project implementation (Stadiums, fruit gardens, baker’s etc.).
- Joint activities. All the partners who take part in the project have got the same goal and their vision of the problem is similar. We are planning 3 translational meetings, during which the seminars, training courses and other works connected with the project activities will be held. All the participants will be able to learn more about culture of the partner countries. Apart from the meetings, we are going to take part in two LTT activities, one webinar and communicate using all the available internet tools.

Parental engagement is strongly seen as virtual for enhancing healthy child development and learning. Also, research has shown that parental engagement with ECEC is strongly associated with children’s later academic success, socio-emotional development and adaptation in society. Thanks to the regular cooperation with the

parents, they will have the opportunity to broaden their minds in these particular subjects and it will make motivating and supporting their children easier.

Furthermore, this project also consists of an important role performing outdoor activities, visit and work in gardens and sports activities to relate what they learned in the workshops with outputs and activities outside the usual workplace, allowing this development and revitalization of pupils and collaborating institutions in the project. The project will help teachers to raise the level of the education through gaining and sharing the experience, learning new methods and techniques and making them use of the different approaches in education.

The methodology that we will use, will be participatory, dynamic and fostering creativity. For this reason, all the participants will do role play, theatre forum, debates, presentations, etc. It will increase and develop our competence of foreign language communication and all of us will be able to practice ICT skills in a more active way. Sharing all our experience with the locals, we hope that this project will enable us to raise wise and healthy young people.

Our general objectives are:

- to promote a healthy lifestyle for pupils who are in ECEC.
- to foster a sense of European citizenship.
- to help participants to develop a brighter and international perspective on education,
- to reframe a vision and a school policy plan in order to be a healthy person,
- to provide opportunities to the participants to gain experience, knowledge and improving approaches to teaching and school management practices,
- to improve efficiency and effectiveness in developing E.U. Projects,
- to enhance and increase school partnerships across the EU,
- to enhance the quality and European dimension of teacher training,
- to support innovative ICT-base

Creating this project, we had in our minds Karen Horney's words: "Don't teach a tree how to grow. Just give him the sun, the soil and water".



Τίτλος Σχεδίου	Μόλδζι Πρξδξξβξορξυ Ευροπξορξυορξυ
Συntonιστξς	Gymnazjum nr 1 im. Krola Boleslawa Chrobrego w Lecznξj Ελλθνικξυ σρολεξου: 1ο ΓΥΜΝΑΣΙΟ ΧΟΛΑΡΓΟΥ
Εταξορξ	Scuola secondaria di Primo Grado "G. Carducci" Osnovna skola Bartola Kasica Osnovna sola Dolenjske Toplice
Χρξματοδξττση	Ελλθνικξυ σρολεξου: 19.950,00€
Δξορξκξα Σχεδξου	24 μθνες
E+ Link number	2016-1-PL01-KA219-026489_4

Περίληψη Σχεδξου

Projekt pod tytułem "Μόλδζι Πρξδξξβξορξυ Ευροπξορξυορξυ" βξδξε realizowany przez uczniξυw πξοξου partnerskich szkξł z: Polski, Chorwacji, Grecji, Słownξi i Włoch. Realizacja tego projektu wynika z diagnozy potrzeb przeprowadzonej w szkołach biorących udział w projekcie, która wykazała, że kluczowym problemem wśród młodzieży jest niewystarczająca wiedza dotycząca prξdξξβξορξου. Głównym jξzykiem projektu bξdξe jξzyk angielski. Grupami docelowymi naszego projektu sξ: uczniowie wywodzący się ze środowisk defaworyzowanych, rodzice uczniξυw, nauczyciele i wychowawcy oraz lokalne instytucje i prξdξξβξορξου. Celem głównym projektu jest podniesienie kompetencji w zakresie prξdξξβξορξου u 250 uczniξυw w wieku 13-16 lat z Gymnazjum nr 1 w Łęcznej, Osnovna škola Bartola Kašića, 1st Gymnasium of Cholargos, Osnovna sola Dolenjske Toplice i Scuola secondaria di Primo Grado "G. Carducci" w ciξgu 24 miesξooy.

Cele szczegξłowe:

- nabycie przez 50 uczniξυw bezpoξrednio zaangażowanych w projekt umiejξtnoξci prowadzenia własnej dzξołalnoξci gospodarczej,
- nabycie przez 70% uczniξυw bezpoξrednio zaangażowanych w projekt cech osoby prξdξξβξορξου,
- poznanie przez 70% uczniξυw bezpoξrednio zaangażowanych w projekt sposobξυw zarządzenia własnym budżetem,
- wzrost kompetencji jξzykowych i cyfrowych u 70% uczniξυw bezpoξrednio zaangażowanych w projekt,
- podniesienie kompetencji w zakresie nauczania prξdξξβξορξου u 25 nauczycieli bezpoξrednio zaangażowanych w projekt,
- wzbogacenie dokumentξυw programowych szkoly (Program Wychowawczy, Program Profilaktyki) o 1 rozdział zawierający zagadnienia z zakresu prξdξξβξορξου.

Każdy kraj ma inne doξwiadczenia w dziedzinie prξdξξβξορξου, dlatego chcemy realizować nasz projekt w ramach wspξłpracy miξdzynarodowej. Dostrzegamy potrzebξ wymiany doξwiadczeń oraz najlepszych praktyk wypracowanych przez lata z uczniami. W ramach realizacji projektu zaplanowano nastξpujące dzξołania: krξtkoterminowe wymiany grup uczniξυw, załξżenie i prowadzenie szkolnych minifirm, prowadzenie lekcji otwartych, opracowanie i włξczenie do dokumentξυw programowych szkξł treξci z zakresu prξdξξβξορξου, zorganizowanie cyklu zajξeń warsztatowych z komunikacji interpersonalnej, asertywnoξci i kreatywnoξci, jξzyka angielskiego, zdrowego odżywiania, zorganizowanie wycieczek edukacyjnych do lokalnych prξdξξβξορξου, konkursξυw na logo projektu, grξ biznesowξ i prξdξξβξορξου ucznia, Szkolnego Dnia Prξdξξβξορξου, zajξeń z pracownikiem urzξdu pracy dotyczących załξżenia dzξołalnoξci gospodarczej, spotkań z lokalnymi prξdξξβξορξou, prowadzenie Szkolnej Kasy Oszczξdnoξci, udział nauczycieli w szkoleniach internetowych organizowanych na platformie eTwinning z zakresu wykorzystania narzξdzi cyfrowych, prowadzenie

strony internetowej projektu. W projekcie planujemy wykorzystać następującą metodologię i podejście pedagogiczne: uczenie się przez doświadczenie i eksperymentowanie, wykorzystanie gier dydaktycznych (gra biznesowa), pobudzanie kreatywności i twórczości poprzez wycieczki dydaktyczne, wizyty w zakładach produkcyjnych, wykorzystanie technologii informacyjno - komunikacyjnych. W ramach projektu planujemy osiągnąć m.in. następujące rezultaty: powstanie 5 szkolnych minifirm, wydanie folderu informacyjnego "Jak założyć własny biznes", gry biznesowe, konspekty lekcji w zakresie nauczania przedsiębiorczości, "Przewodnik dobrych praktyk w zakresie nauczania przedsiębiorczości uczniów w wieku 13-16 lat", zdobycie wiedzy i doświadczenia przez uczniów w zakresie prowadzenia działalności gospodarczej, wzrost kreatywności i asertywności u uczniów, nabycie przez uczniów nawyków systematycznego oszczędzania, podniesienie umiejętności językowych i cyfrowych uczniów oraz nauczycieli. Przewidujemy następujący wpływ oraz potencjalne korzyści w dłuższej perspektywie: wzrost zainteresowania uczniów przyszłym rynkiem pracy, zwiększenie tolerancji na różnice społeczne i kulturowe, wzrost gotowości nauczycieli do podejmowania nowych wyzwań i przedsięwzięć, wzrost otwartości nauczycieli na współpracę dydaktyczną - wychowawczą z nauczycielami z innych krajów europejskich, postrzeganie grona pedagogicznego jako osób aktywnych i zaangażowanych w życie lokalne, zastosowanie skutecznych rozwiązań w nauczaniu niwelujących różnice społeczno - ekonomiczne uczniów ze środowisk defaworyzowanych, poszerzenie oferty edukacyjnej szkół, wzrost doświadczenia w realizacji projektów unijnych, możliwość korzystania z przykładów dobrych praktyk przez inne placówki.

Τίτλος Σχεδίου	Reversed Roles at School: Flipped Classroom and Learning Through Teaching
Συντονιστής	I Liceum Ogólnokształcące im. Stanisława Wyspiańskiego w Szubinie Ελληνικό σχολείο: ΠΛΑΤΩΝ Μ. Ε.Π.Ε
Εταίροι	Andrássy György Katolikus Közgazdasági Középiskola Panevezio 5-oji gimnazija Colegiul Tehnic de Alimentatie si Turism Dumitru Motoc Namik Karamanci Fen Lisesi Istituto Istruzione Scolastica Superiore "Carlo Alberto Dalla Chiesa"
Χρηματοδότηση	Ελληνικού σχολείου: 20.890,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-PL01-KA219-026557_6

Περίληψη Σχεδίου

The project is a cooperation for innovation and exchange of good practices between 7 European schools from Poland (the coordinator), Italy, Lithuania, Turkey, Romania, Greece and Hungary. The total project duration is 24 months starting from 1 October 2016. The participants of the project are students aged 15-18 attending comprehensive or vocational schools. The project title is: "Reversed roles at school: flipped classroom and learning through teaching". The objective is working out a methodology based on innovative techniques and ICT tools. The core of the project is the exploration of an innovative approach in education called "Flipped Classroom" which inverts traditional teaching methods delivering instruction online outside of class and moving homework into the classroom. The shift of the teaching components results in greater student engagement in the classroom activities and better academic performance.

What is more, students are more aware of their needs and skills, which makes them more responsible for their education. The method is deeply imbedded in the digital era because it involves creating instructional films by students themselves. They learn through lecturing their peers thanks to creative and emotional engagement in designing videos and other electronic tools. Flipped classroom can be used with every subject but we concentrate on Science especially Mathematics. Work on the project in the initial phase is to acquaint the teachers from the participating schools with the applications used to create advanced videos, screen casts, slideshows and other audio-visual materials. The main part of the project is to use the method in practice and flip a chosen school course to see how the method works. The final step is the evaluation of the exploratory process and its impact on the teaching process.

The project includes many activities, some of which are completed during 3 blended mobilities. Students test different applications and design didactic materials in different classes (Maths, Chemistry, Biology, Foreign Languages, vocational subjects). During blended mobilities they simulate flipped classrooms and learn cultural background of the partners' countries using ICT tools. The project envisages further international cooperation for more studies in the innovativeness of the method and its implementation in the school curricula. The method is a complete novelty to all the schools taking part in the project which is a pilot course using it.


The disseminating process helps to inform the greatest possible number of teachers about its aims, structure and benefits. The main tools of dissemination is the internet: webpages of schools and educational institutions. The results of the project are reports on the method research and use as well as the didactic base which can be used and enriched in the future.

Τίτλος Σχεδίου	My Europe, My Life, My Future
Συντονιστής	Zespół Szkół Zawodowych Nr 1 im. mjr. Henryka Dobrzańskiego Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΑΛΛΙΜΑΣΙΑΣ
Εταίροι	Agrupamento de Escolas de Pedome Srednja skola Biograd na Moru Dimitar Talev Secondary School LICEUL CU PROGRAM SPORTIV
Χρηματοδότηση	Ελληνικού σχολείου: 18.770,00€
Διάρκεια Σχεδίου	25 μήνες
E+ Link number	2016-1-PL01-KA219-026777_4

Περίληψη Σχεδίου

Jesteśmy coraz bardziej konfrontowani z różnorodnością kulturową. Mondializacja rynków ekonomicznych, otwarcie granic i wzrost ludności powoduje że powinniśmy się coraz bardziej komunikować ze sobą na płaszczyźnie światowej, spotykać, współistnieć i współpracować we wspólnym kontekście językowym i socjokulturowym. Wymieniać się poglądami, kształcić się wzajemnie. „My Europe, my life, my future” to projekt, którego celem jest rozwinięcie umiejętności językowych, informatycznych i kluczowych poprzez realizację działań związanych z dziedzictwem kulturowym, dając możliwość wszystkim uczestnikom odkrywania, znalezienia wspólnego związku, zdobycia wiedzy i rozumienia kultury we wszystkich jej aspektach. Projekt ma na uwadze szczególnie rolę nauczania właściwą dla danej kultury, a szczególnie rolę języków obcych, oraz nowoczesne technologie informacyjno - komunikacyjne, które są niezbędne w organizacji projektu.

Projekt przyczyni się do wykształcenia podstawowych umiejętności i kompetencji życiowych niezbędnych dla rozwoju osobistego, przyszłego zatrudnienia i aktywnego Obywatela Europy. Dziedzictwo kulturowe będzie środkiem do osiągnięcia celów projektu, ułatwiającym naukę i rozwój osobisty. Uczestnikami projektu są uczniowie i nauczyciele z 6 państw europejskich: Polski, Bułgarii, Chorwacji, Rumuni, Portugalii i Grecji. Są to szkoły o różnych kierunkach kształcenia, w większości szkoły zawodowe, techniczne. W każdym spotkaniu udział weźmie 11 uczniów i 6 nauczycieli z tych państw jak również społeczność szkolna i lokalna szkoły goszczącej. Jednak swoim oddziaływaniem projekt obejmie znacznie więcej uczestników: uczniów, rodziców, nauczycieli, lokalnych uczestników. Zakładamy, że swoim oddziaływaniem obejmi 1200 uczestników z 6 partnerskich państw. W projekcie zaplanowano 6 krótkoterminowych spotkań projektowych. Na każde spotkanie wybraliśmy tematy przewodnie powiązane z wybranym aspektem kultury: Polska- taniec, Rumunia- sport, Bułgaria – muzyka, Portugalia – Sławne postacie, Grecja – zwyczaje i obyczaje, Chorwacja - kuchnia. Przed każdym spotkaniem uczniowie w swoich szkołach będą zgłębiać temat spotkania, przygotowują prezentacje, filmy, wideo, albumy ze zdjęciami, przeprowadzą ankiety, wyszukają informacje, nauczą się swojego tańca, piosenki, wykonania potrawy. Zgromadzone materiały zostaną zaprezentowane partnerom podczas spotkania i wykorzystywane w pracach grup międzynarodowych. Uczestnicy wezmą udział w warsztatach, lekcjach edukacyjnych, zajęciach sportowych, artystycznych, tanecznych, językowych, kulinarnych, konkursach, quizach. Po spotkaniach uczniowie i nauczyciele podzielą się prezentacjami i innymi materiałami z pozostałymi uczestnikami w szkole, rodzicami, nauczycielami podczas spotkań, apeli. Przygotują wystawy, fotogalerie, filmy, prezentacje. Za pomocą ankiet, kwestionariuszy, rozmów, obserwacji, wywiadów zostaną ocenione działania projektowe, postępy oraz stan wiedzy uczniów. Międzynarodowe spotkania projektowe w Grecji i Bułgarii służyć będą sprawnemu zarządzaniu i koordynowaniu projektem.



Wprowadzając metody takie jak: metoda projektu, metoda web quest, zajęcia warsztatowe podczas których wiedzę teoretyczną wykorzystają w praktyce, metoda uczenia się przez działanie, poprzez współpracę, praca w grupach (również międzynarodowych) zwiększy skuteczność uczenia, wzrośnie motywacja do nauki i działania, rozwinie się kreatywność uczniów i twórcze myślenie, wzrośnie aktywność. Ułatwią one proces zdobywania wiedzy, czyniąc naukę bardziej urozmaiconą.

Projekt przyczyni się do rozwoju umiejętności językowych, sprawnego posługiwania się technologiami informatyczno- komunikacyjnymi, rozwinięcia kompetencji kluczowych potrzebnych na rynku pracy w życiu osobistym i zawodowym. Poprzez współpracę międzynarodową, wyjazdy, stały kontakt poprzez portale społecznościowe i e-mail rozwinie się mobilność wirtualna i dosłowna. Ta natomiast będzie służyć przełamywaniu barier społecznych, mentalnych, językowych pomiędzy obywatelami Europy. Dzięki takim działaniom mamy szansę wykształcić obywateli Europy pewnych siebie, otwartych, komunikatywnych i szanujących siebie nawzajem. Zwiększą się więc kompetencje osobowe i obywatelskie. Wśród efektów końcowych wymienić można stronę internetową projektu, platformę edukacyjną, broszury, scenariusze zajęć, konspekty które zostaną rozpowszechnione poprzez strony internetowe szkół, portale społecznościowe, platform eTwining, spotkania i prezentacje.

Praca nad projektem przyczyni się do promocji szkół, wzrostu prestiżu, atrakcyjności i popularności wśród młodzieży, co wpłynie na poprawę rekrutacji oraz rozwijania dobrych relacji w społecznościach szkolnych i lokalnych. Nastąpi wzrost motywacji i aktywności nauczycieli, a także uczniów, którzy nie zrezygnują z kontynuowania nauki po zakończeniu szkoły średniej. Umocni się współpraca międzynarodowa. Zwiększy się zdolność do zatrudnienia przyszłych absolwentów.

Τίτλος Σχεδίου	Me and EU - teaching and learning through motion pictures
Συντονιστής	Agrupamento de Escolas de São João da Talha Ελληνικό σχολείο: 10ο ΓΥΜΝΑΣΙΟ ΗΡΑΚΛΕΙΟΥ
Εταίροι	ISTITUTO D'ISTRUZIONE SUPERIORE "R. PIRIA" I.E.S Severo Ochoa BHAK/BHAS Gänserndorf
Χρηματοδότηση	Ελληνικού σχολείου: 21.865,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-PT01-KA219-022734_4


Περίληψη Σχεδίου

The mutual problem or theme that this partnership, among five European countries, is based on is the glue that has put together all teams from Portugal, Spain, Italy, Austria and Greece: How can we better integrate foreign students, in particular refugees, in schools and how to make them be integrated with local students in a way that they can be motivated for learning and can achieve basic key competencies? This is a central question nowadays in the European countries that are receiving more and more foreign and refugees, and integration is being an important issue, so we can promote tolerance, peace and avoid violence, scholars drop out and prevent failure. We must help our students to learn and thus promoting cognitive and personal development, in a sense that meaningful learning could stand through collaborative work, problem based learning and service learning strategies. At the same time the stimulation of cultural values are very important to improve our institutions social environment, and in that way we believe that the use of motion pictures can be a central deployment tool for change and bring innovative practices to learning and teaching process.

Through this project we will prepare teaching strategies that include motivating, meaningful, collaborative and applicable to real world activities, such the problem of refugees that we are facing nowadays, taking into account the personal characteristics of each student. We will be guiding students in the construction of knowledge regulating learning, promoting and evaluating their progress as responsible citizens in Europe. Over the next three years, a group of teachers and students from partner institutions will take apart in a intervention project where they will be trained and they will train others also using motion pictures in collaborative work, problem based learning and service learning. Therefore, motion pictures are in the central of this project to improve our students' self-confidence and basic skills.

According to observation of OECD reports about basic skills, current articles of the academicians and the negotiation of the chosen partners' observation and analysis of their students, lack of basic skills and self-confidence affect pupils highly in means of success in education so in life. Therefore we also framed our project on improving basic skills, sense of initiative and entrepreneurship, responsiveness to social, linguistic and cultural diversity; improved levels of skills for employability as also defined important priorities of EU Erasmus+ programme.

To battle with the weakness of basic skills, as the partners of this project we decided to develop our students' basic skills, self-confidence and provide them opportunities for international interaction, participation in multiple events and self-expression. Since the motion pictures is an art that includes many features of art, we aimed to improve basic skills of our students with the effect of this project. The students will improve their artistic skills by performing interviews and histories as well as their literacy and writing skills by writing the



scripts. Moreover, they will develop their ICT skills by recording and editing videos as well as their language skills by using English both in writing scripts and performing. The students and teenagers including the disadvantage ones will be our main actors and they will be in the centre of all stages when the teachers will be supervisors in the project.

As main products of the project we present a website with the motion pictures created and a final short film about refugees, offering a free b-learning course and a free e-book with studied cases of activities where motion pictures can be used along with collaborative work and problem based learning strategies in acquisition of basic curricula competencies, and as integration strategy of foreign students.


Τίτλος Σχεδίου	Healthy Living and Equal Opportunities Through Sport
Συντονιστής	Agrupamento de Escolas Francisco de Holanda Ελληνικό σχολείο: ΕΣΠΕΡΙΝΟ ΓΥΜΝΑΣΙΟ-ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ ΤΡΙΚΑΛΩΝ
Εταίροι	IE Mare de Déu del Portal Vergales pamatskola Gimnazjum nr 2 z Odzialami Mistrzostwa Sportowego im. Konstantego Ildefonsa Galczynskiego w Stargardzie Istituto Comprensivo di Nole LICEUL CU PROGRAM SPORTIV
Χρηματοδότηση	Ελληνικού σχολείου: 24.970,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-PT01-KA219-022799_7

Περίληψη Σχεδίου

Seven secondary schools belonging to Portugal, Greece, Romania, Italy, Poland, Latvia and Spain with different backgrounds, but with common interest in improving their working methods, exchange methodologies, build guideline of good practices prepared the strategic partnership “Healthy Living and Equal Opportunities Through Sport” involving students aged between 13 and 15 years old in each school. According to horizontal and field specific priorities in school education the main goals of the exchange are to adapt learning programmes in the participating school considering sport practice, outdoor physical activities, healthy lifestyle education, inclusion and integration as instruments to face this items in order to increase students’ awareness about risky behaviour, providing conditions to increase of civic conscience, cultural development and self-fulfilment. Fighting against addictions, guarantee equal rights and opportunities to students with disabilities, foster the integration of people of different race and backgrounds.

The wide use of non-formal and informal education methods will be able to involve disadvantaged students through more attractive education and training programmes reducing disparity in learning outcomes. Three main topics will be developed along the three years project lifetime: “Youth Health and nutrition and sport practice against disease and obesity, Addictions and risky behaviour in sport and youth’s daily life” the first, “Inclusion and disability” the second and “Sport against racism and xenophobia as a mean to foster social integration” in the third year. The project will be lead and developed through the action of two main working teams composed of teachers and students, having the leading role in the project, organizing the activities in each school.

Activities regarding the main topics will be integrated by schools in the usual learning schedules, offering more attractive education and training programmes. An eTwinning project will be defined concurrently to show off the project to the public and share experiences among schools during the project and after the end of the project, becoming a space to exchange information amongst schools, keep in touch and plan other activities after the project completion, thus guaranteeing to achieve a multiplier effect and a sustainable impact on their own organization. Learning activities abroad will involve around 80 students, giving them the opportunity to deepen the topic with special activities using informal and non formal methods reinforcing their intercultural learning, develop new competencies, enhance what they learned in the previous months and when back home transfer new competencies to their schoolmates thanks to the new skills developed also through comparing the methodologies used in other schools to achieve the project objectives. Students involved will have a fundamental roles in the project and after leaving the schools they will develop and



improve many skills such as their ability to solve problems, communication, leadership and language skills.

DEOR planning for this project has been studied to give a high level of involvement inside and outside the organizations involving secondary and primary schools' communities, relatives of all students involved in the project activities, primary and secondary school teachers, teacher educators, trainers, universities with pedagogical departments, professional teachers' associations, educators from NGOs, academics working with young people interested in hazards education, policy makers and educational stakeholders deciding about subjects covered by school curricula, Ministries of Education, curriculum developers.

The main results of the project will be: a better involvement of students in the school activities implementing strategic use of ICT and another innovative learning methods to reduce early school leaving and to involve disadvantaged students through more attractive education and training programmes. A deep impact on the participant schools as they will implement the working methods through a common approach, exchanging experiences of good practice through networking, defining innovative practices to modernize the learning programmes. Implement methods of social inclusion of students with disability and enable quality learning for all to prevent drop out and take care of students with cultural and social disadvantages.

Τίτλος Σχεδίου	Go for Content Language and Integrated Learning
Συντονιστής	Escola Secundária Dr. Joaquim Gomes Ferreira Alves, Valadares, Vila Nova de Gaia Ελληνικό σχολείο: 3ο ΓΥΜΝΑΣΙΟ ΗΡΑΚΛΕΙΟΥ ΚΡΗΤΗΣ
Εταίροι	LICEO CLASSICO STATALE TITO LIVIO SCOALA GIMNAZIALA "SFANTUL VASILE", PLOIESTI ISTITUTO D'ISTRUZIONE SUPERIORE Martino Bassi
Χρηματοδότηση	Ελληνικού σχολείου: 18.050,00€
Διάρκεια Σχεδίου	30 μήνες
E+ Link number	2016-1-PT01-KA219-022907_4

Περίληψη Σχεδίου

Content and Language Integrated Learning (CLIL) includes both task-based and content-based approach and develops the communicative competence. As the focus of instruction is meaning rather than form, when the language approach is at or just above the proficiency of the learner, a foreign language is most successfully acquired. Peer-led learning for teachers and principals involving collaborative practice, the creation of additional support mechanisms for educators, innovation enhancement for subject teachers using a foreign language as an additional tool, as well as the different stage of development of the project in the schools involved, are on the basis of the project. It aims to establish effective teams within the schools' staff, connecting school to parents and to the community. There has been an increasing demand from the communities to provide their children teaching practices that provide them language awareness, language learning as language use. There have been a few CLIL-based initiatives in Portugal. Different partners in the project have achieved dissimilar stages of development, according to their years of practice and number of teachers and pupils involved.

Being a bottom-up initiative, it is based in on the willingness of schools and teachers to provide their students with richer opportunities to improve their communicative skills and allow them to reach high-order thinking skills. This project also promotes intercultural knowledge, understanding, open-mindedness, awareness and exchange of good practices among the participants. It complements efforts being made to improve team teaching, collaborative work at various levels, teaching supervision practices, and motivation of students to get higher achievement. It also enhances autonomy and makes schools more accountable for the outcomes. The project will allow to compare different stages of implementation in the participant countries and schools as well as getting designing programme improvements in each school as a result of the practical based learning from class observations, exchange of ideas and materials, workshops, online sessions and the production of a set of materials to be used in different subjects under CLIL approach.

We expect to obtain the following results:

- Strengthen the importance of CLIL as powerful teaching and learning programme;
- Understanding of curriculum development as a culture, which includes content, cognition and communication components;
- Improvement of learning as a process of transformation through interaction and mediation;
- Enhancement of personalised learning, supporting each pupil at their stage of both content and language learning taking into account both the school curriculum and the developmental state of the child;
- Curricular continuity, so that learning achievement in both content and language are built on over time;
- Increasing number of subject and language teachers involved in CLIL;
- Increasing number of classes and students benefiting from the CLIL approach;
- Provision of equal opportunities for students from low-income families to attend CLIL-led classes in each school;

- Creating and using learning CLIL materials for classroom activities;
- Inclusion of materials and projects results in each participant school's websites;
- Engage other schools to join the CLIL approach through support from the schools involved.

In the implementation phase, innovative approaches and practices for pupils will be developed, tested and shared, according to the subjects/courses included in each partner's project. Learning components such as presentations (static and animated), quizzes, videos, graphic art images, worksheets and others will be built and applied in each school. Then they will be evaluated, using common criteria, and shared with other partners. When possible, there will be online viewing of the class when those assets will be applied. Each of the six partner schools will be responsible for the organisation of one event, a work in progress, complementing an on-going process of communication and project development through ICT means of communication, involving teachers, students, parents, community/ stakeholders. In the end we expect to involve (directly and indirectly) 20.000 persons. It is also expected that, in the phase of dissemination, not only the specific techniques needed for quality CLIL approach are improved but also other schools join CLIL as a driver for innovative practice, allowing students to reach better outcomes and be prepared for the challenges of the 21st century. All the actions will have ongoing and final quantitative and qualitative assessments. We also plan a post-project sustainability, considering that CLIL is a work-in-progress project.

Τίτλος Σχεδίου	European Rainbow: A Guide to teach European Citizenship
Συντονιστής	Agrupamento de Escolas Morgado de Mateus Ελληνικό σχολείο: 1ο Δημοτικό Σχολείο Ξάνθης
Εταίροι	Szkola Podstawowa nr 58 im; Jerzego Kukuczki w Poznaniu Visagino "Ziburio" pagrindine mokykla Saint Sofia Private Primary School istituto di istruzione superiore giambattista vico Zakladna skola
Χρηματοδότηση	Ελληνικού σχολείου: 20.850,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-PT01-KA219-022971_4

Περίληψη Σχεδίου

We believe European Citizenship learning is a transversal but crucial topic, especially nowadays, when we see so many young people joining radical ideologies. In this context, this project was conceived to bring European Citizenship teaching and learning to a first plan of our educational systems, contributing to increase pupils' education on values, in order to avoid young people to follow radical ideals, by helping them to become active citizens who act by the European/ universal values of freedom, peace, tolerance, solidarity.

To reach that main goal we intend to create a new method of teaching and learning universal / European values that can be used by any teacher in any class from 6 to 15 years old. This method will include several strategies and pedagogical materials created and gathered by partner teachers, as well as the "lessons' plans". At the end here will be a kind of guidebook to teach European Citizenship. We intend to "teach European citizenship and values" using new methods and ITC tools and interactive games, promoting digital literacy and to share our methods of teaching European citizenship with other teachers and other schools all over Europe. Participants will start by visiting some historical places and studying their own national legends, myths and heroes, looking for the values behind those old stories that they will compare to those from other countries and will find some similarities. They will share and present their legends to the partners during pupils' exchanges, where pupils will participate in different activities together with pupils from other countries, in order to learn social skills and to respect differences, being tolerant and solidary.

Gradually they will get to the common values that unify European Community. All participants in the project will be invited to work together, as a team, and to create a collective story about an "ideal land" where everybody lives according to the universal values. This collaborative work will be done during the pupils' exchanges, where they will learn some ICT tools to help them with the presentation of outcomes. Project's work will be done applying for all subjects' knowledge (History, mother tong, foreign languages, ICT, Physical education...) Teachers will create, collect and organize different activities and a set of games (interactive games, board games, playground games...) to teach values to pupils and will test these new methods during the meetings. As we have involved students from different age levels, different kind of pedagogical materials,

appropriated to each age level will be created. During the project life time pupils will do collaborative work as well as individual work. They will produce different kinds of outcomes that will be presented to all school community and shared with partners, as: theatre plays, comic books, e-books, paintings, digital maps, handicraft pieces... Some dances and a flash mob (for peace and tolerance) will be also organized with the participation of pupils with special needs. At the end of the project all partner schools will have a new method to teach European Citizenship, a set of games and other pedagogical materials that they will spread and share with other teachers in their schools' regions.




Τίτλος Σχεδίου	Science Through Experiment in Europe
Συντονιστής	SCOALA GIMNAZIALA NR.10 Ελληνικό σχολείο: ΠΡΟΤΥΠΟ ΠΕΙΡΑΜΑΤΙΚΟ ΓΥΜΝΑΣΙΟ ΑΓ.ΑΝΑΡΓΥΡΩΝ
Εταίροι	Osnovna sola Preska Szkoła Podstawowa w Ciechocinie CEIP BLAS DE OTERO ERZURUMLU IBRAHIM HAKKI ORTAOKULU
Χρηματοδότηση	Ελληνικού σχολείου: 18.960,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-R001-KA219-024368_3

Περίληψη Σχεδίου

We had applied this project and it was rejected last year. Then We revised all the missing parts and planned our main output: EXPERIMENTS BOOK. Our project is based on experiments in different topics of science such as air, water, colour and light, space and astronomy, human body, other living beings(animals, plants etc), electricity and magnetism. Our goals are: to improve the level of key competences and skills, foster quality improvements, innovation excellence and internationalisation at the level of education, promote the emergence and raise awareness of European Lifelong Learning area, be aware of EU's abroad linguistic diversity and cultures, improve the teaching and learning of languages in real life, encourage the participation of students/teachers in democratically life in Europe, develop their professionalism and European dimension of our schools.

All the students and educational staff in each school will participate to project. We make experiments to show a scientific fact. Experiments imparts knowledge because they provide detailed and subtle facts on various aspects of life and physical sciences. Experiments help students to learn the practical aspect of science in everyday life. Students generally enjoy doing things practically because theoretical learning sometimes becomes very boring. With the experimental approach in science, students will easily grasp the concerned topic quickly. For teachers, it is very helpful to reach difficult students. Our project has six partners, Romania is the coordinator. All the schools are public and has non-profit body. Every school has a special experimental area to focus on. In each visit, partner schools will work on different experimental topic. We shared the mentioned areas as: Turkey-air, colour and light, Romania-water, Slovenia-space and astronomy, Spain-human body, Greece-other living beings (animals, plants etc) and Poland-electricity and magnetism. Hosting school will set up experiments as learning activities to the students together with teachers according to the experiment plan/format. All of the visitors will do experiments to their students with the hosting country's experimental topic. Experiments will be recorded as video and photos. Then they will be shared by all the schools during the visit. Recorded experiments will be gathered and connected by the hosting country to produce E-Human Body (let's say) Experiment Book 1.(from the gathered pictures from all schools). This process will repeat for each visit. At the end of the project, we will have 6 different experiment books. During the application year as we get the experiments from partners, we will use them in our school curriculum in science lessons. Before and after a visit, all the stakeholders in local, regional and national level will be informed in each country about



the meeting and its activities by our project website, eTwinning, Erasmus+ corners/walls, social media tools and local and national press. Towards the end of the second project year, every school will organize “SCIENCE FESTIVAL” in their schools with all experiment areas and then will create its “SCIENCE FESTIVAL MAGAZINE” after that Polish school will combine them to produce an e-magazine called “SCIENCE FESTIVALS MAGAZINE” In this form in part, E DESCRIPTION OF THE PROJECT, all the tasks and responsibilities are listed clearly.

Impact;

- To emphasise the importance and relevance of science to our daily lives; nurturing interest in the sciences, increasing motivation for learning about the sciences and equipping children with the competences necessary for future employment in this area.
- To provide teachers with a range of approaches to science learning and teaching; building capacity – providing teachers with new skills, pedagogies and importantly, the confidence to deliver science education.

This in turn will enhance the quality of learning and teaching. Longer term benefits: The international dimension of education and training and the skills, competences and active citizenship of pupils and teachers will be enhanced. Continuous cooperation and exchange and transfer of knowledge between partnership schools will be strengthened. Prejudices will be demolished between people from different countries. Students’ ability to handle a job and competences on analysis, synthesis and monitoring together with the ability of working in a group will be improved. Students’ and teachers’ linguistic and ICT competences will increase. Perpetual wish in joining European projects will be permanent. All stakeholders will understand that innovation and technological developments are the results of experiments.

Τίτλος Σχεδίου	NOURISHING TODAY'S SKILLS FOR A SUCCESSFUL TOMORROW
Συντονιστής	Scoala Gimnaziala Bogdan Petriceicu Hasdeu Ελληνικό σχολείο: ΗΜΕΡΗΣΙΟ ΓΥΜΝΑΣΙΟ ΑΝΟΙΞΗ
Εταίροι	ΟΟU Goce Delcev Cerciler Sehit Recep Gecer Yatili Bolge Ortaokulu Istituto Comprensivo "F.Pappalardo"
Χρηματοδότηση	Ελληνικού σχολείου: 22.730,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024413_2

Περίληψη Σχεδίου

This project is created by five secondary schools for students aged between 10-14. It has been developed in complete agreement with all partners. The whole project will be coordinated by our Romanian partner school. It took about 8 months to achieve the latest version of the project. Partners created a WhatsApp group which includes five coordinators for effective communication. We followed this line: defined the needs, stated the topic, improved the approach, methods and technique, decided on objectives, arranged the activities according to schools facilities, defined the target groups and project team members. We then completed the application form, taking ideas from coordinators. So far, there has been an excellent communication within the group.

This project originated in the study and analysis of the OECD report about basic skills. To execute the report in our schools, we prepared surveys as well as observation documents to analyze students. The results proved that school subjects do not allow all students to develop basic skills. Therefore we conceived our project on improving basic skills, giving students a sense of initiative and entrepreneurship, responsiveness to social, linguistic and cultural diversity. We aimed at getting improved levels of skills for employability as these are also defined important priorities in the EU Erasmus+ programme.

To improve basic skills, as partners of this project, we decided to provide learners with opportunities for international interaction, participation in multiple events and self-expression through after school activities addressing four topics:

Theatre: aimed at improving participation skills, self-confidence, self-esteem

Music: meant to improve language skills, self-esteem and social skills

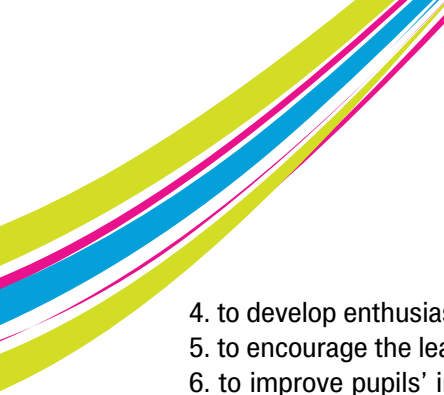
Photography: to get ICT skills, artistic skills and work in teams

Sports: for self- confidence, participatory spirit and healthy living.

Theatre, photography and music being art subjects, we aimed at improving basic skills with activities including those art forms. Sports will develop self-confidence, participatory spirit and healthy life for the students. Students will improve their skills by acting in drama plays as well as their literacy and writing skills by writing the scripts. Moreover, they will develop their ICT skills by recording and editing videos as well as their language skills by using English both in writing scripts and in performing plays. They will develop ICT skills by taking photos and creating PPS, videos and photo stories. They will sing songs in foreign languages and improve their language and social skills.

OBJECTIVES

1. to improve our students' basic skills and self-confidence
2. to improve pupils' social skills, sense of initiative and entrepreneurship
3. to practice and perform sketches and plays on the stage

- 
4. to develop enthusiasm for theatre among students
 5. to encourage the learning of modern foreign languages and the ICT skills
 6. to improve pupils' international interaction, participation in multiple events, self-expression and social skills
 7. to support students' school and life success.

NUMBER AND PROFILE OF THE PARTICIPANTS

Students/teenagers: Students in each partner organization will actively participate in activities. Approximately 1200 students/teenagers will indirectly be involved.

Teachers/Adults: There will be teams of 7 teachers in each partner organization so 35 in total will take actively part in project activities. There will be a teacher of English, Music, Drama, Art, a Psychological Counsellor, an ICT teacher and a PE teacher/trainer. Approximately 150 teachers/adults will indirectly be concerned.

Administrative staff: The head-teacher/chairman and a deputy head-teacher will take part in the project. Approximately 36 administrative staff will indirectly be included.

Families: The number of the family members will be 300 in total and they will contribute to introducing the host country's culture, traditions and to prepare traditional food for the International evening. Approximately 480 family members will indirectly be affected.

Local communities: Local communities like local press, municipalities, national education authorities and PTA will help to disseminate the project to a wider community. Approximately 600 people from local communities will indirectly be affected.

RESULTS AND IMPACTS

Through our project, the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact on future projects and policy processes such as leading students to overcome lack of basic skills and self-esteem.

Τίτλος Σχεδίου	Healthy Eating, Active Living
Συντονιστής	Scoala Gimnaziala Nr. 1 Marsani Ελληνικό σχολείο: 3ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΟΥΛΑΣ
Εταίροι	I.C.Sant' Elia-Commenda C.P. SANTA CATALINA Turkan Dereli Ilkokulu Zespol Szkol w Raciborowicach
Χρηματοδότηση	Ελληνικού σχολείου: 28.210,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024443_2

Περίληψη Σχεδίου

The Erasmus+ project “Healthy eating, active living” is a project implemented at an international level in collaboration with partner schools from Romania, Turkey, Poland, Italy, Spain and Greece. We agreed to work on an intercultural project who's main aim is to stimulate our pupils school success and increase our educational services quality by providing education for a healthy lifestyle to our pupils in an interdisciplinary way. We identified our project objectives as a result of analyses made by all participant schools and we met on the eTwinning forum looking for a project to fulfil our objectives. We will address Key competences as defined by the European commission Lifelong Learning Programme and we have chosen to integrate our project activities in many curricular subjects like sports, foreign language, ICT, arts classes.

Our project main target groups are pupils and teachers together with indirect beneficiaries of the project activities (parents, local officials, teachers from other schools, NGO's and libraries as local partners). We have planned 6 Transnational Project Meetings for planning and organization, exchanging ideas about the ongoing project, preventing difficulties, organizing teachers training session, preparing and evaluating the pupils' exchanges. A total number of 15 mobilities are planned for project meetings. We have planned a joint staff training event in Turkey (Oct 2016) in which 4 teachers of each partner will participate. We have also planned a pupils exchange once a year (in Italy, June 2017- in Spain, May 2018). Each school will involve 7 pupils and 1 accompanying teacher in each of the pupil's exchanges. We will work in an interdisciplinary and multicultural framework provided by the international collaboration between us either during activities we planned at school level either during project meetings, pupils' exchanges or joint staff training event. Our pupils will be involved in research on traditional food receipts and traditional childhood games, they will learn and collaborate on the eTwinning platform, they will play traditional games, they will create the project logo, the Games dictionary and they will participate in the first school year to an experiment based on adopting a healthy lifestyle provided by the education through project activities.

As a result of our project implementation, we will be able to enhance our pupils' awareness for a healthy lifestyle, their cultural knowledge will be enriched, they will develop social, ICT and foreign language competences. It concludes with the achievement of our general project objectives of increasing pupils' school results and preventing early school leaving. Teachers will learn new teaching methods, they will collaborate and exchange good practice examples on education for health and projects related, they will enhance social, organizational, ICT and foreign language skills. Our project products will be made by collaboration between partner schools and will be the expression of both, pupils and teachers 'contribution which will be actively involved in all of the project phases and activities planned. We will extend our project impact towards other local partners

such as parents, cultural associations, other schools and educational authorities, libraries, sports clubs and NGO's and we will transform our schools into providers of non formal education for a large category of stakeholders. As a result of our project, we will be able to transfer our results to other institutions, mainly schools which will use our project products such as "Europe's taste recipes" book, "Europe's games" brochure and the curriculum programme "HEAL" which will be shared on a variety of channels (printed, project web site www.heal.eu, eTwinning space, facebook group, teachers' magazines, web sites and forums) during the dissemination process. We will continue our collaboration after the project ends and we will keep contact via eTwinning Learning Lab platform and facebook groups continuing to update it with our new experiences and activities on the project theme.



Τίτλος Σχεδίου	Creative, Active, Responsible Students in the Digital World
Συντονιστής	Liceul Tehnologic "Octavian Goga" Jibou Ελληνικό σχολείο: 3ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΑΓΙΟΥ ΝΙΚΟΛΑΟΥ
Εταίροι	Zakladni skola Zamberk, 28.rijna 581 Agrupamento de Escolas do Forte da Casa General Kemal Balikesir Ortaokulu
Χρηματοδότηση	Ελληνικού σχολείου: 20.800,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024478_3

Περίληψη Σχεδίου


Technology is everywhere, present in almost every part of our lives. It affects how we shop, socialize, connect, play, and most importantly learn. With their great and increasing presence in our lives it only makes sense to have digital technology in the classroom. Integrating technology into the classroom is definitely a great way to reach diversity in learning styles, it will help prepare students for their future careers, it gives students the chance to interact with their classmates more by encouraging collaboration. This project will focus on promoting the use of ICT in teaching; strengthening the profile of teaching profession through transnational cooperation, developing, testing, implementing, sharing ideas, practices, teaching materials and tools; developing students' basic skills in maths, science and literacy, improving collaboration with parents and other stakeholders, promoting a sustainable lifestyle through creative recycling.

Objectives:

- to develop, test and implement innovative and effective teaching methods using ICT in the classroom, to increase the quality of education, create a pleasant and safe educational environment, promoting peer-learning, problem-based learning, game-based-learning, which will help to increase students' problem solving, numeracy, digital, verbal communication skills, critical thinking, creativity, team-working and will improve their transition to high school
- to strengthen the cooperation with parents, through directly involving them in our activities, workshops, seminars, parent support groups, making them aware of the importance of their involvement for a successful school life of their children, offering ways of spending time with their children and also raising their awareness on the positive and negative sides of the digital world

The aim of the creative recycling workshops is to foster students' creativity, develop their ability to turn ideas into action, turn them into a more responsible, global citizen. As many of our students are facing economic obstacles, these workshops are a good way to teach them, that they don't always need money to have new things. With little effort and creativity, they can make themselves the desired products from old materials. Our primary target group are students aged 10-14, their teachers and parents from the participating organizations. We will extend our impact as we are going to organize workshops and fairs for the local community, publish and make available all our materials and outcomes, as other interested teachers, students, parents, educational organizations to have access to them and use them in their work.

For the implementation of the project we will follow the timeline of the project, in which the activities are planned and described in details for each month with requested outputs, tasks and responsibilities and dissemination methods: spreading information about the project, visibility of the project in schools, creating the website/blog,



Facebook page, YouTube channel, project-based collaboration on eTwinning with activities for students and teachers, virtual collaboration, logo creation, professional development of teachers through research, individual study, collaboration, team-teaching, implementing in schools the new teaching methods, observing the changes they have produced in students attitude and motivation for learning, monitoring and evaluating the activities and results through questionnaires, surveys, observations, interviews, personal stories, analyzing and comparing results, writing reports, creative recycling workshops, involving parents and local community in activities, organizing a fair for charity reasons, seminars and support group for parents, transnational learning, teaching activities, transnational project meetings, virtual review meetings, dissemination activities, editing the Handbook with all our activities, launching the printed version and the digital online version, closing the project, working on the sustainability of the project.

The main outcomes of the project will be a printed and online Handbook with all the activities, online channels (Facebook page, website, YouTube channel, Twinspace), which will be all made available and open to public to access and use them. Students will have acquired the relevant knowledge concerning up cycling and embody it in their everyday life, cooperated with peers from other parts of the world and realized that they can effectively work and communicate with people outside their narrow borders, enriched their knowledge on different countries, their cultures, ways of life, customs, traditions, languages and thus bridge any difference might occur, boosted their creativity and realized that attending school can be so much more than just learning by heart, will have developed basic skills of maths, science and literacy, foreign language and digital skills. Collaboration and cooperation among partners will continue in sharing good practice.

Τίτλος Σχεδίου	STARTUP ECO TRAINING FIRMS
Συντονιστής	Liceul Teoretic de Informatica "Grigore Moisil" Ελληνικό σχολείο: 1ο ΕΠΑΛ ΘΕΣΣΑΛΟΝΙΚΗΣ
Εταίροι	BEYSEHIR MESLEKI VE TEKNIK ANADOLU LISESI Prior Pursglove and Stockton 6th Form College Elektrostrojarska skola IIS "F.Redı"
Χρηματοδότηση	Ελληνικού σχολείου: 17.300,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024481_6

Περίληψη Σχεδίου

Title: **STARTUP ECO TRAINING FIRMS**

Purpose

The project "STARTUP ECO TRAINING FIRMS" aims to develop a responsible civic attitude towards the environment by practicing entrepreneurial skills, risk taking and responsibility within the training firms. Targets:

1. Expand students and staff abilities to implement European strategies for the development of the businesses related to the protection of the environment;
2. Engage the students from partner schools in specific activities and ecology-targeted programmes to build up a responsible attitude towards the environment;
3. Practice teamwork competences within multicultural groups by students and staff as well;
4. Use of various, new technologies for a successful European good practice exchange;
5. Improve the linguistic competences that are necessary for transnational communication and cooperation.

The project team brings together students and teachers from Romania, Croatia, Turkey, England, Italy and Greece. The project duration is 1 September 2016 – 31 July 2018 Number of participants: teachers - 90, students – 72

Description of the project activities

1. Initiate the project website
2. Realization of support resources
3. Setting up the training firms
4. Establishing contact with mentors
5. Preparation of draft business plans
6. Realisation of the advertising materials for the training firms
7. Fair of the training firms
8. Campaigns for advertising the training firms activities
9. Realisation/Completion of the final products of the project (good practice guide, website, dissemination materials, business dictionary, CDs, poster)/each partner team coordinator/ May 2018
10. Evaluation and dissemination

Methodology

To ensure the attainment of the project purpose, there have been established procedures that targets activities to induce the project results, monitorization and evaluation, revision of the operational plan, two main reporting actions (annually) and after each project meeting, dissemination and sustainability activities.

Expected outcomes:

1. The forum and the discussion group.
2. The support resources produced for the website English language on virtual library.
3. The drafts for training firm.
4. The students will set up 12 training firms, two for each partner school.
5. The Fair of the training firms.
6. The "Business Plan" Competition.
7. The project website.
8. Resources to advertise the training firms.
9. A multilinguistic dictionary in the English language but also translated in the languages of the partner countries.
10. Guide of good practice in successful businesses in the ecological field from partner countries.
11. 84 students will acquire knowledge and skills related to the protection of the environment.

Follow-up Impact on students: Increased motivation for learning and improved school results, self-esteem and responsibility, increased adaptability to new learning contexts, development of the teamwork abilities, improved initiative, linguistic competences as well as technological, entrepreneurial and intercultural education abilities. Increased active engagement in the local community environmental issues.

Impact on teachers: Exploitation of the professional experience in new contexts formal/non-formal, methodical-scientific; improved knowledge regarding other educational systems and teacher-student and teacher-teacher cooperation.

Impact on schools: Extended cooperation among teachers and students, increased ability to manage problems, openness towards international cooperation and increased motivation among teachers to initiate European partnerships.

Impact on local community: Increased interest from parents to involve more responsibly in the activities initiated by the school. Close cooperation with other local schools or institutions of local community. Improved relationships with other organisations engaged in activities related to education, at local/regional level and on long term, improving the dynamics of the social-economical domain.

At regional level: Increased capability to attract European funding by carrying out entrepreneurial projects related to the environment. Openness towards cooperation with European agencies and increased opportunity to benefit from the expertise of successful entrepreneurs.

At European level: Promoting good practice examples, expanding the communication area, being more noticeable within the European space, ensuring the equality of chances for teachers across Europe and maintaining the European unity and solidarity.

Τίτλος Σχεδίου	Developing inter and trans-curricular skills for 21-st century
Συντονιστής	Scoala Gimnaziala "Avram Iancu" Ελληνικό σχολείο: 5ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΒΟΛΟΥ
Εταίροι	Istituto Comprensivo Salvatore Casella Zeytinlibahce Mesleki ve Teknik Anadolu Lisesi CEIP San Luis Bagcilar Mustafa Kemal Ortaokulu Zespol Szkol nr 10 w Lublinie Zespol Szkoły Podstawowej nr 2, Przedszkola i Gimnazjum w Zagnansku
Χρηματοδότηση	Ελληνικού σχολείου: 14.995,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024603_6

Περίληψη Σχεδίου

Preparing stage

The aim of preparing stage is to collect knowledge about curricula's content and about educational system of teaching math, physics, chemistry, biology, language and communication in regions of attending schools. The outcome of this action is a common study that will present curricula's contents, evaluation items, evaluation instruments, the level of difficulty, teaching techniques and the way that a content is used if pupil next level of education. Curricula's content will be posted on "eTwinning" platform, by attending teachers. Working methods will be sustained in the first project meeting by every school's representative using filmed materials for those that are not in their own school, and by observations in classes. Every school will prepare a study regarding evaluation. The study should contain test at every discipline involved, after teachers are deciding together regarding the topic involved. High-schools should develop a material about how curricula's contents are used in their training sessions. Also teachers debate about their training needs involving common project actions.

Implementation stage

This stage involves the preparation of trans-curricular teaching materials in order to value pupil's knowledge. It also involve the development of common strategies to add value to trans-curricular teaching techniques at regional level by organizing contests and trans-curricular project implementation reunions. Teachers agree using preliminary study which trans-curricular topic will they chose. Every school will chose to develop 3-5 topics and they will develop working materials. Working materials consist in: lessons scenario, evaluation sheets, ppt. presentations, educational boards, working sheets, experimental materials, field trips documents. In international meetings those materials are presented and improved. In this way project final products are developed. In international seminary first conclusions will be debated with teachers training professors from Babes-Bolyai University of Cluj-Napoca. Pupils will choose 3 to 5 topics for each school and create educational games and quiz for small contests that will help trans-curricular evaluation.

Dissemination stage

Partners involve will organize schools competitions using Romanian Olympiad on subjects from schools curricula- as models. The contests will be developed at first at local, regional and international level by the schools that attends. Special conferences will be organized to promote project final conclusions and products. Project products will also attend to other specific reunions such as "Made for Europe" contest, books fairs, public exhibitions.

Project's steps

1. teachers will make a documented briefing about the educational system of their country regarding law, curricula specific, ways of teaching and teaching resources, final exams items and results
2. teachers will meet, show their works and conclusions and with the help of university specialists develop an questionnaire that can show which are the week points for any school(not only for those included in the project)
3. Applying the questionnaire for schools involved and deciding what can be changed and how the change should be apply
4. Presenting the change that will be develop in an international management team's meeting and debating about the measures
5. Applying the changes and developing ways and resources for new interactive teaching methods
6. Working session for presenting new materials and teaching techniques, debates with university specialists, assessing impact on pupils knowledge
7. Advertising project products in multiplier events like international symposiums, local conferences, disseminating sessions.



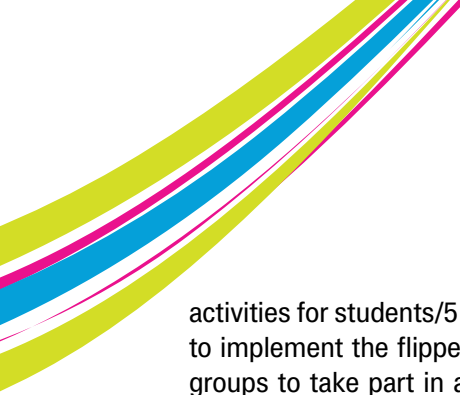
Τίτλος Σχεδίου	FLIP: Finding Learning Innovative Paths
Συντονιστής	Scoala Gimnaziala "Constantin Parfene" Ελληνικό σχολείο: 4ο ΓΥΜΝΑΣΙΟ ΡΕΘΥΜΝΟΥ
Εταίροι	Osnovna skola Horvati Knox Academy Istituto professionale statale socio-commerciale-artigianale
Χρηματοδότηση	Ελληνικού σχολείου: 21.765,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024638_5

Περίληψη Σχεδίου

The new social, economic and technological context stresses a fundamental transformation of education in order to address new skills. The schools' answer to the challenges of nowadays society is unfortunately delayed. There is a gap between the pace of the society and the school's adaptation, still very rooted in tradition. The identified needs in all partner schools highlight the urgent actions that our schools must adapt related to: increasing the students' motivation to learn, linking an old and rigid school curriculum with the skills required by the new society, learning barrier that students from at-risk groups have to overcome. Our project aims to develop the capacity of 5 European schools to collaborate at transnational level to capitalize experiences and best practices in order to develop transversal key competencies in students (age 12-15 years old) by developing and testing a toolkit for implementing the flipped classroom methodology, based on using ICT&OER and creating a more active learning environment, in a period of 2 years.

The target groups involve not only students (age 12-15 years) belonging to vulnerable groups such economic disadvantaged, migrants, with learning difficulties and special needs, but also high skilled students; teachers involved are working with students with very different backgrounds. The project activities are organised in 3 transversal WP related to Management, M&E and Dissemination (24 months) and 6 operational WP to develop specific activities, achieve the project objectives and build the project results. The proposed activities provide a fluent development of the participants' skills and a "psychological continuity" of their professional growth in implementing the flipped methodology: the tools preparation (first project year) and implementation phase (second project year). The training/learning activities, strongly embedded in the logic of project, develop the participants' skills on methodology using collaboration and good practices shared. Each transnational training activity is followed by practical activities developed locally, in order to design resources/inputs for the project results. These resources will be tested and improved during the learning activities, in international groups of students, mandatory in embedding the diversity of students' needs.

This strategy of the project implementation allows the project results building step by step, each pocket activity delivering intermediate results. The project methodology is based on the concepts and tools of the Project Cycle Management in order to provide high quality results and fulfilling the objectives. The ToolKit for implementing the flipped methodology (eBook) will provide the methodological support for implementing the flipped classroom. The Case Study: flipped and traditional classrooms compared - specificity of the partnership schools will collect conclusions of implementing the same curricula using flipped and traditional classroom, in each partner school. The Project website will be a dissemination tool and a space for learning for interested stakeholders. Newsletters, press conferences, events will also provide to information about the project activities and its results. Five training activities/5 days' joint staff training events and five learning



activities for students/5 days short term exchange of students will bring the principles and necessary skills to implement the flipped methodology. This could be a unique occasion for 20 students from vulnerable groups to take part in an international experience and collaborate with EU peers. Students will develop their transversal skills such as the ability to think critically, take initiative, problem solving and work collaboratively, taking responsibilities and decision making, ICT skills. A model of how technologies can be used in learning, personal development and lifelong learning will be developed. Teachers will increase their abilities in designing strategies based on using of ICT&OER and creating a more active learning environment, focused on the students' needs. The relationship between teachers and students, based on a more deeply understanding of the students' needs and expectations, reducing the inequity that may arise from differences between learning rhythms will be reinforced.

Positive changes in approaching the competence-centered learning within the school and using different teaching paradigms, attention to vulnerable students, monitoring their progress, providing informed guidance will be stimulated. The flipped classroom methodology principles better understood and more used in learning, even for young students will reinforce the confidence that school equips students with the 21th century skills and better prepared for the next stages of their learning path, equipped for lifelong learning. The capacity of EU schools to collaborate internationally, create and adapt new learning methodological approaches will be improved.

Τίτλος Σχεδίου	SUPEER! - Science. Utility. Practice. Experiment. Exploration. Result.
Συντονιστής	Liceul Teoretic “Dante Alighieri” Ελληνικό σχολείο: ΔΙΑΔΡΑΣΤΙΚΟ ΕΥΡΩΠΑΙΚΟ ΣΧΟΛΕΙΟ
Εταίροι	Kauno Tado Ivanausko progimnazija isabeyli ortaokulu Manor Park Academy Vazrazhdane Secondary Comprehensive School
Χρηματοδότηση	Ελληνικού σχολείου: 23.625,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-RO01-KA219-024769_3

Περίληψη Σχεδίου

The global objective of the project is to develop the learning autonomy of primary-school students through innovative and applied transdisciplinary approaches to specific education contents in order to consolidate the basic skills of math, science and literacy, as well as foreign language communication competency. According to a recent analysis of Romanian National Evaluation for 2nd, 4th, 6th and 8th-grade students, released by the National Centre for Evaluation and Testing for 2015, students are not capable of applying and analyzing basic information they acquired during their educational activities. This shows a great lack of teaching effectiveness: the educational contents are not adequate for developing and instilling students with the capacity of learning autonomously and use the information and their knowledge in new contexts or in correlation. Similar situations are encountered in the partner countries: Bulgaria, Greece, Lithuania, Turkey, and United Kingdom.

SUPEER! – Project aims to share the best practices in teaching effectiveness with a focus on student learning autonomy and by integrating non-formal activities in multicultural and transversal approach of the educational contents studied by pupils throughout the primary school. The simple idea is to increase the motivation of pupils to engage in the educational process, to attract them to explore and understand with guidance and by themselves, and successfully graduate; but this cannot be done if the educational contents are dusty and use inappropriate teaching methods, where the general focus is not on the pupil, but on the contents themselves. By equipping the teachers with non-formal tools and teaching methods to make students in early educational stage, i.e., primary school pupils, the project also tackles the issues of underachievement, especially in the case of those that come from disadvantaged or challenged backgrounds.

Therefore “The SUPEER! Project” is tackling the issue of combating failure in education by approaching early the pupil’s challenges in terms of comfort with and attractiveness of educational content and learning autonomy. Learning failures are easier to prevent if the connection between students and school is strengthen this way. The partnership is formed by 6 European schools (Romania, Bulgaria, Lithuania, Greece, Turkey, UK), carefully selected according to their background, experience, skills and expertise. The partners will cooperate for 24 months and each will have assigned tasks and responsibilities. The project represents an immense opportunity for each project partner to share its own experience and learn from the others as well, and set up a common framework of good practices they can use in the formal educational system. Only through this type of collaboration, the schools can enrich themselves and become islands of professional and social change. The project’s target group of indirect beneficiaries (approx. 4000 participants) is formed by all the students of the six schools involved, their parents, their teachers, other important school staff, the local authorities. These persons will be involved in activities organised by each school during and after the ending of the entire project, in order to assure not only the dissemination on the project’s results, but also its multiplication and even its replication in other schools of the city/country involved through its present representatives.

The project staff established two types of expected results: quantitative and qualitative. By applying the schedule and the specific procedures and by developing successfully the planned activities (4 short-term staff training events, including 1 transnational training session, 3 short-term staff events - job shadowing type and 1 short-term exchange of groups of pupils), the project team expects to obtain several quantitative results in terms of materials or products to be used by direct and indirect beneficiaries during and after the completion of the SUPEER! Project, and also of qualitative expected results in terms of acquiring and developing basic skills in Maths, Sciences and Literacy, combating underachievement or failure education, acquiring and applying non-formal methods/tools in the teaching-learning activities.

European cooperation is one of the main elements that define the communitarian policies and programmes. It is actually the core element of the European Union. The SUPEER! Project is tackling this cooperation in an area that it is usually forgotten or left aside as being less important from a short-term perspective, which is the self-advancement of primary school students. Just as it can be an example of best practice for Romanian educational system, the SUPEER! Project can also serve as a best practice at European level. And especially from the point of view of cultural, ethnic etc. tolerance, now, when many claim that European fundamental values are put to test.



Τίτλος Σχεδίου	Sustainable Development
Συντονιστής	Stiernhooksgymnasiet Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΤΡΙΑΝΔΡΙΑΣ
Εταίροι	Romain-Rolland-Gymnasium Lycée Général et Technologique Jean Moulin
Χρηματοδότηση	Ελληνικού σχολείου: 25.190,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-SE01-KA219-022081_2


Περίληψη Σχεδίου

One of the school's priority development areas is sustainable development. Globalisation requires higher demands on people's ability. The school shall help and give students the ability to understand global perspective and other people's opportunities. Get knowledge of international collaboration and global context, as well as opportunities and challenges linked to globalization, and sustainable development is truly an international context. UN's new sustainable development goals and Europe 2020 leads to greater demands on schools. Schools need implementation of UNESCO's new Global Action Programme on Education for Sustainable Development (GAP/ESD).

The schools have a need to develop new teaching methods in the field and network with colleagues in other parts of Europe. We need to share experiences with others about how to meet the challenges of the issues around sustainable development. The aim is to ensure high quality of teaching and provide our students with international experience so that they are ready to meet future challenges. During the project the students and teachers will get realisation of transposable experience on different topics of sustainable development. These experiences come with results obtained in one country so each country will be able to realize the same experiment and compare the results (in function of sustainable development). Their skill, knowledge and understanding will increase. They will get intercultural competence and a European perspective when working with students from other countries.

On its completion the project will provide our students with international experience so that they are ready to meet future challenges. That the schools ability on education for sustainable development has increased, with high quality. That it will have become a lifelong learning project for students, teachers and schools. That the cooperation between the schools on the topic sustainable development can continue even after the project ends eg on eTwinning. During the project we will have four meetings with students and teachers. So at every opportunity, 24 students from four different countries, plus a number of teachers will be directly involved in the work on the project. Total around 120 directly involved. At every opportunity, we will work with different themes on sustainable development.

Project partners have got various skills in the field of education for sustainable development. Each partner will develop one particular aspect of sustainable development in relation with its local environment. This diversity of background is a advantage for the success of this project. Different countries have different skills and we can complement each other. Teachers will become more aware of both what in our own education need improvement, and what we have to offer others. That we can work with an educational content that really meet the demanded on the labour market from a European perspective. The big question is about the quality of education and how to secure it. During the project, each school will work with the development



of Education for sustainable development. In this way, large parts of the schools pupils and teachers will be involved. That we can use the results of our projects work to ensure high quality. The impact is to strengthen the teaching of sustainable development. Enhancing the capacity of teachers to motivate and spread knowledge to students. Ability to raise the subject outside the school boundaries. All that in the context of UNESCO's guidance for implementing the teaching in sustainable development.

Expected impact is an awareness on sustainable development and understanding that sustainable development is a reality. Each partner will learn from the other and could try to apply ideas on its own school. Target groups will learn more on sustainable development. Learning in a “European class” will be most effective. It is an approach to teaching and learning. Actions should evolve out of discussions, learning should stem from research and engagement in topics explored in an international context. With knowledge in sustainable development, students themselves can drive the change. Additional objectives of the project is to strengthen and develop students' intercultural competences and give them international experience.

Τίτλος Σχεδίου	Interdisciplinary and Collaborative themAtic leaRning of technOlogy and Science
Συντονιστής	Wijkmanska gymnasiet Ελληνικό σχολείο: ΕΛΛΗΝΟΓΕΡΜΑΝΙΚΗ ΑΓΩΓΗ ΣΧΟΛΗ ΠΑΝΑΓΕΑ ΣΑΒΒΑ Α.Ε
Εταίροι	Paul-Julius-von-Reuter Schule IES MAR DE ALBORAN LYCEE SAINT-EXUPERY
Χρηματοδότηση	Ελληνικού σχολείου: 23.740,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-SE01-KA219-022131_2

Περίληψη Σχεδίου

Project ICAROS (Interdisciplinary and Collaborative themAtic leaRning of technOlogy and Science) aims to promote transnational teacher professional development by the sharing of methodology, best practice, collaborative approaches and results. The partnership is composed of five European upper secondary/VET schools for students between 15 and 20 years old. The ICAROS project is mainly aimed at enhancing educational practices that will lead to better motivated students with improved study-goal achievements, as well as preventing school drop-out due to low motivation. The assumption is that this can be done through thematic learning with an entrepreneurial learning approach, and student-led knowledge development through experimentation and real-world problem solving. Several of the partners have expressed the view that students tend to see subjects taught as “in isolation”, i. e. as individual, theoretical subjects, with little perceived bearing on real-world practical applications.

The project nominally centres on the design, development, testing and operation of small radio controlled Quadcopters, popularly known as a “Drones”. The project thus makes use of modern technology that captures the imagination of the students, as well as innovative tools/methods spanning over several disciplines, to demonstrate the real-world applicability of STEM- and other related, and seemingly unrelated, school subjects. The disciplines of Science, Technology, Engineering and Mathematics (STEM) will be central for the project, and most of the project activities are based on high technology and ICT. Many related subject will benefit e. g. Computer Aided Design and Manufacture, Logistics, Web- and App-design, Electronics/Energy Systems, and Aviation Technology. Other less apparent subjects to be included are Business Economics and Administration, History, Social Sciences, Law, Ecology/Sustainable Development, Ethics and English. The project aims to inspire the students to develop an entrepreneurial approach to technology and to encourage independent knowledge development through extensive use of high technology and ICT.

The project is also expected to promote a general new interest in STEM-subjects amongst students. This will lead to a higher employability for the students, as their skills are better matched to the needs of future employers. In particular, the interest for technical education amongst girls is expected to increase. They are underrepresented in this field, in schools, higher technical education, and in high-tech companies. Teacher teams around the students will plan each area of activity together, to ensure that all possible subjects are involved, as the thematic learning process follows the development of the Quadcopter. Educational concepts with innovative use of ICT tools such as the “Flipped Classroom”-model, development of web-based lesson/session modules, instructional video clips and easy modular tasks, will be continuously shared on the project web-site and on You Tube. They will be accompanied by instructions for implementation of thematic learning centred on STEM-subjects, in combination with other subjects. A teachers’ manual, including best practice, applicable to other multidisciplinary school projects, will be produced and made available on the web-site and on social media.

Τίτλος Σχεδίου	The wonderland of languages
Συντονιστής	Taubeskolan Ελληνικό σχολείο: 17ο Δημοτικό Σχολείο Ηρακλείου
Εταίροι	Agrupamento de Escolas de Vieira de Leiria Zakladni skola Usti nad Labem, Vojnovicova 620/5, p.o. CEIP Portal Nou Cobden primary school OS fra Ante Gnjeca Izzet Bezirci Ilkokulu GrundschuleGlane
Χρηματοδότηση	Ελληνικού σχολείου: 25.165,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-SE01-KA219-022146_3

Περίληψη Σχεδίου

The wonderland of Languages aims to raise fluency and proficiency in foreign and mother tongue language, both oral and written, using innovative methods of oral story telling. It is inclusive, differentiating by outcome so that younger pupils, those with special needs, migrants and those with different learning styles will be able to take a full part in the project. It will also improve basic skills in pupils as they communicate with each other using a variety of multimedia tools. Fairy stories has been chosen as a medium for language learning as all schools use stories as a part of normal teaching, ensuring the project will be easily and fully incorporated in each school's curriculum. There are nine partners, from Sweden, Czech Republic, Turkey, Greece, England, Portugal, Germany, Croatia and Spain, All the partner schools involved in the project have expertise in different teaching and learning areas and have skills which will be shared with other teachers over the course of three years.

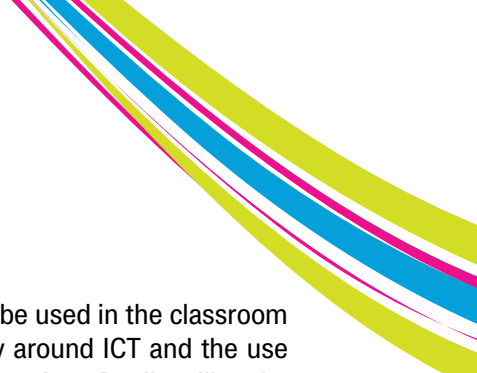
The methodology that will be applied in the project is to combine 3 different methods that each in its own way will improve language learning and promote inclusion and integration. By implementing them in a rationale order the methods will interact and amplify the children's learning process.

All participating teachers will learn:

1. "Talk for writing". This method helps children to internalise the pattern of language required and so develop and improve reading skills. The method enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it.
2. Drama as a way to work with inclusion. "Walking through a story".
3. "The reading class" is a method to improve reading comprehension.

Here 4 basic strategies are used to comprehend a text; RT (Reciprocal Teaching), TSI (Transactional Strategies Instruction) och QtA (Questioning the Author). To understand a text, the idea is that the reader predict, task questions, sort out uncertainties and to sum up. Each participating school will implement the first method in the classroom in their native language.

Strategies and results will be discussed in the project group before moving on to the next method. The new method will build on the already implemented one and in so complement and develop it further. After the



third method has been implemented and tried out, the same three methods will be used in the classroom but now in the schools second language. We plan to arrange a learning activity around ICT and the use of multimedia in education as a tool for inclusion. ICT will play a big part in the project. Pupils will make cartoons /e books and videos of themselves drawing telling and performing stories and share them with students from other countries using Skype and eTwinning. They will plan, share and compare their work with pupils from different countries.

The project will use existing methods which are backed up by research to work with language learning and inclusion. By developing them further and incorporate them in a bigger system, we will develop a model for how to improve language learning in our schools for children with different needs. On top of that every country shares their expertise and teachers will also share current educational research from their country. As Samuel Johnson said: 'The same images, with very little variation, have served all the authors who have ever written'. All pupils will first learn to tell a story orally, initially in their mother tongue. They will walk through the story, draw pictures and use actions and drama to tell a story. Pupils will get to know the structure of the story very well using actions in addition to words. They then begin to tell the story in a foreign language, using the same actions to help them. Older pupils then transfer the story to print and film all to be shared on eTwinning web site. Pupils share their work and perform with each other. After learning to retell many fairy stories, pupils will then innovate and write their own stories, sharing on film, in performances and in print, with other pupils and parents. The project will finally produce a joint book of stories.

All outcomes will be shared on eTwinning. This project will improve language and second language skills acquisition, improve communication in mother tongue language and second language and equip pupils with the skills needed for them to realise their potential and to play a full part in the Europe of the future. Pupils will have increased fluency in their mother tongue and a foreign language, have improved basic skills in ICT, communication, music and writing. Teachers will all have increased confidence, have learned new language teaching skills and long term partnerships between pupils, teachers and families will have developed. Both pupils and teachers will gain an understanding and tolerance of other cultures and a deeper understanding of educational systems in Europe.

Τίτλος Σχεδίου	Cultural Identity as the Key to the Gate of Tolerance in Europe
Συντονιστής	Gymnázium Vavrinca Benedikta Nedožerského, Matice slovenskej 16, Prievidza Ελληνικό σχολείο: ΑΡΙΣΤΟΤΕΛΕΙΟ ΕΚΠΑΙΔΕΥΤΗΡΙΟ ΣΕΡΡΩΝ
Εταίροι	Lycée Paul Guérin Istituto Comprensivo Giovanni XXIII Lentiz I Revislycum Diss High School Liceo Scientifico Statale Benedetto Croce
Χρηματοδότηση	Ελληνικού σχολείου: 19.145,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-SK01-KA219-022503_6

Περίληψη Σχεδίου

“The Gate” Cultural Identity as the Key to the Gate of Tolerance in Europe Cultural identity grows out from cultural awareness and can be characterized as a comprehensive understanding of our own cultural traits and our inclusion in a particular cultural community. Tolerance means respect for a foreign conviction, ideas, tolerance, patience. The notion of tolerance is very often seen not only in everyday communication in the media, but it is becoming more tangible and urgent in contemporary Europe facing the huge wave of immigration. Tolerance should be a part of life for everyone; it should provide a full and happy life in the company of other people, each of which is different and thus unique. But is this really so? Do we meet today with the tolerance in the true sense, respecting the differences of others as a natural part of their existence?

The main idea of this project is to express the negative attitude towards all forms of racial and national discrimination and xenophobia through art. Art is a medium of sharing information about the culture of the nation, its mentality, way of life, traditions and values. The actual way to realizing this project theme-wise allows for many interesting ways how to effectively use various artistic means of expression for all partner institutions involved. The project products can be literary or textual-visual presentations in the form of PowerPoint, artistic presentations, theatrical presentation or music presentation. Through realization of national identities of the involved students we aim to reinforce the concept of tolerance among nations and their respective cultures.

Further important goals are:

- improvement of the language skills of students,
- improvement of communication and presentation in public
- deepen knowledge of European countries
- deepen knowledge about current situation in Europe, an effort to understand the problems of immigrants and finding solutions of help
- improving the practical skills of ICT technologies (creating a website, communication through Facebook and other media, videoconferences e.t.c.)
- improving practical skills in the use of eTwinning

Important results of project cooperation will be:

- Text and photographic material - in the form of the final catalogue (joint output of all partners involved expressing life during cooperation, shared memories)
- Video (student films, music videos, theatre and stage presentation of the subject)
Specific product of the project will be a comprehensive methodological material on “Cultural identity and its current importance in Europe today.” This material will include:
- PowerPoint presentations

I.selection of the best presentations of students from each partner school (about 30 pieces - we expect 3-5 excellent results of students or groups of students from each school)- Power Point Presentation

II.selection of the best teachers' presentations from each partner school (cca7 pieces - 1 result from each school)

- Text methodological guide to the topic. In the end will be this completed methodical material included in the curriculum of selected subjects and will become the part of school curriculum in all partners' schools. It will be prepared in English, so it will be equally and immediately applicable to all schools. Along with expert knowledge, the students will naturally improve in the English language.

In our project we will focus on three types of activities during the project:

1. Project Management and Implementation – project management, material support for work on project outputs, preparatory work of students in their home schools, internet communication at various levels and types of communication channels, videoconferences, contribution to the common project website, publication of results.

2. Transnational Project Meetings – M1(France, Niort),M2(UK, Diss),M3 (Italy, Palermo)
3. Learning/Teaching/Training Activities – C1(Greece, Serres), C2(Italy, Statte), C3(Netherlands, Maasluis), C4(Slovakia, Prievidza)

All project meetings and educational activities are important for direct communication between students and teachers, continuous presentation of the outputs, life discussions of participants from seven different environments and cultural backgrounds.

The project will have a significant impact on the participants, the wider community and the awareness within the European context. Besides acquired skills and improvement in foreign languages, ICT technologies, quality of communication and social skills, it will be the use of the Europass, which is benefit for pupils for better employment at the European labour market. Our main results and impact of the project for participants and the community is the dissemination of knowledge about countries in Europe, their cultural identity, artistic and historical treasures, way of life, customs and so on. Permanent values and LT benefit will be the creation of the abovementioned methodological series - as the main product of the project.

Τίτλος Σχεδίου	Čistá energia - zelené riešenie pre Európu
Συντονιστής	Stredna odborná skola, Lipova 8, Handlova Ελληνικό σχολείο: 2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΝΕΑΣ ΙΩΝΙΑΣ ΜΑΓΝΗΣΙΑΣ
Εταίροι	Tallinna Polütehnikum Stredni skola elektrotechnicka a energeticka Sokolnice, prispevkova organizace Maltepe anadolu Lisesi Model High School of Mathematics Academician Kiril Popov Solski center Nova Gorica
Χρηματοδότηση	Ελληνικού σχολείου: 21.370,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-SK01-KA219-022507_7

Περίληψη Σχεδίου

Projektom s názvom Čistá energia – zelené riešenie pre Európu nadväzujeme na predchádzajúci projekt Bezpečná energia – energia pre budúcnosť. Tento projekt nám ukázal, že na energii ako základnom predpoklade života záleží. Ale ešte viac záleží na živote, na udržateľnosti života na našej planéte, teda na spôsobe, akým ju získavame a či ju efektívne využívame. Hlavným cieľom projektu je strategické partnerstvo siedmich krajín, prostredníctvom ktorého chceme vytvoriť inovačné metodické a edukačné materiály podporujúce šírenie myšlienky nášho projektu - ukázať, že energetická budúcnosť nás všetkých bude stáť na obnoviteľných zdrojoch – na čistej, pre život ohľaduplnej energii. Tento cieľ plánujeme dosiahnuť vzájomným partnerským učením sa a výmenou dobrej praxe. Naša spolupráca bude založená na aktívnej konfrontácii spoločných myšlienok a vytvorení konkrétnych spoločných výstupov. Nadnárodné stretnutia uskutočníme spolu s krátkodobými školiacimi aktivitami žiakov, v ktorých našou prioritou bude podporiť synergiu medzi aktivitami v oblasti vzdelávania, práce a inovácií, digitalizáciu obsahu vzdelávania. Chceme tiež podporiť používanie IKT a pomocou inovatívnych výučbových metód zlepšiť gramotnosť v prírodných vedách, najmä v matematike a fyzike, ako aj zvyšovať motiváciu účastníkov projektu študovať cudzí – anglický jazyk. Účastníkmi projektu budú študenti z technicko-informačných odborov všetkých partnerských škôl a pedagogickí zamestnanci, najmä učitelia prírodovedných predmetov, odborných elektrotechnických a IT predmetov a anglického jazyka.

Počet účastníkov s podporou grantu vo všetkých jeho kategóriách: 230 pedagógov a 2800 študentov. Počet nepriamych účastníkov viac ako 7500. Všetky aktivity projektu budú zamerané na vytváranie správneho environmentálneho povedomia účastníkov projektu a šírenie myšlienok projektu medzi širšiu verejnosť v rámci jednotlivých partnerských krajín. Špeciálne sa budeme zameriavať na témy: energetická efektívnosť, inteligentné budovy, obce a mestá. Pri realizácii aktivít budú študenti aj učitelia hľadať spoločný postup pri riešení tejto problematiky. V rámci aktivít budú študenti partnerských krajín spolu vytvárať aj rôzne učebné interaktívne pomôcky na tému využitie čistej energie, či šetrenie energiou v domácnosti.

Taktiež zorganizujeme "Nízkoenergetické" dni vo svojich školách zamerané na šetrenie elektrickou energiou a na nadnárodnej úrovni „Dni čistej energie“ zamerané na konkrétny obnoviteľný zdroj energie (voda, svetlo, vzduch, teplo). Žiaci v rámci krátkodobých školiacich aktivít v partnerských školách zvýšia svoje odborné, environmentálne, jazykové a komunikačné zručnosti. Realizácia aktivít umožní pedagógom vymieňať si skúsenosti na obsah a metódy výučby a vytvoriť spoločne nové inováčné prístupy vo vzdelávaní. Úspešnosť realizácie nášho projektu sme postavili na štyroch zásadných pilieroch a premietli do nasledovných pracovných fáz.

1. Vytvorenie projektového tímu na medzinárodnej úrovni
2. Stanovenie cieľov projektu
3. Realizácia – transformácia cieľov projektu
4. Šírenie a implementácia myšlienok a výstupov projektu V projekte použijeme tieto metódy a postupy: príprava a tvorba metodického materiálu (Energetický test, digitalizovaná hra, príručka energetickej efektívnosti – Vademékum), workshopy, odborné exkurzie, logická stavebnica Arduino, metódy CLIL, problémového a projektového vyučovania (vypracovanie protokolu z meraní v Energy centre, návrh inteligentnej domácnosti, netradičné inovatívne vyučovacie metódy (Nízkoenergetické dni a Dni čistej energie).

Po ukončení projektu očakávame, že účastníci zmenia svoj postoj k využívaniu obnoviteľných zdrojov energie a budú šíriť myšlienky projektu vo svojich triednych kolektívoch, rodinách a pre verejnosť prostredníctvom webu. Realizáciou projektu dosiahneme aj zvýšenie komunikačných zručností v cudzom jazyku. Vzájomná výmena skúseností a dobrej praxe prispeje k zvýšeniu odbornosti a všeobecného nadhľadu všetkých, ktorí sa na projekte zúčastnili. Projekt podporí vypracovanie a realizáciu plánov strategickej spolupráce v oblasti hľadania nových riešení pri výrobe a využívaní obnoviteľných zdrojov energie.

Prispeje k zvýšeniu kreativity a súťaživosti medzi žiakmi rôznych vzdelávacích systémov a kultúr. Významným spôsobom podporí vzájomnú výmenu všeobecnovzdelávacích a odborných poznatkov, praktických skúseností a zručností medzi žiakmi, učiteľmi, využívanie moderných technológií, spoznávanie rôznych vzdelávacích metód a postupov a skvalitnenie komunikačných zručností v cudzom jazyku. V projekte považujeme za veľmi dôležitý výstup aj rozvoj vzájomného dialógu a tolerancie medzi rôznymi kultúrami.

Τίτλος Σχεδίου	Help me to understand
Συντονιστής	Evanjelicka spojená škola Ελληνικό σχολείο: 2ο ΓΥΜΝΑΣΙΟ ΠΑΛΛΗΝΗΣ
Εταίροι	Santo Domingo Savio Szkoła Podstawowa nr 22 z Oddziałami Integracyjnymi w Tychach
Χρηματοδότηση	Ελληνικού σχολείου: 21.230,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-SK01-KA219-022526_4

Περίληψη Σχεδίου

The project entitled: “Helps me to understand” aims to establish an international mutual partnership and promote cooperation between European schools. The main aims of this cooperation are to enhance the quality of education, promote better knowledge of foreign languages, develop multicultural awareness, improve students’ key competencies, promote lifelong learning of the teachers and students, encourage their mobility and thus improve their chances at the labour market.

The partners met at the eTwinning platform. Some of them have experience with the international partnership projects but some of them are newcomers in this kind of project. The key prerequisite was the experience with some innovative teaching methods and willingness to share their knowledge together with management and material capacity.

Partner schools: Evanjelická spojená škola in Liptovský Mikuláš in Slovakia, Primary School in Tychy in Poland, The Salesian School “Santo Domingo Savio” in Spain, the 2nd Gymnasium of Pallini in Greece. All participating schools have 1730 students and 140 teachers together. About 370 students will be directly involved in the planned activities, but all present and future students and teachers will benefit from the project outcomes.

The expected outcomes of the project are: an increase in students’ motivation and involvement in their own learning process, an improvement in students’ key competencies, particularly language, social and ICT competencies, an increased use of innovative teaching methods, innovation of the school educational programme, an open access website with teaching materials, a strengthening of the interest of students in other countries and cultures, a greater multicultural awareness, and increased European awareness, an increased opportunities for students with special needs. The main expected impact of the project is students’ increased motivation to learn foreign languages, higher engagement in their own learning process, improvement of their foreign language, ICT and social skills and greater multicultural awareness.

As regards the participating schools we anticipate innovations in educational programmes, greater effectiveness of foreign language teaching, strengthening of the European Dimension in the daily school life and an increase in school attractiveness, enhancing teachers’ motivation to use innovative teaching methods and improvement of the practical usage of innovative teaching methods (particularly: student- centred approach, project- based teaching, evaluative learning, CLIL). The successful implementation of the project will bring a more intensive cooperation of the parents with school, and their increased interest in school policy. It aims to provide the wider educational community with open access teaching resources, increase their interest in innovative teaching methods and increase their motivation to participate in European projects.

Projekt s názvom „Pomôž mi porozumieť“ sa usiluje o vytvorenie medzinárodného vzájomného partnerstva a podporu spolupráce medzi európskymi školami. Hlavnými cieľmi tejto spolupráce sú: zvýšiť kvalitu vzdelávania, podporiť lepšie znalosti cudzích jazykov, rozvíjať multikultúrne povedomie, zdokonaľiť kľúčové kompetencie žiakov, podporovať celoživotné vzdelávanie učiteľov a študentov, povzbudzovať ich mobilitu, a tak zvyšovať ich šance na trhu práce. Partneri projektu sa stretli na stránke eTwinningu. Niektorí z nich majú skúsenosti s medzinárodnými partnerskými projektmi, ale niektorí sú v projekte takého druhu nováčikovia. Kľúčovým predpokladom bola skúsenosť s inovatívnymi učebnými metódami a ochota zdieľať ich vedomosti s dostatočnými personálnymi a materiálnymi kapacitami.

Partnerské školy: Evanjelická spojená škola Liptovský Mikuláš, Slovenská republika, Primary School, Tychy, Poľská republika, The Salesian School „Santo Domingo Savio“ , Španielsko, The 2nd Gymnasium of Pallini, Grécko. Všetky zúčastnené školy majú dohromady 1730 žiakov a 140 učiteľov. Okolo 370 študentov bude priamo zapojených do plánovaných aktivít. Predpokladanými výsledkami projektu sú: zvýšenie motivácie študentov, zlepšenie kľúčových kompetencií študentov, najmä jazykových, sociálnych a IKT, inovácia školského vzdelávacieho programu, web stránka s neobmedzeným prístupom k učebným materiálom, posilnenie záujmu žiakov o iné krajiny a kultúry, väčšie multikultúrne povedomie a európske povedomie, vzrastajúce možnosti pre žiakov so špeciálnymi výchovno-vzdelávacími potrebami.

Pokiaľ ide o zúčastnené školy, očakávame inovácie vo vzdelávacích programoch, vyššiu efektívnosť vyučovania cudzích jazykov, posilnenie európskeho aspektu v každodennom školskom živote, zatriaktivnenie školy, motiváciu učiteľov požívať inovatívne učebné metódy a zdokonalenie praktického používania týchto inovatívnych učebných metód. Projekt vytvorí materiály dostupné pre širšiu komunitu a zvýši ich motiváciu participovať na európskych projektoch



Τίτλος Σχεδίου	Art and Culture Join People
Συντονιστής	Stredná odborná škola, T. Vansovej 32, Prievidza Ελληνικό σχολείο: 50ο ΓΥΜΝΑΣΙΟ ΑΘΗΝΩΝ
Εταίροι	UFUK ARSLAN ANADOLU LİSESI
Χρηματοδότηση	Ελληνικού σχολείου: 20.445,00€
Διάρκεια Σχεδίου	23 μήνες
E+ Link number	2016-1-SK01-KA219-022555_3

Περίληψη Σχεδίου

The project entitled “Art and Culture Join People” is designed for secondary school pupils in three countries: Slovakia - SOŠ T. Vansovej 32, Prievidza, Turkey - TUNAHAN MAH.UC SEHITLER CAD.NO:24-ERYAMAN Ankara and Greece - 50th Senior High School of Athens. The international project focuses on joint initiatives to promote cooperation, mutual learning, to share ideas, experiences and methods, as well as their confrontation in the field of art and culture. The project will be implemented through international exchange visits of students with accompanying persons. It is scheduled for the period of 23 months beginning on 1 September 2016.

The content of the project activities will be two mutual transnational management meetings M1, M2 and three project short-terms exchanges of six students and two accompanying persons in all three countries. Transnational meetings will be at the beginning and end of the project where the management will prepare and evaluate the C1, C2, C3 activities. In the project meetings in all countries pupils will carry out activities as planned in the application. We actively involve the pupils who will not have the opportunity to travel, to work and communicate with partners electronically. The programme focuses on cultural and artistic themes that are attractive incentive for today’s youth. We will focus on the recognition of Prievidza district in Slovakia. We will visit Bojnice Castle – a cultural monument from the 13th century, and Zoo in Bojnice town. Then the castle ruin with a panoramic view of Slovakia, The students will experience a workshop of jewellery manufacturing and visit the complex of Water World near Prievidza town. On visit to Turkey in Ankara the Turkish gastronomy, traditional Turkish marbling art, Treasure Hunt and a visit of the founder and first president of Ataturk mausoleum will be organized. On visit to Greece in Athens pupils will learn traditional Greek dances, make and release kites, visit architectural monuments Panthenon and Acropolis.

All visits are related to the student activities focused on culture and art tasks. Pupils will make the preparation in advance, then they will implement the tasks during exchanges. After returning home, in a school classroom or electronically they will notify the results, their experience and knowledge (A1, A2, A3). They will spread them by scheduled forms. Pupils will be evaluated by a mark from English language and special subjects. The promotional articles designed with the logo and motto of the project (rucksacks, hats, badges, four-language dictionary of basic phrases, leaflets...) will also serve to promote the project. Sustainability for future periods we will provide by the school and municipal web sites that are accessible to everyone. The students will continue to communicate with foreign friends. They will use new experiences in learning at school and in their professional lives. Educators will be motivated to improve their performance enriched with modern forms of teaching. Schools will be more attractive for the recruitment of new students. As evidence of active participation in the project, the pupils will receive a certificate from the host school. It can be used in the future while seeking an occupation.

Τίτλος Σχεδίου	BULLYING FREE MINDS
Συντονιστής	NECATIBEY ILKOKULU Ελληνικό σχολείο: 3ο ΛΥΚΕΙΟ ΒΟΛΟΥ
Εταίροι	Vikeså skule Scoala Gimnaziala nr. 12 “B. P. Hasdeu” Constanta Raseiniu rajono Ariogalos gimnazija Agrupamento de Escolas Escalada, Pampilhosa da Serra Istituto Istruzione Superiore G. Malafarina
Χρηματοδότηση	Ελληνικού σχολείου: 23.200,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-033889_3

Περίληψη Σχεδίου

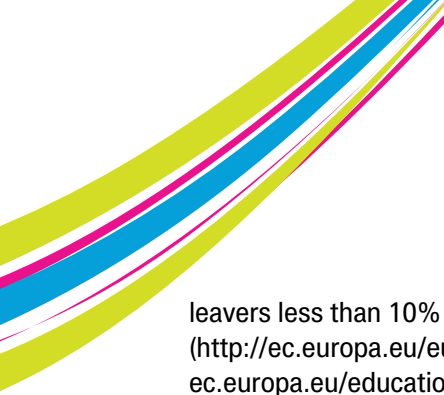
Bullying is a conscious, desirous, intentional and unfriendly behaviour to harm others. The project aim to understand and to stop bullying in the schools through awareness, empathy and education. The aim is to stop bullying before it starts so most of our efforts will direct to support positive peer relationship and to provide for students empathy. The main target groups of the project are teachers, bullies and students, especially students with SEN. Parents and relevant stakeholders such as school principals and counsellors in the same region are the final beneficiaries. It is a fact that nobody is ever born a bully that bullying is a learnt behaviour which could be changed.

The project will focus on physical bullying (such as hitting, tripping, pushing and shoving), virtual bullying (such as insults, teasing, abusive language, nicknaming), cyber bullying (bullying on-line or via phone) and social exclusion (being purposefully ignored or excluded from groups). Each of them has long-lasting negative consequences that have a huge impact on students' self-esteem, social lives and mental health such as anxiety and depression.

There is no single solution to bullying which will fit all schools. So the project has a diverse range of practices, strategies and advices through the primary school curricula. First of all, empathy is an efficient tool to teach social skills, to practice them through role-play and games, and to teach children how to deal with various social situations through drama lessons. National childhood game tournament is another device to build up a meaningful bond between the school and bullies who have loss of interest in academic achievement. Also games would have therapeutic benefits that give children an opportunity to express troubling aspects of their lives.

During the project period schools would exchange the games to learn other cultures and to maximize the group work. The project will be implemented in five units: Identification of students at risks, improving communication methods, improving teaching methods, preventing bullying and ESL and cooperation. Questionnaires and interviews are essential and effective tools to discover who is usually the victim and why, and also to see the changes of variances in percentage values.

Counsellor will prepare and apply the school questionnaires for all students in the school and class teachers will prepare and apply questionnaires which are a few short-answered questions in order to find the isolated students and to observe the changes in peer relationships. On the other hand abusive relationships can lead to chronic school adaptation issues such as early school leaving. Reducing the average share of early school



leavers less than 10% by 2020 is one of education headline targets of the Europe 2020 strategy. (http://ec.europa.eu/europe2020/index_en.htm) Early school leaving now at 11,1% in Europe. (http://ec.europa.eu/education/library/publications/monitor14_en.pdf)

The project aims to cope with this problem successfully through presented flexible educational pathways which help students understand their own strengths, talents and different success options. Moreover another strong argument of the project is about the guidance in the schools which would be provided through interactive methods such as monitoring, coaching, one-to-one guidance. Every particular reported bullying events would be discussed by school counsellors. Throughout the project there will be three TPMs and four LTTs which are dedicated to specific subjects (improving positive peer relationships, physical bullying, virtual bullying, social exclusion, cyber bullying and early school leaving) and a round table meeting with relevant stakeholders in each country.

The objectives of TPM and LTT are to try out new tools and methods and to exchange the experiences and to report the key cross-cutting questions which will be systematically considered by each subject matter team. Inclusive education is another important issue for the project given that most of the victims of bullying are the students with SEN. The project offers the peer advocacy to prevent bullying events in the school. There would be selected students to advise bullies to stop directly, but if the speaking is too hard or not safe, they would advice them to walk away to talk to an adult. During the project period, leader partner will use the co-active strategy by sharing authorship and tasks in flexible ways according to their skills, interests, ICT competences and being certified on relevant issues. Each school will make questionnaires one month before the financial and progress report to enable the project evaluation team to discuss and analyze the survey results and current percentages. By the end of the project we want to get 5% decrease in the first average share of bullying. All project workshops, Ms, Cs, seminars and results would be easily followed through project web-site which will provide an open access.

Τίτλος Σχεδίου	In A Far Away Land: Refugee Children
Συντονιστής	ΣΑΚΜΑΚΛΙ CUMHURİYET LİSESİ Ελληνικό σχολείο: ΠΛΑΤΩΝ Μ Ε.Π.Ε
Εταίροι	FONDO FORMACION EUSKADI SLL LICEO "A.G.RONCALLI" AGRUPAMENTO DE ESCOLAS PINHEIRO E ROSA Colegiul Energetic
Χρηματοδότηση	Ελληνικού σχολείου: 20.240,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-033904_4

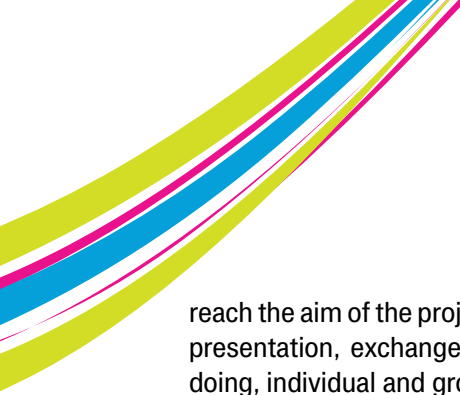
Περίληψη Σχεδίου

In A Far Away Land: Refugee Children is an EU Erasmus+ project about the immigrant& refugee people. The reason of the name is children. 'In a faraway land' is a quote from worldwide fairytales. The children will feel themselves just like in a fairy tale, safe and normal. 51 million people have had to be displaced due to many different reasons. The situation has caused many problems in their lives and international crisis in Europe. Especially, the children have been affected. Every one in three refugees is a child. The project aims to understand them and raise awareness to their reasons to immigrate, the problems they face, pull down the walls between them and other people who have prejudice.

The United Nations Convention on Children's Rights particularly emphasize the refugee& immigrant children. All the contracting states are responsible for protecting these children from dangerous situations that may harm these groups. That is because we take the refugee& immigrant children as the project's main target group. Our countries, especially Greece and Turkey have a high population of refugees and in Italy, Portugal, Spain and Romania there are immigrants and asylum seekers, too. These circumstances require empowering the services working on providing the well-being of children and avoiding from the risks which may affect their development negatively.

Recent years, European countries have formed some strategies aimed to dissemination of the services children and youth. We aim to contribute to the 2020 headline target objectives, priority areas and also LLL quality. We; Turkey, Italy, Portugal, Romania, Spain and Greece, came together to contribute to this goal of the European Commission under favour of our project. We have many special activities to improve their art, sensory, linguistic, thinking, learning skills and improve them physically. They will participate in the educational, preschool activities with our teenage students and they will improve their basic, learning, sensory, cognitive, thinking, language, maths, social, DIY (do it yourself) and art skills; they will improve their knowledge of concepts and bio-natural; they enhance their creativity. They will be innovative, successful, socially and emotionally developed, tolerant, encouraged, ambitious, active citizens of our future world.

We aim to create awareness and tolerance to these people and let them be the members of our society. We would like them to contribute to our national and European development. We will try to understand their situations, learn about their problems and find the solutions to these problems as far as we can. And also our students will learn about Europe and European life. They will get an idea about immigration and refugee people. They will work in the kindergarten for refugees' children, they will organize extra classes for refugee teenagers and adults. The classes will be compatible with the volunteers' hobbies and qualifications and will be aimed at organizing free time for children, teenagers and adults. They will also design their own activities to



reach the aim of the project and help prepare integration events. Informal learning methods, like discussion, presentation, exchange of ideas, opinions, training combined with discussion of the issue, learning by doing, individual and group initiatives, will be dominating throughout the project.

The effect of the project will be the development of intercultural dialogue, raising awareness of the refugee issue among the participants and recipients of the project, increasing the level of knowledge and competence of both participants and recipients. Additional effect will be increasing the visibility of the Erasmus+ Programme in the regions. The project will bring the results such as better learning outcomes, a good start to education for the preschoolers, developed holistic and age appropriate pedagogical frame, ensuring the benefits of early childhood education are carried through the other school education levels, a new methodology, scouting activities as an education tool. For longer term there will be increased feeling of internationalism; youngsters will start to look for information about the EU and its youth programme; refugees will be integrated to local community and European volunteers will have much better knowledge about different cultures and subjects they are interested in, this will lead them to better position in the work market and social life in their home.

The working method will be based on methods of formal and non-formal education. Active participation, informal and direct involvement of the participants and stakeholders that cooperate in the initiative will be strongly encouraged. The richness of this partnership is also on the approach of migration issues and target groups of different partner refugees, asylum seekers and migrants coming from different cultural backgrounds. Results from our project will be used in local, regional, European policies, systems or practices.

Τίτλος Σχεδίου	SAVE MY LIFE WITH MY RIGHTS
Συντονιστής	Acarlar Anaokulu Ελληνικό σχολείο: ΔΙΑΔΡΑΣΤΙΚΟ ΕΥΡΩΠΑΙΚΟ ΣΧΟΛΕΙΟ
Εταίροι	Istituto Comprensivo Confalonieri Milano celodnevna detska gradina N 55 "Veselina" Scoala Gimnaziala Baiculesti
Χρηματοδότηση	Ελληνικού σχολείου: 24.075,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-033936_3

Περίληψη Σχεδίου

Convention on The Rights of Children which is overseeing the protection of children was formed to provide children a peaceful and happy world. In the preparation and implementation stage of our project, we use The Children's Rights Convention as a base.

Assist. Prof. Dr Sezai Koçyiğit and Assist. Prof. Dr Esra ANGIN (academician in preschool teacher department in Adnan Menderes University, Aydın, Turkey) applied a questionnaire in all partner schools. According to results, teachers practice on children's rights 40%. They have knowledge about children rights but do not apply in full. It was determined that in all partner schools children's educational rights are protected but inadequate in the social, cultural, sport fields and education of disabled children.

Our aims are:

- To raise children who know their rights and how to protect them
- To enhance the quality of early childhood education and care.
- To strengthen the profile of the teaching professions.
- To improve the quality of education, training and learning process.
- To create awareness about democracy and human rights issues.
- To create awareness about EU and adapt EU standards.
- To increase the foreign language and digital competence.

In order for revision of the tasks and responsibilities, planning of local and LTT activities, monitoring compliance with planned activities and their time table, there will be 3 transnational meetings. 3 people from each school will participate in these meetings. There will be organised 3 learning teaching activities.

1st activity - Romania (main topic: considerations in drama, implementation of dance and MIME, the details of video shoot, usage of camera, editing captured video on computer).

2nd activity - Turkey (main topic: creating musical instruments, they will conduct studies about different learning methods and creating original rhythms).

3rd activity - Bulgaria (main topic: artistic works).

The tangible results of our Project are evaluation reports and survey results, CDs that we record our activities, presentations, website, social media pages, blogs, Erasmus+ corners, project logo, slogan, brochures and posters, study visits, seminars, medical examination, drama activities, original songs, dance activities and MIME, videos, festivals, artistic works. Our intangible results are experiences gained by teachers and

students, knowledge acquired by parents (about children rights), increasing the sense of participation, the sense of belonging to the local and the European community (all target group), communication, language, technological skills, cultural awareness. The project's results will be disseminated during the project through publications and conferences, and also by teams' coordinators from partner countries.

The dissemination plan will be designed within a specific work package. Each partner will be involved in these activities. We will use online and offline channels in our dissemination activities. As our activities have been planned according to educational curriculum, our activities and outputs will be maintained after the end of project. We would like to integrate children rights activities into our monthly activity plans.



Τίτλος Σχεδίου	EUROPEAN DARKSKY PROTECTORS
Συντονιστής	ALDEMIR ATILLA KONUK ANADOLU LİSESİ Ελληνικό σχολείο: 4ο ΕΠΑΛ ΚΑΒΑΛΑΣ
Εταίροι	ISTITUTO ISTRUZIONE SUPERIORE “GIOVANNI FALCONE” Närpes stad / Närpes högstadieskola ZESPOL SZKOL OGOLNOKSZTALCACYCH NR 2 GIMNAZJUM NR 1 COLEGIUL TEHNIC “SAMUIL ISOPESCU” SUCEAVA
Χρηματοδότηση	Ελληνικού σχολείου: 24.170,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034184_3


Περίληψη Σχεδίου

The Project EDP, “European Dark-sky Protectors”, aims at raising awareness about light pollution which is adversely affecting environment, safety, energy consumption, climate and health and to research on the approaches and applications about interactive and innovative methods for teaching scientific and environmental subjects in the partner schools, to implement these methods into our school curriculum and disseminate the results. The inappropriate or excessive use of artificial light – known as light pollution – can have serious environmental consequences for humans, wildlife, our view of the universe and our climate. Light pollution affects every citizen. Fortunately, concern about light pollution is rising dramatically. A growing number of scientists, homeowners, environmental groups and civic leaders are taking action to restore the natural night. Each of us can implement practical solutions to combat light pollution locally, nationally and internationally.

During the Project students and teachers will-become a “citizen scientist” through participating in EDP

- have the opportunity to study on the balance of the lifecycle disrupted by the light pollution, the effects of the light pollution on climate change, energy consumption, human health, psychology and psychoplogy, the relationship between light pollution and the industrialization, civilization, technology and population
- create positive attitude to environmental issues
- develop interest in scientific studies through research and workshops on light pollution
- be able to see and share the good practices and innovations in the partner countries
- gain the necessary intercultural, methodological, linguistic and ICT competences.
- to share the results of the Project with the universities; institutions; associations related to energy, science, environment and astronomy; the previous Project named TIKE (is a Project on the prevention of the light pollution in Turkey carried out by Kültür University) and Municipalities of the partner schools
- to disseminate these results by organising an international, national or local seminars in partner countries

Two Transnational Project Meetings (TPM) will be held in Turkey (the start and the evaluation meetings) and one in Italy with the participations of 4 teachers from each partner school. The first TPM meeting will be held as a Project management and implementation for the teachers and the principals supported by a seminar named AÖS-INTERNATIONAL organised by Akdeniz University focus on Astronomy, Science, Environment and Light Pollution. The second TPM will be held to evaluate and report the activities carried out in the first year of the Project and a midterm report will be prepared and sent to the national agency. The third TPM will be the evaluation meeting in general and the final report will be written with the coordination of all the partner schools. A conference will be organised to inform and share the results and the data collecting through the whole project with the local community.



4 Learning, Teaching, Training Meetings (4 students and 1 teacher) will be organised in Romania, Poland, Finland and Greece. At each meeting local institutions, universities, municipalities, NGOs and the companies will be visited and presentations, workshops and question sessions will be held; the workshop for measuring light pollution with SQM will be worked out.

In the 1st LTT meeting the products on the light in the nature, The history of lightning; Light and the culture, What is light pollution , the effects of light pollution on ecosystem, the climate and the human health will be presented by the delegates of the partner schools.

In the 2nd LTT meeting workshops on Lightning, crime and safety, the effects on the human psychology and the sociological effects and the presentations of the results of the survey and questionnaires will be made by the partners.

In the 3rd LTT meeting the products of the researches about energy consumption and how to save energy and the regulations and laws for the light pollution in each partner countries and the protection of the environment will be presented.

In the 4th LTT meeting the works on Dark-sky heritage, light pollution and astronomy, International dark sky parks in the partner countries and in the world will be presented.

The methodology to be used for the project will be interactive, creative and innovative. The result and reports will be delivered in each country through seminars, panels, dissemination CD, leaflet, magazine, poster, facebook, website of the project and the link on the schools websites, eTwinning, Erasmus+, EST. It is expected that the project with the challenging theme, activities, results, reports and the data reach more than 100.000 people including the partner schools and local partners.

Τίτλος Σχεδίου	Cycling Against Bullying
Συντονιστής	AYSE GULSEVIM-ALI RUSTU KAYNAK ANADOLU LISESI Ελληνικό σχολείο: ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΘΕΡΜΟΥ
Εταίροι	Gimnazjum nr 1 im. Jana Pawla II w Zywcu 25 Riga Secodary School Istituto Comprensivo Pascoli/CTP
Χρηματοδότηση	Ελληνικού σχολείου: 30.850,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034225_2

Περίληψη Σχεδίου

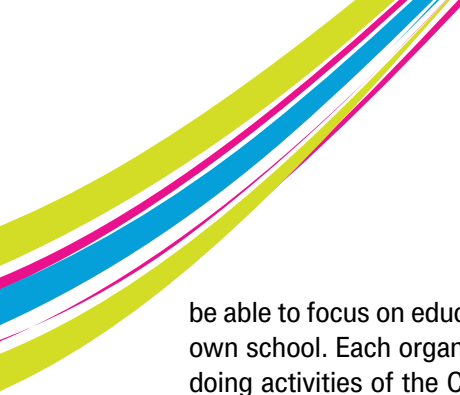
■ The main aim of this project to bring the bullies-victims together to achieve the same target by working in a group as a team in the project Cycling Club. They will be members of the same club and enjoyable activities such as to discover cycling route on the historical place way in hometown, to attend cycling tours, to prepare a cycling route booklet, to be bloggers. They will take part in the activities by their own cycling, writing, and drawing skills. Thanks to this project the bullies will learn to use their strength by helping the others carry their bicycles or cherry up instead of bullying them because they will be the same team. Also the victims will gain self-confident by sharing their own idea to create a cycling route or knowledge of history or usage of map. This project will contribute to habits of cooperation between bullies and victims to reduce the bullying problems at schools.

■ Before applying to Erasmus+ project, we have started this project on eTwinning portal to strengthen our partnership and raise awareness of bullying problem at our schools. All partners have brainstormed about the solution and activities via mail group.

■ 5 Transnational Meetings are planning with participating 4 teachers and 6 students (consist of the target group) Participant teachers (P.E, Language, Counsellor, History, Geography teachers) will responsible for carrying out the project as the project team. Discovering foreign cultures, meeting new people, travelling abroad will be a great incentive for the target group (bullies and victims) to attend the project activities and to decide to change their bad behaviours and improve themselves.

■ Both qualitative and quantitative methods will be used for achieve the project purpose. Cooperative Learning, Inquiry-based learning are the main techniques in this project because it is important to emphasizes group work and a strong sense of community for us. The Interpersonal Intelligence and The Bodily-Kinaesthetic Intelligence, Body/Kinaesthetic Role playing, co-operative learning, Interpersonal Co-operative tasks, multiplayer games, group work, pair work techniques will be used to achieve our aim (bringing bullies and victims together to do activities as a team). To improve the target group's social skills will be carried out during the cycling club activities. The members of the cycling club who have with high interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers.

■ Each organisation will have their own Cycling Club to gather bullies, victims, teachers, even parents together by means of its biking tours activities. The counsellor service at each organisation will have their statistical analyses because of the sample high school bullying questionnaire study. Therefore, they will be able to keep under control all studies and follow the progress of students who are called bullies and victims. Moreover, because of reducing the bullying and violence cases in progress of time, students and teachers will



be able to focus on education at school. This project will give both bullies and victims a reason to love their own school. Each organization will have their own bike garage to be kept students' bicycles at school for doing activities of the Cycling Club. All participant organisations will be able to take precautions in every area inside or outside the schools since they will have learnt that bullying can occur in any places. This project will increase the usage of cycling among the students, teachers and even parents as an inspirer element.

■ In the long term, to be able to overcome or reduce bullying problems at school will impact both social and business lives of victims or bullies in a positive way. Because victims will get rid of being unsociable and self-enclosed. Also, bullies will give up mobbing. Thanks to one of the project dissemination activities, Tourism Information Offices in hometowns of the participants will have a biking route on the way of historical places (The City Bike Route) and this booklet will be useful for someone who like cycling holiday to discover new cultures and places.

Τίτλος Σχεδίου	Healthy Kids
Συντονιστής	M.AKIFERSOYILKOKULU Ελληνικό σχολείο: ΔΙΑΔΡΑΣΤΙΚΟ ΕΥΡΩΠΑΙΚΟ ΣΧΟΛΕΙΟ
Εταίροι	CEIP ANTONIO BUITRAGO GOMEZ EDIFACCOOP - Cooperativa de Educação do Indivíduo, Formação e Apoio, CRL Scuola Cattolica Paritaria Madonna dell'Asilo CENTRUL SCOLAR DE EDUCATIE INCLUZIVA TURNU ROSU Zespol Szkolno-Przedszkolny w Sierakowie Slaskim
Χρηματοδότηση	Ελληνικού σχολείου: 20.770,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034266_2

Περίληψη Σχεδίου

The rationale of this project is that obesity is one of the greatest public health challenges of the 21st century. Over the last 25 years, obesity rates have been climbing steadily. Its prevalence has tripled in many countries of the WHO European Region since the 1980s, and the numbers of those affected continue to rise at an alarming rate, particularly among children. What's more, children who are obese are likely to remain that way into adulthood and, as such, are more prone to developing heart disease, diabetes, a number of noncommunicable diseases (NCDs), and other life-altering, life-shortening conditions and in addition causing various psychological problems. Childhood obesity can also lead to poor self-esteem and depression. Both societies and governments need to act to curb the epidemic. The World Health Organisation (WHO) reported recently that about one-third of all European teenagers are fatter than they should be -- and it's ruining their health.

Target group is primary education students at the first step. At the next step we intend to get the families into the project. We aim to keep the awareness of the families on the subject.

Some of our concrete aims are;

- to create happy and healthy children who are physically fit and have improved eating habits
- to create more positive attitude for students, staff and parents towards the European project and the EU values;
- to promote a healthy and safe lifestyle for adults and children- to train individuals; who realizes the differences between healthy and unhealthy food, who has created their own philosophy of life, who has succeeded to take a breath in the age of technology, who is capable of sports, who has the healthy food in their lives, who is conscious of nature, who has proved themselves in every sense, who has respect to their own personality.

Our school has started its activities on this subject in 2013. We realised that there were progress in eating healthy food among our pupils and their parents. Measurements of weight-height were gladsome in our pupils. With these good results, we decided to carry the subject transnational. We believe that this project will be complementary to our currently carried on activities. The project has totally 8 partners (Romania, Portugal, Italy, Spain, Poland, Greece), Turkey as being the coordinator. We have chosen the partners according to the report of WHO which countries were at the high risk of being obese and chosen another group which has good practices on combating obesity. Our partners are all primary schools, since our project aims to raise awareness in childhood.



In order to achieve our goals, we will use the below methods;

- do, live and learn,
- constructivist learning,
- research
- experiment
- observation
- questionnaires
- interview
- collaborative
- team work

Some of our Learning-Teaching-Training activities will be;

- Lunch-box activity
- Cultural evening
- Cookbook
- Multilingual dictionary with pictures
- Postcards, nursery rhymes, riddles
- Costume party

Expected results and potential longer term benefits are shortly,

- all the participants, participating organizations, target groups and other relevant stakeholders will be impacted in their social and educational worlds by becoming more aware of the risks of unhealthy lifestyles and the threatens diseases
- long term opportunities to develop further contacts with partner schools in order to establish future partnerships
- getting skills to manage international projects
- ability to grow up new generations who know why and how should healthy nourishment be
- to make permanent changes in bad habits
- to raise awareness about obesity and balanced nutrition- happier students
- participants will be able to develop a knowledge in similarity and diversity within the framework of European health and wellbeing
- ability to know the advantages of healthy food and disadvantages of junk food
- enhanced intercultural awareness
- more active participation in society
- better awareness of EU values
- dissemination of good practice
- know-how between different types of schools involved in education
- to prevent illnesses in the following years which are caused by obesity or unhealthy nutrition.

Τίτλος Σχεδίου	WEB 2.0 TOOLS IN EDUCATION
Συντονιστής	Degirmenkasi Ortaokulu Ελληνικό σχολείο: 1ο ΕΠΑΛ ΚΑΒΑΛΑΣ
Εταίροι	Professional High School of Economics “Prof.Dr.Dimitar Tabakov” Scoala Gimnaziala “Petre Ispirescu” IIS E. FERMI SSOU MOSHA PIJADE - Tetovo Tugrulbey Ortaokulu Fundación Patronato Avemariano de Granada CE AVE MARIA SAN CRISTOBAL
Χρηματοδότηση	Ελληνικού σχολείου: 15.200,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034289_7

Περίληψη Σχεδίου

21st century teacher abandons the teacher centred education, which we called a traditional education, and brings student roles to the forefront in the classroom. What is expected from them is an adaptation to the new technologies and usage of these technologies actively in the classroom. Web 2.0 technology is a web technology service which enables online cooperation and sharing between web users. This service gives users an opportunity to create sharing platforms. In this project we want to see the examples from Europe about the usage of the innovations of web 2.0 tools in education such as weblogs, podcasts and videocasts, wikis, social networks, bookmarks, tagging and photo sharing.

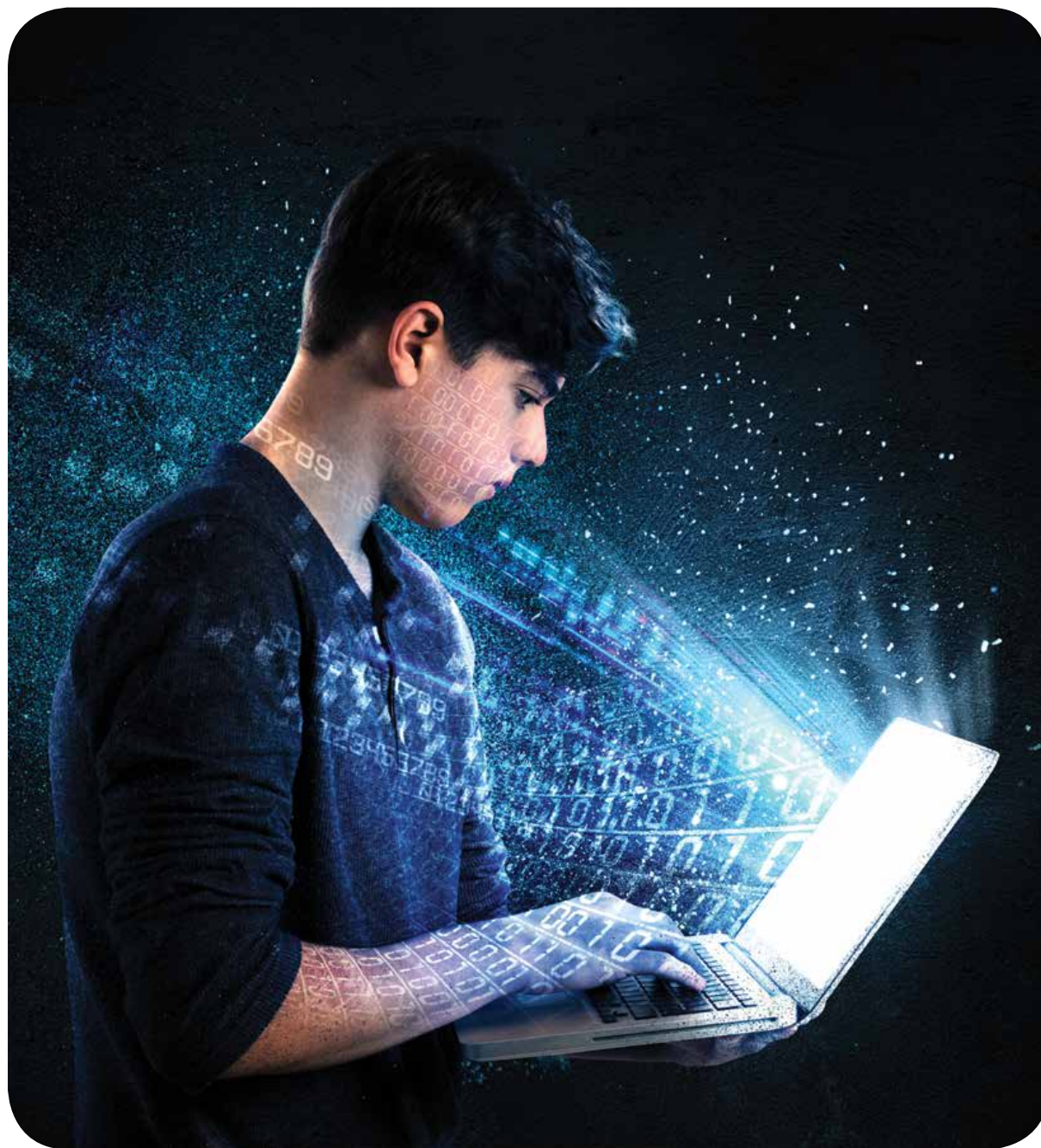
Turkish education system aims to bring up individuals who are committed to Atatürk’s reforms and principles, physically, mentally, morally, spiritually and emotionally have a moderate and healthy personality and mentality, independent and scientific thinking power, a wide world view, appreciate enterprise and individuality; who feel responsibility towards the society; and who are constructive, creative and productive.

However, when we look at the reality, we can see that the perception of success is limited with the academic concepts and in the long run there is not much attention to the values which shapes the society. This causes students race with each other in exams and slowdown on the development of the values. At this point, technological tools enables new education activities to emerge. Technological tools creates equality of opportunity and provides chance for everybody to reach to the knowledge with economic time and cost. In consequence, if we teach individuals to use these tools for their own improvement, we will raise people who are productive and problem solver in every area of life. Human changes constantly. Needs, educational activities, abilities, perceptions and attitudes are different for all people. Applying the same activity to all students prevents some of them to catch a chance to develop themselves.

Combining the technology and education gives opportunity to searching and activity options. In our schools, FATİH project aims to provide necessary basis and enrich the experience of the students. Technological devices have potential to develop the quality of education.

- Teachers will learn how to use technology effectively first, then they will inform the students and parents.
- Raising the awareness of students that technology is a tool, giving information about alternative education sites, raising people who are improving their academic success and self confidence, reading and using the time correctly are the main aims.
- Organizing seminars for parents and inform them about conscious internet usage.

Our century don't let us to run off or ignore the technology. So, raising individuals who are using technology effectively and safely and creating a platform for debating and information sharing on the international arena are the main reasons of the existence of this project. Ethnic identity, religion, social values differs us from other nationalities but technology is universal. It's a common language. So we want to create an opportunity for our school personals to improve themselves and accomplish our mission on international level.



Τίτλος Σχεδίου	A Call from Schools 'For the Less Destruction Let's Reduce the Consumption'
Συντονιστής	MEHMET MUNEVVER KURBAN ANADULU LISESİ Ελληνικό σχολείο: 1ο ΕΠΑΛ ΚΑΡΔΙΤΣΑΣ
Εταίροι	Kelmes Aukuro pagrindine mokykla Colegiul Tehnic "Traian Vuia" Istituto d'Istruzione Secondaria Superiore "L. Pilla" IES DE POBRA DO CARAMIÑAL Selçuklu Bilim ve Sanat Merkezi
Χρηματοδότηση	Ελληνικού σχολείου: 17.755,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034308_6


Περίληψη Σχεδίου

This project aims to spread the awareness of resource consumption in local, regional, national and European levels and to raise a realization on this issue. Because the problem is common one we would like to launch a joint action among young people aged between 14-18 with the contribution of the schools from different countries Turkey, Greece, Spain, Italy, Lithuania and Romania through the partnership. The Project will provide a more dynamic school ambience and will increase the cooperation between staff and students. Besides, it will encourage putting the good practices into everyday life related to the energy saving and efficiency, how to reduce the expenses of electricity, water, paper, etc consumption in the institutions cooperating with the schools and other institutions in the local. So the institution will be a Pioneer or a model running sustainable and concrete activities to find solutions to avoid excess consumption.

Through the activities will be implemented in the Project such as learning/ training activities, visits to the relevant institutions, panels and seminars at other schools in their region by the project team of students, some training activities through webinars, fun school recycling activities, creating gardens and forestation area, encouraging and using recycled or low weight papers at school, constructing small solar energy systems, requiring some more saving materials photocell taps and sensor lights at school with the saving costs, creating posters, mottos, cartoons, newsletters, exhibition of recycled materials and project results, journal etc. the students will develop consistent attitudes of the international eco-schools environmental programme, reduce the negative impact of the school on the environment with sustainable consumption applications and investments.

They will be aware of the work in a clean environment, they will develop the ability to dialogue with and activate the others to protect the environment, and they will acquire an effective lifelong environmental awareness. Our desired impact is that public institutions will inspire the initiation of new partnerships and Projects related to this topic and also encourage the others to implement the similar saving activities and investments in their organizations. In this way they will contribute cost-savings both in their institution budget and in national budget allocated to these buildings as well as positive contribution in reducing damage to nature and the environment through conscious consumption of natural resources.

The events will be held in this Project and both local and transnational cooperation will contribute the students to have a broader perspective and help them equipping for their future lives with the acquisition of knowledge, basic skills, digital competences, foreign language competences and transversal competences like creativity, innovative capacity, civics, entrepreneurship, critical thinking, big picture thinking, resourcefulness, open



minded, resilience, self confidence and motivation. It will promote the students to acquire social, civic and intercultural competence and to realize Common European Values and inclusion and equity as well as the active citizenship. They will also develop their language competences and have an increased motivation about multilingualism. The experiences gained through this Project will provide more motivation and satisfaction in their daily and school lives and increase their curiosity, courage and entrepreneurship challenges for future opportunities.

All the research and products will be revealed by using IC Technologies, in this way it will help them to develop their digital competences. Because the Project topic is an attempt to contribute a common problem and the solution proposals, it will make the students gained some behaviours such as contributing to a solution of a common problem in the society, a common and sensible attitude towards a common question, acting together and taking individual responsibility in the common issues. And these gains will form the basis of their future experiences in the direction of social entrepreneurship. We will apply PDCA Cycle as the methodology in the project. Plan-Do -Check - Act Approach to problem solving and implementing solutions.

Changing consumption habits and other personal skills that will provide the participants a lifelong awareness and skills for their future lives, sustainable attitudes to the environment, paper consumption at school using recycled or low- weight paper, the savings from electricity and water with photocell taps and light sensors in bathrooms and corridors at school and the trees we planted are long term benefits of our project. They will be keeping on savings, planted trees and green areas will remains growing after the Project period ends. And the continued savings will be transferred to the school's educational activities in subsequent years.

Τίτλος Σχεδίου	Less chemical more quality life
Συντονιστής	Ankara Lisesi (Anadolu) Ελληνικό σχολείο: 5ο ΛΥΚΕΙΟ ΤΡΙΚΑΛΩΝ
Εταίροι	IIS GOBETTI MARCHESINI - CASALE Agrupamento de Escolas D. Sancho I Altindag Gazi Anadolu Lisesi 15 Liceum Ogólnokształcące Rigas 31. vidusskola
Χρηματοδότηση	Ελληνικού σχολείου: 21.200,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034361_7

Περίληψη Σχεδίου

Our project is about harmful and toxic chemicals which we often use in our daily lives. The damage given to the environment, nature and human beings is also included in the project subject. This project has been carried out as “eTwinning project” at our school since the November of 2014. The project has aroused interest among students and teachers. That’s what we want. Our goal is to guide students to build up a sustainable and healthy future. To raise awareness about the environmental issues and to let them to learn how they can change their eating habits are our main goals. We use many chemicals in our daily lives. Due to those chemicals the troubles such as cancer, obesity, asthma and allergy have been increasing and we also have been suffering from such problems of global warming, air pollution and climate change. We have observed that most of our students would rather eat fast food than homemade food; they cannot read the product labels properly while purchasing them, and prefer cheap and attractive foods instead of healthy products.

The reason of our carrying the project onto an international platform derives from the fact that our subject is a common and universal issue. Through cooperative studies and information sharing, the policies and implementations of the partner countries about the chemicals will be compared with each other. The purpose of our project is to raise the awareness rate of the students as our main target groups from 25% to 40% about the harmful chemicals and their results on the environment and health. To reach our aim, we, as one of the six different European partner countries, have started our Project as an “Awareness Campaign”. It targets the students between ages 15-18, their parents, our school teachers, surrounding schools and shopkeepers. We expect that around 3000 people will benefit from our project. Our stakeholders such as relevant ministries, universities, healthcare organizations and environmental clubs will contribute to our project and they will play a great role for dissemination.

Sharing the same world and similar problems with our partners is the biggest cause of our study. The wish for a common solution, a healthy and quality life, the pursuit of similar policies on chemicals and sensitivity to the nature have put us together. Through the project, we are proposing: Identifying simple chemical products which are used in our daily lives and awareness of their harmful effects, learning how to live without harmful chemicals, learning how to change eating habits, improving knowledge of science, improving language skills, self confidence and entrepreneurship, strengthening intercultural cooperation’s and participation in society, gaining environmental consciousness for students.

For teachers: gaining new knowledge of the ideas and practices in the disciplines of science, an understanding of instructional strategies, observing partner countries’ lifestyle, eating habits, their curriculum and how

often this subject is mentioned in the lessons, the government's approach to this topic, enriching their teaching methods and learning new ways to motivate students, increasing in the consciousness level about harmful chemicals and their effects. In addition to these impacts, our other stakeholders will gain from the results. We'll have opportunity to promote our school and our country in European Union countries. Also we'll contribute to the internationalization of our school. Present partnership will open the way for future European cooperation's on other topics of common interest.

Our project comprises short term exchanges of pupil groups; workshops, presentations, science festival, field trips, experiments, team work, and transnational project meetings; the design of the changes in curriculum, planning, evaluation and the summary of the project. As a result of these studies, the materials such as CDs, leaflets, posters, short videos, blogs, websites, magazines, e-books will be prepared and they will be provided for all target groups to raise the awareness. The success and results of our project will be evaluated through the surveys, reports, statistical information. After the project, information sharing will continue through the social Networks like facebook and the eTwinning platform so the sustainability of the project will be supplied. We'll study different teaching methods and learning techniques.

They are active learning, effective team working, social networking, gamification, problem based learning, researching and analysing. Holistic approach, interdisciplinary and student- centred approaches are also mostly used in this project. Now our project team is ready to share its knowledge, develop the project further and to gain new experiences. We need the cooperation of other schools that share our enthusiasm for the project.



Τίτλος Σχεδίου	Innovative Schools And Creative Approaches
Συντονιστής	Sirinyer Anadolu Lisesi Ελληνικό σχολείο: 3ο ΛΥΚΕΙΟ ΒΕΡΟΙΑΣ
Εταίροι	Berufsbildende Schule Wirtschaft Idar-Oberstein IIS Astolfo Lunardi Lycée François Villon IES IBARREKOLANDA BHI Zemgales vidusskola
Χρηματοδότηση	Ελληνικού σχολείου: 28.210,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034438_4


Περίληψη Σχεδίου

IS&CA project have been created to contribute to the quality of life and social acceptance of the refugees, to improve professional qualifications of English teachers, to increase self-confidence of the students and to make them like their school by revealing their creative side and to create awareness of European citizenship on the students. United Nations High Commissioner has stated that we are faced with the highest number of people who were displaced forcibly in the last century, in its report dated December 30, 2015. In the same study, it is explained that mostly young women are exploited among people who were displaced forcibly. Therefore, young women who are not literate and who do not speak foreign language have been selected as the target group in the refugee topic of our project.

The studies are aimed to increase the prestige of refugee women, to facilitate social adaptation, to encourage them for production and to make them happy where they live. At the first stage, with the support of municipalities, the surrounding schools and health centres we will determine 24 young refugee women who live in difficult conditions and who have the risk of escaping to other countries, through surveys and face to face meetings, and we will encourage them for language and skills training. In Turkey and in Greece a native speaker teacher will give 100-hour language course. In the 2nd phase of the project, a handcraft courses which will allow the refugees to demonstrate and improve their handcraft skills will be opened. Handcraft works will also be conducted under the guidance of expert teachers. Upon completion of the first stage of the study, such studies will continue as a loop, with the women who were determined previously through surveys and face to face meetings.

It is observed that, mainly with traditional, grammar based and rote language teaching methods used for years did not show the expected impact on the students, both the students, reduce the interest to language courses and increase the tendency of absenteeism. "Active And Cooperative Learning" teacher training is included in our project in order to change the paradigms, to make teaching and learning fun, to enable the students to functionally use the language they have learned. Active And Cooperative Learning seminar will be given to 16 English teachers by an expert teacher as a 30-hour seminar. It is foreseen that the teachers taking the training, will make the English courses pleasant by student-centred approach and the interest and success will increase. All the learning activities planned in the process will be recorded in a DVD and the DVD will be available for the use of teachers and all beneficiaries.

According to OECD report of 2014, Turkey, Greece, Italy and Spain have the highest absenteeism rate among the project partner OECD countries. Our research has revealed that students find the courses and school



boring due to classical teaching methods, so they tend to be absent. “Creative practices workshops” will be opened in Turkey, Greece and in Latvian schools, in order to find a solution to the absenteeism problem and to make learning and school attractive, and solidarity and entertaining teamwork will be provided where the students convert their theoretical knowledge into tangible products with collaborative applications and they have the opportunity to reveal their creativity.

Primary objective of the workshops will be the students who have low academic achievement, high absenteeism and risk of leaving the school. Specialist teachers will guide the creative workshops. Workshops will be open for the students after completion of the project. The creative products will be displayed with labels carrying EU logo, a statement that funded by EU and project name and logo. With the European citizenship studies, we aim to our students, teachers and parents to become modern, pioneer, peaceful and qualified individuals, who have adopted the democratic values of European Union, are against all forms of discrimination, have improved coexistence culture, are capable of empathy, have high self-confidence and are open to international and intercultural cooperation.

We will measure the efficiency of the studies on this issue and the awareness we developed on our target group with the attitude scale to be implemented at the beginning and end of the project. Quality control of all our studies in our project will be done by satisfaction surveys, monitoring and evaluation reports and comparison of the student absenteeism.

Τίτλος Σχεδίου	I Am Being an Ecological Person
Συντονιστής	Calica Ortaokulu Ελληνικό σχολείο: 1ο ΓΥΜΝΑΣΙΟ ΑΧΑΡΝΩΝ
Εταίροι	Osnovna skola Izidora Poljaka Zespol Szkol Nr 3 Agrupamento de Escolas Virgínia Moura
Χρηματοδότηση	Ελληνικού σχολείου: 24.335,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034619_5

Περίληψη Σχεδίου

All beings belong to the nature are always there either they are alive or not. Human beings are just a part of the nature but we think that it only belongs to us. We see the nature as an object that serves us. The nature supplies all our needs to live. We are not conscious of our essential needs so we tend to consume more than we should. We consume the natural resources excessively and destroy them with the aim of having more than we need. In order to cover the excessive consumption of human beings, energy is being produced increasingly day by day. And the natural resources have been destroyed to produce this needed energy. If we keep consuming natural resources at this rate, we will exterminate the World and natural resources soon. We are not aware of the harm we are causing to the nature and we are not aware of our responsibilities to protect it. The international term used to calculate that destruction is 'ecological footprint'. At this point, ecological footprint makes us see our share in ecological problems and it makes us ask the question 'What can I do individually?' for the solution. The answers of this question determine objectives of the project called "I am Being an Ecological Person". According to given answers, the objectives of the project are shaped under the principles of the ecological life.

The objectives of our project are: increasing ecological awareness and sensitivity, improving ecological literacy, raising the awareness of harm that we cause to the nature and natural resources, instructing our essential needs and making us be conscious of consuming as much as we need, encouraging young generation to be an ecological person and reducing individual ecological footprint in order to contribute environmental sustainability. We believe that change starts with ourselves. But the solution is an ecosystemic integrity so we should change our lifestyles and have to take responsibilities as the whole World. Early education is the most effective way to become an ecological person and to carry out the objectives of the project and to leave a better world to the next generations. So the project will be carried out with pupils whose ages are between 10-15 and teachers from 5 countries such as Turkey, Croatia, Greece, Poland and Portugal. The project will last for two years, from September, 2016 to August, 2018.

There will be five L/T/T activities which include 3R(reducing-reusing-recycling) and which will help to provide unique opportunities to learn ecological living practices for sustainability and use them in our daily life in the natural environment by observing, performing and sharing. Each school has an expert stakeholder related to ecology. In Greece, there will be a visit to an environmental education centre called "Lavrio" and a waste management activity will be done there in terms of ecology. Also learning how to make cloth bags instead of using plastic bags activity will take place. In Portugal, the first activity will be a visit to a wind farm that the pupils will realise the advantages of renewable energy sources. The second activity will be done in an organic farm that is based on the promotion of biodiversity in agricultural practices. In Poland, natural life awareness trip will be made to "Kampinoski Natural Park". The second activity will be making organic fertilizer (compost)

from household waste for using in the gardens. In Croatia, the first activity will be learning how to make a basket from corn husk. The second activity will be visiting their own school's fruit garden and teaching the pupils how to prune the trees. Also, the pupils will visit the Plitvice Lakes (UNESCO World Heritage) National Park. In Turkey, the ecovillage called "Tangala Goat Farm" will be visited for learning how to make cheese and yoghurt. As a final activity, there will be an organized festival called "Eco Fest" in which all the works of two - year project will be exhibited. Each mobility will be carried out with 4 pupils and 1 guide teacher from every countries.

These mobility activities will be supported by in-school activities. These activities are arranged as follows: drawing and painting pictures, taking photos, recording videos and creating a logo, a poster, some slogans, leaflets, signs, skits and forming eco corners in schools, watching documentaries, sharing experiences, preparing an eco-dance performance at the "Eco Fest". A project web site and student Facebook page will be created. Also the pupils will join group discussions at their schools on the topics of recycling, reducing, reusing, nature, natural resources and ecology. The most important expected impacts of the project are to increase ecological awareness and sensitivity and to improve ecological literacy. So to change the harming viewpoint about the nature in an effective and positive way, to show the significant roles of reducing individual ecological footprint.



Τίτλος Σχεδίου	P I E - Parent Involvement in Education- To Get Sweet Results
Συντονιστής	CUBUK YILDIRIM BEYAZIT ANADOLU LISESI Ελληνικό σχολείο: ΛΙΒΑΝΕΙΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΚΑΡΔΑΜΥΛΩΝ
Εταίροι	DAUGAVPILS 16.VIDUSSKOLA I.E.S. Antonio Domínguez Ortiz Escola Básica e Secundária Dr. Ângelo Augusto da Silva Liceul Tehnologic Hirlau Niepubliczne Gimnazjum “Keglik”
Χρηματοδότηση	Ελληνικού σχολείου: 18.275,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034898_2

Περίληψη Σχεδίου

This project stems from a problem we face in our schools: It is insufficient involvement of parents in educational process, which results in underachievement, dropping out of school and excessive burden for school administration. It is statistically verified that parent involvement rate is higher at primary stage of education but at secondary/high school level it decreases. The concrete condition of the problem can be tracked over the attendance rates of parents meetings and the participating schools' SWOT and PEST analyses. Being universal is one of the main characteristics of education. Focusing on this very feature of education, we wanted to see the state of parent involvement at other secondary / high schools in other countries. Thus we uploaded our project proposal on eTwinning portal. Many schools from different countries wanted to be partners with us mentioning their need for such a project. On the other hand some other schools wanted to be a partner of the project so as to display how well they manage to obtain parent involvement and share their experiences about it. We thought that it would be challenging to see the better and relatively worse examples to attain a final synthesis. At this point, we established a 2-year partnership consisting of 7 countries: Turkey, Latvia, Greece, Poland Portugal, Spain and Romania. All our partners are secondary schools with (15-19) year-old students.

Focusing on the Erasmus+ school education priority: 'Supporting schools to tackle ESL and disadvantage as well as address all students from the lowest to the highest end of the academic spectrum', we have planned our project with our partners to enhance parent involvement by carrying out some activities which require inclusion of parents, students and teachers. At the planning process, we firstly wrote our Project Initiation Document as the backbone of our project. This document includes all the plan to implement, monitor and disseminate the activities mentioning the task division. During the project lifecycle we have planned 7 transnational meetings. At 2 of these meetings we will have 2 5-day long LTT activities for students about **1. Relationship and Communication Management (in Turkey)** **2. ICT skills: Club Code-App Inventor (in Greece)**. At the other 5 meetings, we will have workshops and management meetings where monitoring and evaluating activities and reports will be handled.

All the project activities have been designed with the aim of enhancing parent involvement. Here the crucial point is that their design is on the basis of willingness and enthusiasm rather than obligatory terms, which will hopefully affect the impact of the project positively. 'Project Management Body of Knowledge (PMBOK)' methodology will be used to carry out the project activities. If we are to mention these activities, we can say the following:

1. Writing down awareness about relationships on the specially designed notebooks (students and parents are supposed to use the notebooks at a 2-month slot)
2. Preparing a scenic calendar having aide-memoires to enhance relationships (parent-child, child-teacher, teacher parent)
3. cross-curricular dossiers that have been designed to be applied with the participation of parents, students and teachers
4. Thematic meetings emphasizing some universal values- equity, culture, time and its management etc.
5. Street parade
6. Mural reflecting the message of the project

These activities will have some tangible and intangible results. Tangible results will be the deliverables and outputs of the project while intangible results will be qualitative and can be tracked over the changes in manners during and after the implementation of the project activities.

Here are some of the tangible results:

1. A booklet with quotations from 'awareness notebooks'
2. printed scenic calendar
3. the notes of learning/teaching/training activities
4. printed and digital forms of cross-curricular activities
5. notes for thematic meetings
6. The charter of the EU club
7. Test to monitor sustainability etc

Through the activities and their results, we anticipate several relevant impact on our audience and stakeholders – students, parents, teachers, the whole EU society. There will be some quantitative and qualitative indicators of this impact such as higher academic achievement, decreased number of dropouts, improved manners, improved language and digital skills and increased cultural awareness. In order to disseminate the activities and sustain the impact, we have made thorough plans. The project website will be the most important instrument of these plans and it will be on process after the project lifecycle and there will be free access to the uploaded project documents. Being teachers we are direct stakeholders of education and we hope to see the positive impact on our audience to be more satisfied with what we are doing. Moreover, we believe that the anticipated impact will bring added value to the EU society.

Τίτλος Σχεδίου	KEEP CALM I AM A REFUGEE!
Συντονιστής	Selcuk Yasar Alaybey Ortaokulu Ελληνικό σχολείο: 2ο Επαγγελματικό Λύκειο Γιαννιτσών
Εταίροι	Scoala Gimnaziala Brazi Zakladna skola Rozhanovce Agrupamento de Escolas de Vila Real de Santo Antonio Zespol Szkoły Podstawowej nr 2, Przedszkola i Gimnazjum w Zagnansku Scuola Secondaria di primo grado Via Revel - Torino Stichting Carmel College
Χρηματοδότηση	Ελληνικού σχολείου: 11.600,00€
Διάρκεια Σχεδίου	22 μήνες
E+ Link number	2016-1-TR01-KA219-034901_7

Περίληψη Σχεδίου

Our basic topics are: -human rights -international development -social cohesion –community –connections –family –identity –home –safety –journeys -hopes/fears -emotional literacy -moral, social and cultural awareness and main aim is to heighten the awareness of the refugees, try to help them in communicating, extend the impact, engage stakeholders and target groups and creating an empathy environment for them and to reach our impacts we have outlined some activities. Before the project starts we will draft the dissemination and exploitation plan, define the expected impacts, decide on how and to whom dissemination outcomes will be disseminated, the plan of the language course will be outlined; during the project we will contact relevant media at local and regional level, conduct activities and assess the impact on target groups; after the project we will develop ideas for the future cooperation, evaluate achievements and impacts.

With considering all these topics and aims of our project we have outlined some activities the most important one is Language Courses for the refugees and we also disseminate and sustain it after the project, with our transnational meetings we as teachers will share our experiences and will be more equipped, with national visits our students will be able to learn different cultures, when visiting a refugee camp they will see their peers living conditions, we will also apply some surveys to both students, staff and parents and the results will be monitored and according to the results the project will be improved. All the local activities will be done at the same time a detailed time management will be handled and the dates won't be changed. Every partner will distribute the responsibilities such as; Italy will be supervising, Netherlands and Romania will be promoting, Turkey will be disseminating, Portugal will be organizing the blog and following it, Slovakia will be measuring the impacts, Greece will be evaluating the activities and Poland will run the time and budget management.

While disseminating the project we will use internet as we are living at the era of technology, we will create a school project club, school board and a project blog which will be free access to public and every information, activity will be shared on that blog, this blog and the school board will be updated every month, we will also make use of media we will share our activities also with both local and regional media and with this we will raise the awareness, making others aware of the project will impact on other organisations in the future and will contribute to raise the profile of our school. We will promote diversity, common values of freedom, tolerance and respect of human rights and with our Language courses for the refugees we hope to create the best environment for them.

Τίτλος Σχεδίου	Every Child Matters-Refugees and Immigrants in Education
Συντονιστής	Semiha Uruninandi Ortaokulu Ελληνικό σχολείο: Ημερήσιο Γυμνάσιο Πέτρας Λέσβου
Εταίροι	FORAVE - Associação para a Educação Profissional do Vale do Ave TENDRING TECHNOLOGY COLLEGE
Χρηματοδότηση	Ελληνικού σχολείου: 16.805,00€
Διάρκεια Σχεδίου	18 μήνες
E+ Link number	2016-1-TR01-KA219-034919_4

Περίληψη Σχεδίου

Every Child Matters-Refugees and Immigrants in Education.

The rationale of this project is 'Every child matters' which is based on key values of social justice, fairness and diversity. The main aim of the project is to compare the school-education of refugees and immigrants between European partners: Adana in Turkey, Frinton-on-Sea in UK, Palermo in Italy, Petra in Greece and Lousado in Portugal. We are interested in exchanging best-practice in supporting immigrants and refugees, so that students, teachers and educators create a conscious society where there is cultural tolerance, social justice and the equality for all.

The project will involve activities that will develop knowledge and understanding of each other's cultures and language, raise the awareness of global issues such as inequality, conflict and sustainable development. Throughout students will be able to develop and increase skills in critical thinking, cooperation and teamwork, communication and having multiple perspectives. For example team work will be explored when students are visiting host countries and working on common activities such as creating a piece of art or music. Sharing ideas and experiences will enable students from all partners to learn from each other and create mutual respect. In particular it is hoped that experiences will enrich the lives of refugee students who at times don't see education as valued. Learning will be extended to students who are not immigrants as it will enable to develop skills to combat prejudice, xenophobia and discrimination. During the project students will be exposed to at least one foreign language and they will be encouraged to learn words and phrases that will help them to communicate when on exchange visits.

The result of this project will be published support manual with helpful methods for schools and teachers/educators. In this it will include immigrant stories which will also be a base of teaching resources of immigration and life as refugee. These resources will be available on especially created project website and free teacher sharing websites such as TES in UK long after the project finished. Dedicated website will include all published materials created by students and any resources, ideas that might be useful either in teaching refugees and immigrants or as awareness of issues relating to this. The final project outcomes and resources produced will enable future refugees (such as with recent agreements or relocation between governments from UK and Turkey, 18 March 2016), to settle easier as the expertise developed during the project will be available to share, on line as well as face-to-face (part of Ambassadorial work for the project). 71 students and 29 accompanying persons will take part in the project. Two transnational meetings are planned in Italy on 20-21.October.2016 and in Greece on 01-02.June.2017. Our project will start on 05.09.2018 and end on 04.03.2018.

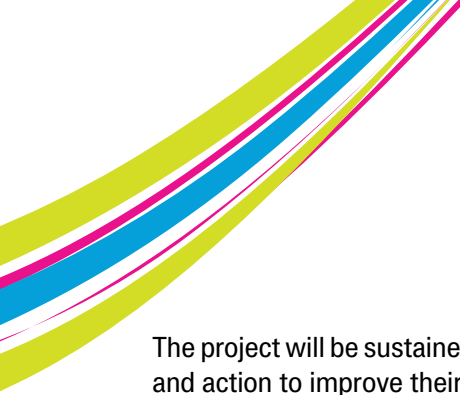
Τίτλος Σχεδίου	Social Innovator Students
Συντονιστής	HACI RAHIME ULUSOY MESLEKI VE TEKNİK ANADOLU LİSESİ Ελληνικό σχολείο: 5ο ΓΕΛ ΙΛΙΟΥ
Εταίροι	SOUTH WEST COLLEGE Agrupamento Escolas Marinha Grande Poente
Χρηματοδότηση	Ελληνικού σχολείου: 25.015,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-034942_4

Περίληψη Σχεδίου

The current global scenario, marked by social, political and environmental crises which become more and more frequent, requires Education to assume a greater responsibility than ever in forming the new citizens, with a strong focus on the Millennium Development Goals (MDG) agenda. New generations need to be not overwhelmed by a feeling of impotence and they should become innovative agents of change and social transformation. In addition to this, the context of the Agenda for new skills and jobs, the recent forecast of future skills' need anticipate an increase in jobs requiring high-or medium- level qualifications. However, such qualifications need to be accompanied by the key competences that equip young people to work in intercultural, multilingual and rapidly changing circumstances.

Social Innovator Students (SIS) Project creates a partnership with four partners from TR, EL, PT and UK focusing on the sense of initiative and entrepreneurship to create opportunities and products to be the bridge the gap between the needs of the world of work & the skills provided by the school. The present project intends to address this specific need, promoting the Education for Global Citizenship (EGC) and Entrepreneur Skills by enhancing interactive teaching in secondary schools in Europe through use of real life like scenarios, social responsibility projects, contests which include and deepen Sustainable Education and Development Education. Global Citizenship Education (EGC) and Entrepreneurships Education (EE) point out to the empowering of the individual, not only to the transmission of notions. SIS project promotes and reinforces the idea of making active and creative contributions to society on a local and national as well as international level through supporting each theme with the tasks as the successors of workshops such as public campaigns, social responsibility projects to promote empowerment, participation and the active citizenship of young people. In addition to this, it makes the pupils actively involved in socio-economic life around them and exchange this experience with other members in a network of active citizens through job shadowing, career days and success stories.

SIS Project aspires to develop workshops, tasks and contest to develop the key competences for enhancing the creativity, competitiveness, employability, entrepreneurial and leadership spirit of pupils between 13- 18. It helps to reinforce young people's motivation, stimulate and nurture their creativity and entrepreneurship through planning the innovative projects, competitions and SIS Career in TR. SIS project-based learning promotes entrepreneurial skills through 4 workshops based on the theme of entrepreneurship through deepening Global Citizenship Education (EGC) and Entrepreneurships Education (EE) to give students the attitudes, knowledge and skills to act in a entrepreneurial way. The workshops, scenarios, tasks and projects based on 4 entrepreneurship themes: LEADERSHIP, ACTIVE CITIZENSHIP, TEAM WORK & ORGANIZATION and CREATIVITY & INNOVATION developing basic and transversal skills using innovative methods. During the project each theme will be linked with the different school subjects to see the connection of the education with the real life and they will be reinforced with the tasks according to the given scenarios.



The project will be sustained with the SIS councils in partner countries to empower the pupils to take decisions and action to improve their schools and local community through engaging the social responsibility projects. The partners will also create the SIS community including the actors of the education to reach more people to raise their awareness about the real life problems and support the collaboration with different stakeholders via e-newsletters and calls for the events. So the teachers and students will act as the social innovators through preparing the success stories, planning the job shadowing, public campaigns. In September 2017 the project Entrepreneurship Youth Camp will be organized in Portugal. Apart from this, the students innovative and initiative projects will be voted online and the local winners will be chosen to share their projects as the good practices in SIS Career Day in TR as leaders for future from partner countries. All our activities, scenarios and strategies will be explained in our White Paper to disseminate the project to the stakeholders of the projects and decision makers.

Τίτλος Σχεδίου	Protect-Respect-Educate-Treat Animals and People with Empathy and Tenderness
Συντονιστής	ÖZEL HEDEF ORTAOKULU Ελληνικό σχολείο: ΕΣΠΕΡΙΝΟ ΓΥΜΝΑΣΙΟ-ΛΥΚΕΙΑΚΕΣ ΤΑΞΕΙΣ ΤΡΙΚΑΛΩΝ
Εταίροι	Istituto Comprensivo San Fele Scoala Gimnaziala Anton Pann MANISA ISMET INONU MESLEKI VE TEKNİK ANADOLU LİSESİ OGEC LPP SAINTE MARIE
Χρηματοδότηση	Ελληνικού σχολείου: 26.300,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-TR01-KA219-035205_6

Περίληψη Σχεδίου

Helping our students to manage their emotions better is our highest aim and latest research has shown that this can be done via experiences based on human-animal interaction; these experiences have the great potential of teaching indirectly and whilst having fun, the child, adolescent or young adult to self-regulate their interactions and re-adjust their position within a communicational act or getting more productive and positive relationships in the long run. By managing their emotions and where they come from, they automatically correct themselves so in time they increase their chances of high (academic) achievement because they no longer have to fight psychological negative thoughts or emotionally harmful ideas that they used to associate themselves with. After having identified all these social and emotional needs among our students (after having applied a survey whose results and questions are uploaded in the annexes), the six partner schools decided that the most tactful way to overcome these barriers will be by resorting to something they all resonate with: animal interaction. By engaging our students in tasks which are based on environmental issues, or are ICT-related and by encouraging our students to become more efficient communicators (using English, of course), our project aims at empowering the students from different countries to become voices for the rights of the animals, to master social dialogue techniques and share their thoughts on a theme in which they are very interested.

PRET-A-PET activities are an opportunity for them to open up, to talk about their favourite animals, to share videos and to use their communication abilities in a foreign language but still enjoy a great conversation, in spite of all differences of opinion, because we learn from the animals how to be humane and positive, tolerant and to break away from prejudice or passivity, or even better to find in ourselves the strength to carry on. Therefore, it is not a project which is only student-oriented but the whole community, teachers and parents included, is encouraged to be more empathetic, to fight stress and find solutions for any type of problem via problem-solving collaboration.

PRET-A-PET addresses topics which focus on developing transversal competences in our learners (competences that they will make use of throughout all their lives: biology, cognitive, social interpersonal competencies, etc.) so that they become more motivated and empowered to reach their full potential as autonomous learners. The novelty of our project lies in the fact that we will implement open education and non-formal techniques (such as Theatre Forum, social dialogue, etc.) which are elements rather used by non-profit organizations. Moreover, task performance will be assessed based on an innovative concept, Vygotsky's zone of proximal development and it will take into consideration skills that our students will not have been aware of initially that they should practice on in view of acceding jobs that will belong to the future economies;

those workplace will require them to be flexible and learn continuously in order to respond to the new requirements. Basically, we will teach our students to get ready to acquire skills which have not emerged on the market. These skills are referred to as 21st century skills. As for the activities and products envisaged by the project, one of the most impressive one is our intellectual output also called the “Emotional First Aid Kit” which appears to be a box of surprise and delight for children and youngsters, a synaesthetic box that will set them on a journey (“inside out”) to explore their emotions and to understand their reactions better; each kit contains a story illustrated with pictures and a surprise set of regalia that will connect them right to the story through all their senses.



Τίτλος Σχεδίου	EUREKA! Past, Present and Future!
Συντονιστής	Craigclowan Preparatory School Ελληνικό σχολείο: ΑΡΙΣΤΟΤΕΛΕΙΟ ΚΟΛΛΕΓΙΟ
Εταίροι	SCOALA GIMNAZIALA NR.14 Istituto Comprensivo Rina Monti Stella ECOLE SAINT-VICTOR
Χρηματοδότηση	Ελληνικού σχολείου: 24.600,00€
Διάρκεια Σχεδίου	26 μήνες
E+ Link number	2016-1-UK01-KA219-024237_2

Περίληψη Σχεδίου

Eureka - Past, Present and Future is a project which has, at its heart, two key priorities: fighting levels of youth unemployment and ensuring that young people complete their schooling, leaving their educational establishment qualified, skilled and optimistic and generating enthusiasm about their role as a European citizen, through working collaboratively with fellow European citizens. This project proposes to foster entrepreneurship, from an early age, and the idea that anyone has the capability of being an inventor. It aims to inspire young people, build on their sense of initiative and to show them that through team work, cooperation, hard work and good leadership, they will be the next generation of inventors. It will also provide a detailed training manual for primary school teachers on “The Design Process” and the practicalities of running such a project in a school situation.

The key overall objectives of this project are:

- To increase participants’ sense of initiative and entrepreneurship
- To increase competence in foreign languages
- To increase the level of participants’ digital competence
- To provide the opportunity to research, design, create, manufacture and present an invention
- To foster greater understanding to linguistic and cultural diversity
- To foster a more positive attitude towards the European Project.

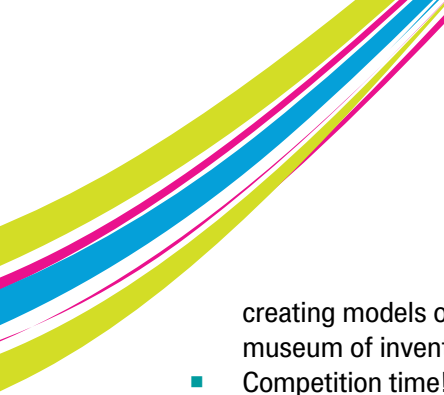
The schools involved in this project are from five countries; Scotland, Romania, France, Italy and Greece. The pupils who will mostly be involved in this project will be of upper primary age, teachers, governors and parents will all also be involved. Due to the nature of this project local manufacturing, marketing, media and business organisations such as the Chambers of Commerce will also be involved. The project has been carefully planned around meetings and tangible, achievable outcomes.

The following activities will take place during the lifetime of the project:

- Project blog - this will detail the project progress on a weekly basis
- Logo-Erasmus Corner at each school
- Inventors and invention research - pupils from each school will undertake research on inventors and inventions from their own country in their own language.

They will create fact sheets and presentations which can then be used to go into an e-book.

- Production of a multi-lingual, multi media E-book will be produced.
- Pupils from all partner schools will replicate some of the inventions which they have researched. This



creating models of inventions will be filmed and photographed with a view to creating a “virtual museum of inventions”. Production of a “virtual museum” video.

- Competition time! Each school will set up a competition inviting pupils to think of an invention and to present their ideas. There will be a competition held at each school. This competition will be filmed. The winning team from each country will bring their ideas to the next partnership meeting.
- manufacturing of the pupils inventions - An assembly presenting the inventions involving staff, pupils, parents, governors, press will be held. The next phase of the project will be discussed, including the production of the E-Book on inventions.
- Ebook of inventions produced and the manual on product design will be prepared and written.

The impact of this project on teaching staff and pupils will be hugely beneficial both in terms of being able to work on a meaningful cross-curricular project in school and trans-nationally. It will increase both staff and pupils sense of initiative and entrepreneurship and will enable them to learn and practise a variety of foreign languages. The skills learned from this project will stay with the pupils as they go into the world of work thus increasing their employability and confidence. As pupils will have been working closely together with and visiting partner schools this will create a better understanding of different social and cultural diversity. Digital competence will naturally improve as pupils and staff will communicate via digital means as well as face-to-face. They will be using digital technology throughout the whole of this project as a means of presenting ideas and summarising completed work.

To disseminate the results and activities of the project further afield we will use:

- local, regional and national press
- TV and radio publicity
- assemblies to which local business and council members are invited
- educational websites such as eTwinning and TES resources
- Local educational conferences
- European Trade fairs (Thessaloniki)

Each school plans to organise young entrepreneurship seminars and hands-on workshops, aimed at primary teachers and students, with a view of showing the stages of the realization of our project specifically, turning the students' innovative ideas into real products, and/or the stages of setting up a business plan generally. We will therefore act as the inspiration for students and teachers and provide the know-how as well.

Τίτλος Σχεδίου	Future Inventors, New Discoveries
Συντονιστής	Howes Primary School Ελληνικό σχολείο: 49ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΑΤΡΑΣ
Εταίροι	Zespol Szkol nr 10 im.prof.J.Groszkowskiego I.C. "BAGHERIA IV-ASPRA" Gozo College Boys' Secondary School Lunde 10-årige skole
Χρηματοδότηση	Ελληνικού σχολείου: 32.890,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-UK01-KA219-024282_6

Περίληψη Σχεδίου

The FIND project (Future Inventors, New Discoveries) has three main aims:

- To close the gender gap in the uptake of and interest in STEAM (Science, Technology, Engineering, Arts and Maths) subjects by developing a curriculum that engages and motivates both female and male students
- To develop innovative teaching methods in STEAM subjects and to ensure that teachers are confident in using them
- To raise achievement by all pupils in STEAM subjects by developing a methodology that makes best use of the latest technologies. The rationale for this project is that significantly fewer women than men study Science, Technology and Maths at University thus limiting their options of pursuing a career linked to these subjects.

Staff have low levels of confidence using the latest technologies and innovative teaching methodologies in STEAM. STEAM curricula can sometimes be dated in their approach and do not always make most effective use of latest technologies. This project will directly address these issues. The partners in this project are Howes Primary School, UK; Zespol Szkol Nr 10, Poland; Gozo College Boys' Secondary School; I.C. Bagheria IV-Aspra; 49 Dimotiko Scholeio, Greece and Lunde 10-arige skole, Norway. All partners have proven experience of participating in and managing successful international projects. All partners have different levels of expertise in STEAM subjects which will enable them to benefit from working together. The project is comprised of four phases. In the first phase students consider what they want to know about STEAM subjects and how they want to be taught. They move on to examining 'big questions' and using Inquiry Learning Spaces such as Go-Lab. Staff develop their knowledge of innovations in STEAM teaching and learn about barriers to learning especially for girls. They develop new teaching methods such as using the Future Classroom Lab. In the second phase students and staff begin to innovate using new technologies such as using robotics and coding. Links are made between technology and the arts with the creation of art galleries with pictures made entirely from coding. In the third phase students start to think about extending their learning in STEAM by considering careers in STEAM.

In the final phase students create new inventions using the latest technologies and staff develop teaching methods that make effective use of multimedia technologies. Throughout the project staff and students will be encouraged to use the latest technologies to enhance learning and to develop the project. On-line courses, videoconferencing, social media, YouTube and augmented reality will be employed in a variety of ways. This will be in addition to face to face learning in lectures, learning activities and meetings with experts. We anticipate that all partner schools in the project will have developed a new and innovative teaching methodology for

STEAM subjects. This will included using the latest technologies in class and using teaching methods such as flipped learning and blended learning to foster independent learning skills. We would like staff to have a much greater understanding of how to engage female students in STEAM subjects and will be using what they have learned as part of their teaching practice.

The impact of our project will be that there will be many more female students actively engaging with STEAM subjects. They will be motivated by the new teaching methods and approaches and will feel more confident that STEAM careers are open to them. Staff will have confidence using the latest technologies to deliver an exciting and relevant STEAM curriculum. The project will raise standards in STEAM subjects enabling students to make greater progress. This will give them more employment options in the future. Through a structured and wide ranging dissemination plan, we hope that our project has a much wider impact than just on the partner schools involved in the project. We hope to influence the teaching of STEAM in many schools and raise the numbers of women going into STEAM careers.



Τίτλος Σχεδίου	Sport, Health, Addiction and Relaxation in Education
Συντονιστής	The Isle of Wight College Ελληνικό σχολείο: Γενικό Λύκειο Αρφαρών
Εταίροι	Gausdal videregående skole, Pierre de Coubertin Zespol Szkol Ponadgimnazjalnych im. Wl. St. Reymonta w Szydlowie Siauliu "Romuvos" gimnazija Städtisches Maximilian-Kolbe-Gymnasium
Χρηματοδότηση	Ελληνικού σχολείου: 22.041,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-UK01-KA219-024364_4

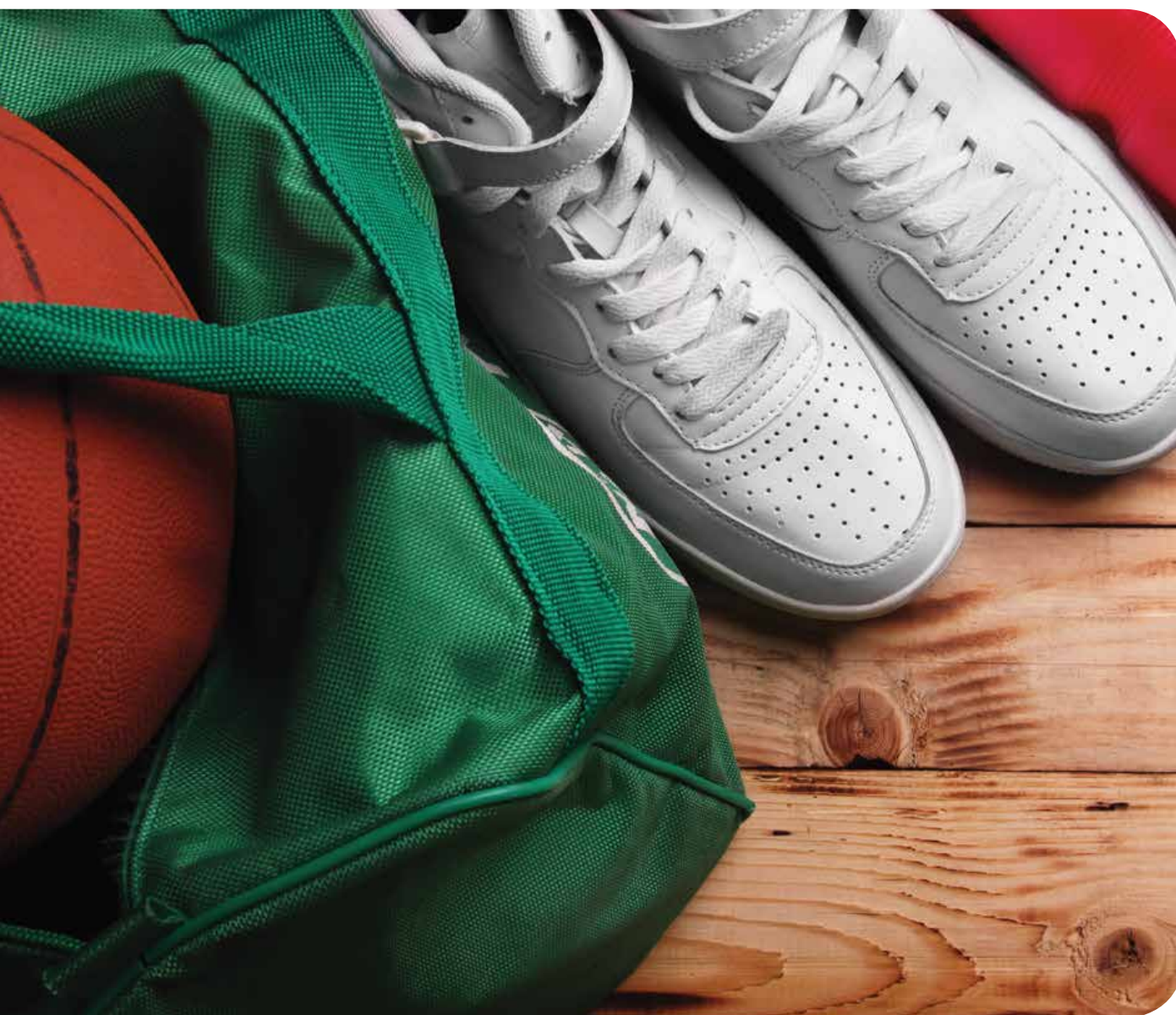
Περίληψη Σχεδίου

Our project has developed from research we have carried out into the issues facing young people and the impact this has on their learning and student retention. Life for young people today is highly stressful with pressure to look a certain way and to be ever present online. This is having an impact on their health due to inactivity, unhealthy diet and substance abuse in order to fit in and also to help them either lose weight or look fitter quickly. This in turn can lead to a lack of motivation to learn and early school leaving. The 6 partners from Norway, Poland, Lithuania, Greece, Germany and the UK all have a common interest in healthy diet and sport. Sport participation has been proven to increase activity, improve mood and combat obesity and diabetes, but it is often difficult to convince young people of the benefits as it involves more effort on their part.

Our objectives therefore are to create an eBook designed by young people, which will help teachers to motivate their students to improve their lifestyle through relaxation, diet and active sport. We also aim to create and train student ambassadors who can become actively involved in motivating their peers to change their lifestyle. In doing so they will also improve their own motivation to study and their opportunities to succeed in their chosen career, which in turn will benefit educational establishments and employers as they will have access to a healthier workforce. The training will be delivered via 5 student/teacher learning/training activities involving 2 teachers and 2 students. Initially students will survey their peers about their lifestyles and then present their findings in a powerpoint. This will establish what they need to learn and encourage them to find solutions through the training they receive in diet, relaxation techniques, anti-doping and sports activities. At each training event they will learn new sports and training methods and about the diet of the partner country they are visiting and how healthy this is. They will use this information to create healthy but appealing recipes and training sessions. In addition in Greece they will learn about the Olympic movement and fair play in sport and develop an ethical code, in Germany they will learn about relaxation techniques, and in Norway they will learn about anti-doping and disability in sport. In Lithuania they will learn how to create a balanced diet and participate in a cook fest. From these training activities they will then propose recommendations on how to combat the issues affecting young people's lifestyles as identified in their initial survey and develop an eBook and film resources. They will then be trained as ambassadors to spread the message and encourage their peers to become involved in sport, eat more healthily and turn their lives around. In this way they will achieve more and get better jobs.

The project partners will also create a five-language digital application – audiovisual guide for smartphones about the ancient Stadium and the Palaestra which will be donated to the Greek Ministry of Culture in order to be uploaded onto the site of ancient Messene; a project website, an eTwinning platform and a Facebook page. At each stage of the project they will test the content of the eBook, including at a teacher conference

in Poland and a schools dissemination event in the UK. We envisage that a wide range of stakeholders, including 300 students and teachers of which 20% are participants with fewer opportunities, will benefit from the results of our project as young people become more healthy and motivated to learn. This, along with the opportunity for them to work alongside their European peers will help them better understand the common and different issues each partner country faces and so make them more aware European citizens. Teachers will also have new resources available to them to help them plan their classes and improve results. Employers will benefit from a healthier and more knowledgeable workforce in the long term.



Τίτλος Σχεδίου	Little Euroguides
Συντονιστής	Malpas Church in Wales Junior School Ελληνικό σχολείο: 4ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΡΑΦΗΝΑΣ
Εταίροι	Escola Básica do 1º com Pré-escolar da Cruz de Carvalho XIV CD RE DAVID T.C. MEB ONDER ATA ILKOKULU
Χρηματοδότηση	Ελληνικού σχολείου: 14.010,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-UK01-KA219-024371_3

Περίληψη Σχεδίου

In the context of recent tensions between Europeans of different races, religions and cultures, we believe it has never been more important to promote values of equality and inclusion to our children. In learning about other cultures and traditions and comparing them with their own, children in the 'Little Euro Guides' project will develop acceptance and respect for the diverse range of cultures present across our countries.

The project aims to directly engage with 900 participants aged 4-11 across 5 schools in Wales, Turkey, Greece, Portugal and Italy. The majority of pupils in half of the partner schools face social and economic disadvantage, and a significant proportion have special needs. Pupils in each school will engage in creative activities to explore the culture, traditions, famous landmarks and traditional games of the other countries in the project. These include: creating physical and digital 3D models of landmarks, creating artwork illustrating festivals and traditions, performing and filming national dances, and producing short films as tour guides to introduce their own country to the other schools. Each school will exhibit their work in their 'project corner' and share it online. Throughout the project pupils and teachers will develop digital skills through creating films and using online flipbooks, websites and Skype. While hosting teachers from the other countries, each school will also hold a traditional food workshop.

An important part of the project is the short term joint staff training event. This event will add value to the project by equipping the staff who attend from each partner school with skills and knowledge in the areas of movie creation and editing, a deeper understanding of digital learning in the 21st Century and practical ways of integrating this into their teaching. The 'Little Euro Guides' project will develop a sense of national pride, cultivate a feeling of belonging to the European Union and inspire a life-long interest in international collaboration. Young people will develop a range of basic and transversal skills through the project which will improve their employability and widen their opportunities later in life. The students will learn to problem solve, collaborate, think critically and take initiative. They will develop digital competence, another crucial transversal skill, which opens the door to further learning and cultural awareness. The project will train young people to confidently and creatively use ICT to learn about other cultures, connect with others and exhibit their creative work. Further benefits of the project include improved English language skills, developed creative skills, awakened interest in other cultures and languages, and a sense of responsibility and pride in achieving something of value.

Through sharing good practice and creative methodology, the teachers partnering in the project will ensure long term impact as their experience informs their future practice. They will also seek opportunities to share their learning with their peers locally, widening the impact to other schools in their networks. We expect that in total over 2500 children will experience the project through local performances, exhibitions and online presentations. In addition to this the project will have an impact on parents, local communities and those who access the online portfolio of work.

Τίτλος Σχεδίου	FIT FOR THE FUTURE
Συντονιστής	Ysgol Gymraeg Rhydaman Ελληνικό σχολείο: 5ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΟΛΟΥ
Εταίροι	C.E.I.P. Los Campanales Kastellin koulu, Oulun kaupunki NMS Judenburg VSJudenburg-Stadt
Χρηματοδότηση	Ελληνικού σχολείου: 21.045,00€
Διάρκεια Σχεδίου	36 μήνες
E+ Link number	2016-1-UK01-KA219-024518_4

Περίληψη Σχεδίου

Emotional, mental and physical wellbeing, maintaining healthy life styles and developing the necessary skills for future employment through innovative methods are issues of interest and concern to students, families, teachers, schools, employers, local authorities and National Governments. In view of this, we have developed and wish to complete our transnational project 'Fit For The Future' designed specifically to address the above.

The project is designed help pupils to:

- develop a further understanding of working in an innovative way through specific tasks and activities,
- up skill pupils and enhance entrepreneurial skills,
- improve pupil potential and suitability for future employment on leaving education,
- enhance confidence and expand career aspects and opportunities within the European job market,
- improve and develop a further understanding of physical, emotional and mental wellbeing and its association with success in life in general and in the world of work,
- share and communicate the best pupil and professional practice through an international professional learning community raising standards in pupil performance, teaching and learning as well as leadership and management as well as issues noted above.

The project will promote a deeper understanding of language and cultural differences as well as horizontal issues and associated common issues such as:

- ensuring an inclusive education for migrant pupils,
- developing an appreciation of global citizenship, diverse lifestyles and habits that impact on our ever changing world and future,
- preparing for and understanding European Citizenship and global coexistence, and so being 'Fit For The Future'.

This project enables:

- schools with past experience of official project working to work with schools with little or no experience of working in such projects,
- the use of ICT in education and beyond to be improved.

Teachers and school staff will learn about new and different teaching strategies, using techniques and resources shared between professionals. They will become naturally involved in European innovation and diversity with regard to cultural, geographical, linguistic, well being, entrepreneurship, innovative working and preparing pupils for the world of work and employment. Their use of ICT as teachers and educators

will be enhanced along with their ability to work within a network of fellow professionals communicating during and after the project. School staff will develop their use of eTwinning. The project will increase the participation of teachers who play a vital role in the labour of education. Their professional knowledge will be expanded as a result of sharing the best practice through specific professional network activities planned.

This project deals directly with common challenges facing each country in terms of up skilling the future national and European workforce. As entrepreneurship and innovative initiatives are generally under developed in all participating countries, the planned activities deal directly with combating this problem. Schools will promote the exchange of their most effective teaching techniques and develop the power of resources of each educational establishment. Minds will be broadened and horizons will be opened into Europe as a community. Schools will also benefit from the opportunity of sharing innovative practice. Parents, school governors and community members will be involved in European diversity with regard to cultural, well being, entrepreneurship, innovation and employment factors. Their knowledge of the progress of their children will increase. 2941 pupils will take part in this project, of which (1692 are disadvantaged) along with 242 school staff.

The common activity related themes for each specific part of the project are:

1. Pupil Networking
2. Professional Networking (for teachers)
3. Development of innovation, business, basic and entrepreneurial skills. Pupils will organize a local market to sell their product
4. Exchange of language and culture
5. Student Inclusion was placed at the heart of our early communication as we planned this project. Even though pupils will not take part in international visits they will be fully engaged in our project.

Through this project an International School Council will be formed, communicating using eTwinning. Project participants will stay in contact beyond the official project end date. Schools will continue to aid each other to raise standards, sharing best practice with other schools. Within each school, there will be a range of tools used to disseminate project information as detailed in this application. The effect of this project will impact on school pupils, staff and school connections during the official project and beyond. Having communicated at length and considered the content, we strongly believe as participants that all who take part in it will benefit immensely and be 'Fit For The Future.'

Τίτλος Σχεδίου	Connect and Unite
Συντονιστής	Shoscombe CEVA Primary School Ελληνικό σχολείο: 6ο Δημοτικό Σχολείο Καλύμνου Μανιάειο
Εταίροι	Ecole élémentaire Lafon Féline FUNDACIO PRIVADA FUNDACIO CHAMPAGNAT Arden Skole St. Julian's C of E Primary School
Χρηματοδότηση	Ελληνικού σχολείου: 20.075,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-UK01-KA219-024519_4

Περίληψη Σχεδίου

Our project is called Connect and Unite. Through our project we will focus on developing basic skills in all our partner schools through a cross curricular ICT rich approach that includes personalised learning opportunities and with a real context for learning MFL. The pupils, staff and governing bodies of the schools in our partnership have a real and proven interest in international collaborative learning. The need for tolerance and understanding of other cultures, traditions and diversity is particularly pertinent at this time with the refugee/ migrant situation across Europe.

Each year of the project will have a theme Year 1 - Building Bridges, Year 2 – Connections.

These themes will incorporate lots of opportunities for problem based practical learning. There will be blended mobilities offering opportunities for our pupils to work collaboratively before, during and after travelling, on project work linked to the themes. Mobilities will also offer opportunities for pupils to experience immersion in the language and culture of the host country. Project work will build to an annual showcase events in each partner country. The preparation for and implementation of these events will provide 'teacher shadowing' opportunities for visiting partner staff. All partners will also work closely with ITT providers, local schools, colleges, universities and support groups to maximise involvement, teaching and learning opportunities and impact. The 6 participating primary schools are situated in different environments (urban, rural, and island) and have primary aged pupils ranging in age from 4 - 12 years, from very different social and ethnic backgrounds. Our numbers on role in primary vary from 97 – 515. There are a total of 1380 primary aged children in our schools, with 270 of these children being in the final class of primary. These 270 children will be working most closely together during the project although all our primary children are involved in the project.

All the schools include a proportion of children with a variety of special needs and including some looked after children. We wish to develop in our young people today the knowledge and skills they need to inhabit, protect and develop our shared world for tomorrow. Through this project children will acquire and develop many life skills and competencies that will enhance their future employment prospects and enable them to become active citizens of Europe. All the partner schools wish to enrich the knowledge of their pupils. The partnership will provide many opportunities for pupils and staff to get to know at first hand the language, culture, history and geography of other countries. Despite our differences we share a common interest in learning from the past and protecting our environment for the future. This is an international issue. By working closely

together and getting to know each other's country the children will work to find solutions to the issues. The solutions may vary according to local economic and climatic constraints. We would like to further develop the enquiry based, personalised learning curriculum in our schools, establishing learning environments where innovation and creativity are nurtured and encouraged. We would like children to leave our schools equipped with sound foundations in the basic skills of Mathematics, Science and Literacy with good digital literacy and as healthy and active citizens of 21st Century Europe.



Τίτλος Σχεδίου	Healthy Minds of Europe
Συντονιστής	Cardinal Hume Catholic School Ελληνικό σχολείο: 2ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΔΡΑΠΕΤΣΩΝΑΣ
Εταίροι	A DIMOTIKO SXOLIO LAKATAMIAS K.A Strojarska tehnicka skola Osijek Szkola Podstawowa nr 5 im. Mieszka I I.C. di Corniglio
Χρηματοδότηση	Ελληνικού σχολείου: 23.000,00€
Διάρκεια Σχεδίου	24 μήνες
E+ Link number	2016-1-UK01-KA219-024627_4

Περίληψη Σχεδίου

“Healthy Minds of Europe” is a project which involves 6 schools from European countries including The United Kingdom as the project coordinator, Italy, Cyprus, Greece, Croatia and Poland. This is a project whose main objective is to promote among the pupils of the partner schools the importance of sport, exercise and a healthy diet as well as to make them aware of all the consequences smoking and taking drugs have. All the work will be completed by accomplishing particular tasks and activities.

The project will involve pupils of all the educational levels, both boys and girls, pupils with special needs, teachers, school staff, parents and local community. The theories applied in this programme are Situated cognition and Distributed cognition. That being supported by technology, creates more authentic learning environments. Also the use of innovative communication technology, which has become an integral part of our lives, is of vital importance. It will definitely encourage young learners to get involved in the project and enable them easier access to all the project’s materials, resources and necessary information. Besides, the project’s coordinators as well as the pupils will be able to communicate by means of the e-platform.

The main purpose of our project is promoting a healthy lifestyle in various aspects and areas of life by means of innovative technology such as the e-platform which is one of the main sources of communication between the partner schools and the project’s materials. As we have experience relevant to the work, we will be able to successfully achieve the project’s objectives with the benefit not only for our school but also for the local society and the region. Health promotion is currently a top priority, therefore, international cooperation opens up new horizons and gives new perspectives on challenges of the contemporary world. This way, we wish to present to our pupils, their parents and local community the importance of healthy diet and physical activity as well as the benefits of such attitudes. The benefits resulting from the attitudes and the habits shaped in the course of the project implementation may bear fruit in the participants’ future.

The targets of our project also include creating and promoting healthy school environment; promoting healthy eating habits; caring for pupils’ well-being, developing and boosting their self-esteem and developing their social skills; supporting pupils with special needs (both physical and educational); making the pupils aware of danger of smoking and taking drugs. A series of activities to achieve the established objectives has been planned. One of them is creating The European Cook Book including recipes for traditional meals based on healthy food. Another task is a new sports game for all the pupils of the partner schools. Besides, we will organize a European Festival and make Healthy School Posters which will be use as teaching materials in all the partner schools and in each school pupils and teachers will start a yard where they will grow fresh

vegetables and herbs. The products will be used in school kitchens and served with the meals. We wish all the final products of the project tasks to become a useful source of pedagogical and educational knowledge for other teachers and pupils.

The final result of the project is greater awareness of pupils, teachers, parents and local community how important the role of school in health promotion is. It is worth highlighting that this is the role of all the European schools. We also hope that the project will make both the pupils and the teachers change their lifestyle for better. As long-term benefits from the project we wish the tasks and activities to be strictly integrated with the schools' work plans and to be continued when the project is completed. The tasks and activities will also become an integral part of school subjects as some elements and outcomes of the activities will be included in the subjects' performance plans. The final products and results of particular tasks will be used as teaching aids during obligatory and extra classes in all the partner schools in order to sustain developed healthy habits and attitudes.





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