

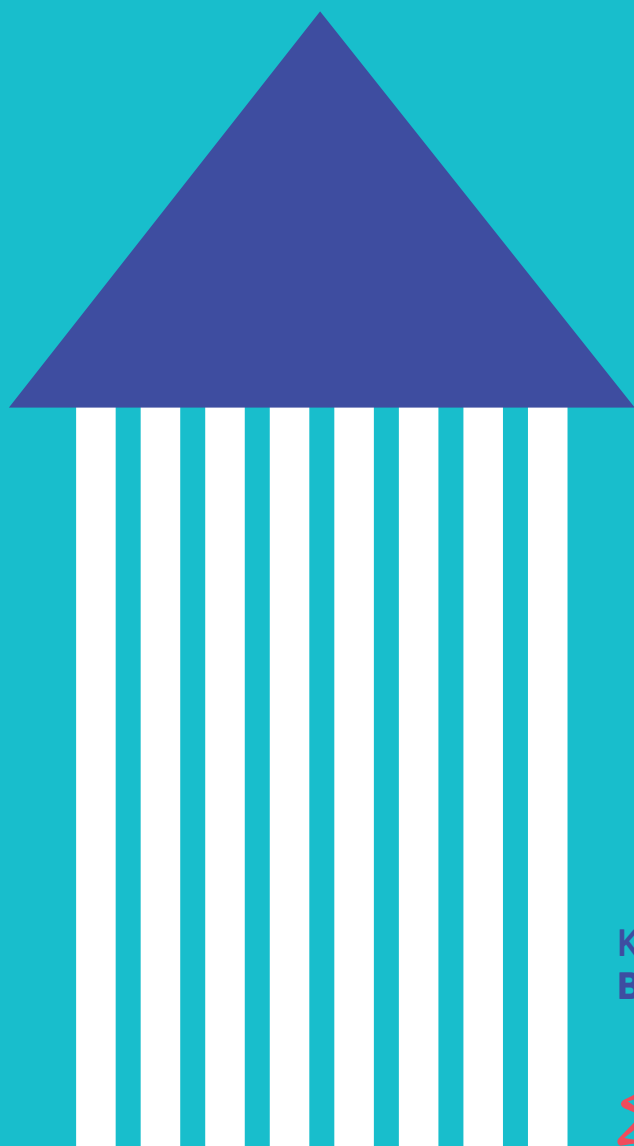


Κατάλογος Εγκεκριμένων Σχεδίων  
ΒΑΣΙΚΗΣ ΔΡΑΣΗΣ 2

ΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ  
2019

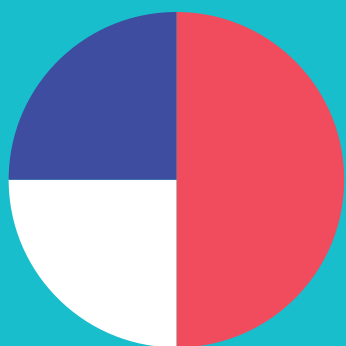


Erasmus+



Κατάλογος Εγκεκριμένων Σχεδίων  
**ΒΑΣΙΚΗΣ ΔΡΑΣΗΣ 2**

**Σχολική Εκπαίδευση**  
**2019**



Erasmus+



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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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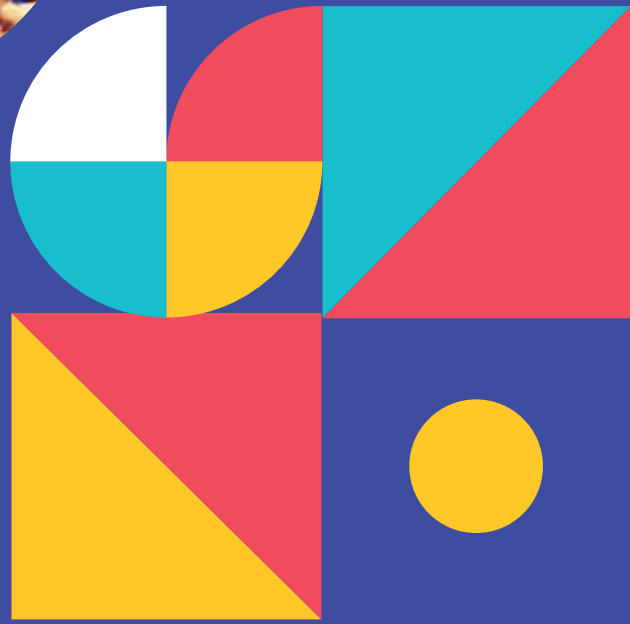
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# 1. Το Πρόγραμμα ERASMUS+

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

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

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

Το πρόγραμμα Erasmus+ **διարθρώνεται 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 μεταξύ σχολείων) στον τομέα της Σχολικής Εκπαίδευσης για τον κύκλο υποβολής αιτήσεων 2019 στο πλαίσιο του ευρωπαϊκού προγράμματος Erasmus+. Αποβλέπει στην ανάδειξη του έργου που επιτελείται μέσω των Στρατηγικών Συμπράξεων στον τομέα της Σχολικής Εκπαίδευσης, ενώ παράλληλα φιλοδοξεί να αποτελέσει πηγή έμπνευσης για τη δημιουργία νέων συμπράξεων.

Η παρουσίαση των σχεδίων είναι δομημένη σύμφωνα με τη βασική προτεραιότητα, ορίζοντα ή τομεακή, στην οποία απαντούν.

## 2. Βασική Δράση 2 /

### KA2: Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών - Στρατηγικές Συμπράξεις

Οι Στρατηγικές συμπράξεις αφορούν στην **ανάπτυξη και ενίσχυση διακρατικών συνεργασιών μεταξύ φορέων/οργανισμών που δραστηριοποιούνται στον τομέα της εκπαίδευσης, της κατάρτισης ή σε άλλον κοινωνικοοικονομικό τομέα, με σκοπό την προώθηση της καινοτομίας και την εφαρμογή καλών πρακτικών στον τομέα της σχολικής εκπαίδευσης**. Στις στρατηγικές συμπράξεις ενθαρρύνεται η συμμετοχή φορέων από διαφορετικούς χώρους, ώστε μέσα από την αλληλεπίδραση σε επίπεδο δεξιοτήτων και εμπειριών οι συμμετέχοντες φορείς να



αυξάνουν την ικανότητά τους για διεθνική συνεργασία και να παράγουν υψηλής ποιότητας καινοτόμα προϊόντα.

**Ανάλογα με τους στόχους και τη σύνθεση της στρατηγικής σύμπραξης, τα σχέδια μπορούν να είναι δύο τύπων:**

**I. Στρατηγικές Συμπράξεις που υποστηρίζουν την καινοτομία:**

Τα σχέδια αναμένεται να αναπτύξουν καινοτόμα προϊόντα, ή/και να προβούν σε εντατικές δραστηριότητες διάχυσης και διάδοσης των υφιστάμενων και των νέων προϊόντων που θα παραχθούν, καθώς και των καινοτόμων ιδεών. Οι αιτούντες έχουν τη δυνατότητα να αιτηθούν χρηματοδότηση για την παραγωγή πνευματικών προϊόντων, καθώς και για πολλαπλασιαστικές δράσεις, προκειμένου να απαντήσουν ακριβώς στην καινοτόμα διάσταση της δράσης.

**II. Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών:**

Ο πρωταρχικός στόχος είναι να επιτρέψει στους οργανισμούς να αναπτύξουν και να ενισχύσουν τα δίκτυα, να αυξήσουν την ικανότητά τους να λειτουργούν σε διακρατικό επίπεδο, να μοιράζονται και να ανταλλάσσουν/υποστηρίζουν ιδέες, πρακτικές και μεθόδους. Τα σχέδια μπορούν, επίσης, να παράγουν απτά προϊόντα και αναμένεται να διαδώσουν τα αποτελέσματα των δραστηριοτήτων τους, με τρόπο που να είναι ανάλογος του σκοπού και του πεδίου εφαρμογής του σχεδίου. Τα αποτελέσματα και οι δραστηριότητες διάδοσης θα συγχρηματοδοτηθούν μέσω της βασικής κατηγορίας προϋπολογισμού που αφορά τη διαχείριση και υλοποίηση του σχεδίου (project management).

**2.1. Συμπράξεις ανταλλαγών μεταξύ σχολείων (KA229)**

**ΣΥΜΠΡΑΞΕΙΣ ΑΝΤΑΛΛΑΓΩΝ ΜΕΤΑΞΥ ΣΧΟΛΕΙΩΝ**

Ο κύριος στόχος των συμπράξεων ανταλλαγών μεταξύ σχολείων είναι η ενίσχυση της ευρωπαϊκής διάστασης των συμμετεχόντων σχολικών ιδρυμάτων, η ανάπτυξη της δυνατότητάς τους

για διασυνοριακή συνεργασία και της ικανότητάς τους να αντιμετωπίζουν νέες προκλήσεις. Μέσω της οργάνωσης δραστηριοτήτων κινητικότητας για μαθητές, οι εν λόγω συμπράξεις προάγουν επίσης τις αξίες της ανεκτικότητας και της αποφυγής των διακρίσεων, όπως επισημαίνεται στη Διακήρυξη του Παρισιού. Στο πλαίσιο των συμπράξεων ανταλλαγών μεταξύ σχολείων μπορούν να υλοποιούνται διάφορες δραστηριότητες για την ανταλλαγή προσωπικού και μαθητών:

**Ανταλλαγές ομάδων μαθητών μικρής διάρκειας (3 ημέρες ως 2 μήνες):** μαθητές από διαφορετικές χώρες μπορούν να συνεργάζονται σε δραστηριότητες που συνδέονται με τους στόχους της σύμπραξης. Οι δραστηριότητες των ανταλλαγών μικρής διάρκειας είναι σχεδιασμένες για να προσφέρουν στους μαθητές διεθνείς μαθησιακές εμπειρίες, να τους βοηθήσουν να κατανοήσουν καλύτερα την ποικιλομορφία των πολιτισμών και γλωσσών της Ευρώπης, καθώς και να αποκτήσουν τις κοινωνικές, πολιτικές και διαπολιτισμικές ικανότητες που είναι απαραίτητες για την προσωπική τους εξέλιξη.

**Κινητικότητα μαθητών για φοίτηση μακράς διάρκειας (2 ως 12 μήνες):** μαθητές ηλικίας τουλάχιστον 14 ετών μπορούν να φοιτήσουν για ένα χρονικό διάστημα σε σχολείο υποδοχής και να φιλοξενηθούν σε οικογένεια υποδοχής στο εξωτερικό. Τα σχολεία αποστολής και υποδοχής αναμένεται να διασφαλίζουν μαθησιακά αποτελέσματα υψηλού επιπέδου, να παρέχουν την απαιτούμενη αναγνώριση των μαθημάτων στους συμμετέχοντες μαθητές και να τους στηρίζουν συνεχώς κατά την διάρκεια της περιόδου κινητικότητας. Οι υποβάλλοντες αίτηση για τις συμπράξεις ανταλλαγών μεταξύ σχολείων μπορούν να εστιάσουν αποκλειστικά στην οργάνωση δράσεων κινητικότητας μαθητών μακράς διάρκειας ως εργαλείο για την ανάπτυξη του δυναμικού διεθνούς συνεργασίας των συμμετεχόντων σχολείων.

**Κοινές δραστηριότητες κατάρτισης προσωπικού μικρής διάρκειας (3 ημέρες ως 2 μήνες):** το διδακτικό και μη διδακτικό προσωπικό μπορεί να συνεργάζεται για την ανταλλαγή εμπειριών και τεχνογνωσίας ή για από κοινού κατάρτιση.

**Αναθέσεις καθηκόντων διδασκαλίας ή κατάρτισης μεγάλης διάρκειας (2 ως 12 μήνες):** μέσω της απόσπασης σε συνεργαζόμενο σχολείο για μεγαλύτερο χρονικό διάστημα, η εν λόγω δραστηριότητα παρέχει στο προσωπικό τη δυνατότητα να βελτιώσει τις γνώσεις του και να κατανοήσει καλύτερα τα συστήματα εκπαίδευσης και κατάρτισης άλλων χωρών, ενώ παράλληλα συμβάλλει στην ανταλλαγή και την απόκτηση επαγγελματικών ικανοτήτων, μεθόδων και πρακτικών. Τα συμμετέχοντα σχολεία σε όλα τα σχέδια ενθαρρύνονται ιδιαίτερα να χρησιμοποιούν τη διαδικτυακή πλατφόρμα eTwinning, προκειμένου να συνεργάζονται για το σχέδιο πριν από την έναρξη, κατά τη διάρκεια και μετά το πέρας των δραστηριοτήτων κινητικότητας.

## 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:

- ✓ **Ενίσχυση του έργου των εκπαιδευτικών,** μέσω δράσεων που στοχεύουν στα εξής: ενίσχυση της ελκυστικότητας του επαγγέλματος του εκπαιδευτικού, υποστήριξη των εκπαιδευτικών στην προσπάθειά τους να αντιμετωπίσουν την πολυμορφία στις αίθουσες διδασκαλίας (π.χ. μαθητές από οικογένειες μεταναστών), ενίσχυση της ηγεσίας και της κατανομημένης ηγεσίας στην εκπαίδευση, συμπεριλαμβανομένου του ρόλου και των ικανοτήτων των διευθυντών και της

βελτίωσης των διοικητικών ικανοτήτων των εκπαιδευτικών.

- ✓ **Πρώθηση της απόκτησης βασικών δεξιοτήτων και ικανοτήτων,** όπως για παράδειγμα: την αντιμετώπιση των χαμηλών επιδόσεων στα μαθηματικά, στις θετικές επιστήμες και στην ανάγνωση, με αποτελεσματικές και καινοτόμες μεθόδους διδασκαλίας και αξιολόγησης, την προαγωγή της επιχειρηματικής εκπαίδευσης, την ενσωμάτωση των ψηφιακών δεξιοτήτων σε όλα τα προγράμματα σπουδών και την κατάλληλη προσαρμογή τους σε συγκεκριμένες ηλικιακές ομάδες, την ενίσχυση της κριτικής σκέψης, ιδίως μέσω της διδασκαλίας θετικών επιστημών σε περιβαλλοντικό και/ή πολιτισμικό πλαίσιο, την υιοθέτηση μιας ολοκληρωμένης προσέγγισης στη διδασκαλία και εκμάθηση γλωσσών, με βάση την πολυμορφία των όλο και πιο πολύγλωσσων τάξεων.
- ✓ **Υποστήριξη των σχολείων για την αντιμετώπιση της πρόωρης εγκατάλειψης του σχολείου και της μειονεκτικής κατάστασης στην οποία αυτή οδηγεί,** καθώς και για την παροχή ποιοτικής εκπαίδευσης, ώστε η επιτυχία να είναι εφικτή για όλους τους μαθητές, από το χαμηλότερο ως το υψηλότερο άκρο του ακαδημαϊκού φάσματος, συμπεριλαμβανομένων των παιδιών μεταναστών, που ενδεχομένως αντιμετωπίζουν συγκεκριμένες δυσκολίες (π.χ. στη γλώσσα).
- ✓ **Υποστήριξη των προσπαθειών διεύρυνσης της πρόσβασης σε οικονομικά προσιτή και ποιοτική προσχολική εκπαίδευση και φροντίδα (ΠΕΦ) και ειδικότερα** ενίσχυση της ποιότητας των συστημάτων προσχολικής εκπαίδευσης και φροντίδας και λήψη μέτρων για την κατάλληλη ηλικιακά ανάπτυξη των παιδιών, ώστε να επιτυγχάνονται καλύτερα μαθησιακά αποτελέσματα και να διασφαλίζεται μια καλή αρχή στην εκπαίδευση για όλους.

### 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 (progress reports), ενδιάμεσων (interim reports) και τελικών εκθέσεων (final reports), η πιλοτική εφαρμογή, η οργάνωση τοπικών δραστηριοτήτων κατάρτισης και διάχυσης, η δημιουργία ιστοσελίδας, η έκδοση φυλλάδιων, η δημιουργία μικρής κλίμακας εκπαιδευτικού υλικού, κ.ά. 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.ά..

#### 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 επωφελημένων 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.

### ΕΚΤΑΚΤΕΣ ΔΑΠΑΝΕΣ ΓΙΑ ΤΗΝ ΚΑΛΥΨΗ ΥΨΗΛΟΥ ΚΟΣΤΟΥΣ ΜΕΤΑΚΙΝΗΣΗΣ

Οι υποβάλλοντες αίτηση για στρατηγικές συ-

μπράξεις που οργανώνουν δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης μπορούν να ζητούν χρηματοδοτική ενίσχυση από την γραμμή του προϋπολογισμού «έκτακτες δαπάνες» (μέχρι και το 80% των συνολικών επιλέξιμων δαπανών), συμπεριλαμβανομένων των περιπτώσεων όπου οι συμμετέχοντες επιλέγουν καθαρότερα μέσα μεταφοράς με χαμηλότερες εκπομπές άνθρακα (π.χ. τρένο), γεγονός που συντελεί σε υψηλότερες δαπάνες μετακίνησης. Αυτό θα επιτρέπεται με την προϋπόθεση ότι οι αιτούντες θα μπορούν να αποδείξουν ότι οι συνήθεις κανόνες χρηματοδότησης (με βάση το μοναδιαίο κόστος ανά ζώνη απόστασης ταξιδιού) δεν καλύπτουν το 70% τουλάχιστον των δαπανών μετακίνησης των συμμετεχόντων. Από τη στιγμή που απονέμονται, οι έκτακτες δαπάνες για την κάλυψη υψηλού κόστους μετακίνησης αντικαθιστούν τις συνήθεις δαπάνες μετακίνησης.

## 3. Ψύρεση Ξταίρων / 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. Είναι διαθέσιμη σε 23 γλώσσες της Ευρωπαϊκής Ένωσης και σκοπός της είναι να παρέχει οτιδήποτε χρειάζονται οι εκπαιδευτικοί και αφορά πληροφόρηση, μάθηση και επαγγελματική ανάπτυξη, καθώς και ευκαιρίες κινητικότητας. Εκτός από την εκπαιδευτική κοινότητα, η ηλεκτρονική πλατφόρμα School Education Gateway επιδιώκει να συμπεριλάβει στην υποστήριξή της όλους τους συμμετέχοντες σε δραστηριότητες στο πλαίσιο του προγράμματος Erasmus+, όπως: σχολεία και άλλους εκπαιδευτικούς, καθώς και οργανισμούς, υπεύθυνους χάραξης πολιτικής και εθνικές αρχές, μη κερδοσκοπικές οργανώσεις και επιχειρήσεις.

Ως δημόσια ιστοσελίδα είναι προσβάσιμη απ' όλους στο διαδίκτυο (π.χ. ακόμα και από χώρες εκτός της ΕΕ). 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 εταιρών και φορέων στο εξωτερικό. Αναφορικά με την αναζήτηση εταιρών 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 εταιρών.

#### Χρήσιμοι Σύνδεσμοι:

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

## **Β. ΗΛΕΚΤΡΟΝΙΚΗ ΑΔΕΛΦΟΠΟΙΗΣΗ (ETWINNING)**

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

*Όσον αφορά στις Στρατηγικές Συμπράξεις, η Ηλεκτρονική Αδελφοποίηση προσφέρει:*

- την εύρεση εταίρων/οργανισμών υποδοχής στο εξωτερικό και τη συνεργασία με αυτούς πριν από την υποβολή αίτησης επιχορήγησης, με στόχο τη βελτίωση της ποιότητας και του αντίκτυπου των σχεδιαζόμενων έργων
- τη χρήση των εργαλείων που διατίθενται στο πλαίσιο του σχεδίου για την υλοποίηση 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 στην αντίστοιχη διαδικτυακή πύλη για την Ηλεκτρονική Αδελφοποίηση.

Η ευρωπαϊκή διαδικτυακή πύλη για την ηλεκτρονική αδελφοποίηση είναι ένας πλήρως πολυγλωσσικός ιστότοπος, ο οποίος παρέχει εργαλεία και υπηρεσίες συνεργασίας και στον οποίο οι εκπαιδευτικοί μπορούν να εγγραφούν, να αναζητούν εταίρους και να αναπτύσσουν συνεργασίες. Λειτουργεί, επίσης, ως πλατφόρμα στην οποία οι ενδιαφερόμενοι εκπαιδευτικοί μπορούν να ανταλλάσσουν πόρους, να συζητούν και να αναζητούν σχολεία-εταίρους.

Η ηλεκτρονική αδελφοποίηση παρέχει στήριξη στα σχολεία τόσο σε ευρωπαϊκό επίπεδο, μέσω της κεντρικής υπηρεσίας υποστήριξης, όσο και σε εθνικό επίπεδο, μέσω των εθνικών υπηρεσιών υποστήριξης. Όλοι οι εκπαιδευτικοί μπορούν να επωφεληθούν από τις υπηρεσίες, την κατάρτιση, την αναγνώριση και τα εργαλεία που παρέχουν οι υπηρεσίες υποστήριξης της ηλεκτρονικής αδελφοποίησης σε εθνικό και ευρωπαϊκό επίπεδο.

### **Χρήσιμοι Σύνδεσμοι:**

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

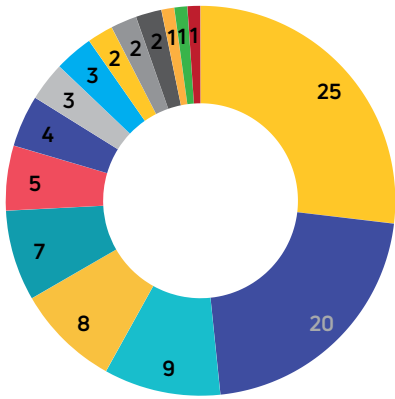
## 4. ΣΤΑΤΙΣΤΙΚΑ ΣΤΟΙΧΕΙΑ

Έγκριτων Σχεδίων Κινητικότητας ΚΑ2  
στον τομέα της Σχολικής Εκπαίδευσης (ΚΑ229)

### ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΡΑΞΕΙΣ



Τύπος Οργανισμού

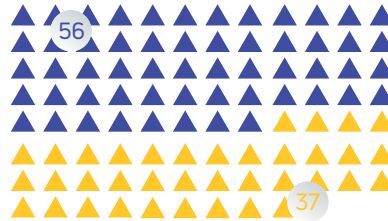


- Σχολείο-γενική εκπαίδευση (Β' βάρθμια) (26.88%)
- Μη κυβερνητική οργάνωση (21.51%)
- Ίδρυμα Ανώτατης εκπαίδευσης (9.68%)
- Σχολείο-γενική εκπαίδευση (Α' βάρθμια) (8.6%)
- Περιφερειακός δημόσιος φορέας (7.53%)
- Τοπικός δημόσιος φορέας (5.38%)
- Μικρομεσαίες επιχειρήσεις (4.3%)
- Εθνικός δημόσιος φορέας (3.23%)
- Σχολείο-Εκπαίδευση Ενηλίκων (3.23%)
- Σχολείο-επαγγ. κατάρτιση (ΔΒ' βάρθμια) (2.15%)
- Οργάνωση κινηματογραφικής παιδείας (2.15%)
- Σχολείο-γενική εκπαίδευση (Προσχολική) (2.15%)
- Ερευνητικό Ινστιτούτο / Κέντρο (1.08%)
- Μη κερδοσκοπικοί πολιτιστικοί οργανισμοί (1.08%)
- Πάροχος δημόσιας υπηρεσίας (1.08%)

93

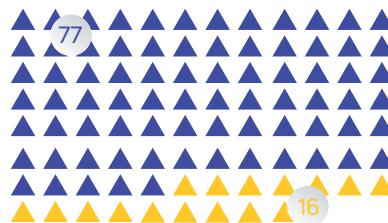
Συμμετέχοντες φορείς  
συντονιστές + εταιρεί

Δημόσιος Τομέας



Ναι (60.22%) Όχι (39.78%)

Μη Κερδοσκοπικού Χαρακτήρα



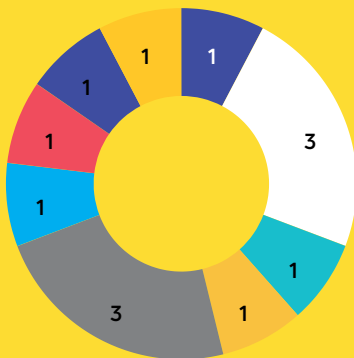
Ναι (82.8%) Όχι (17.2%)



2.817.215 €

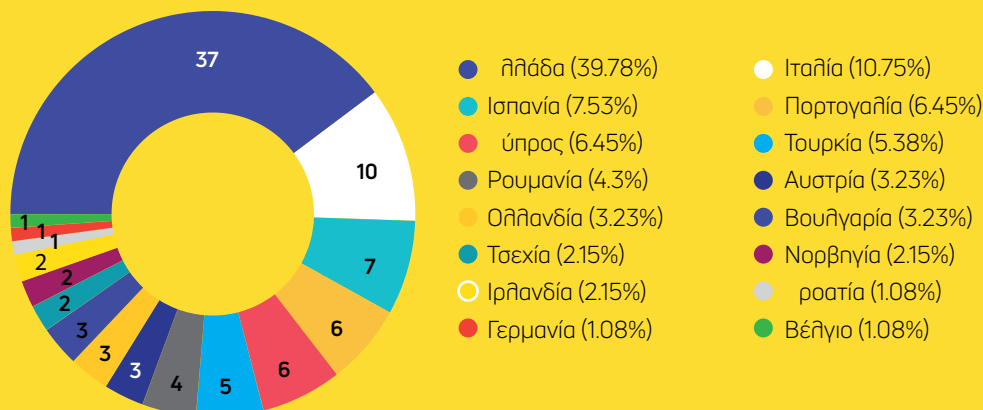
Συνολικός εγκεκριμένος  
προϋπολογισμός

Γεωγραφική κατανομή - ΣΥΝΤΟΝΙΣΤΕΣ



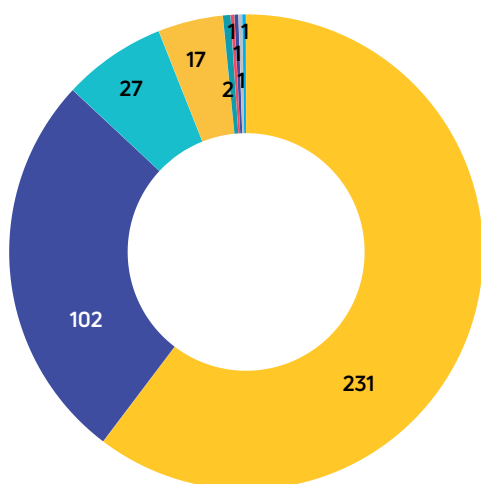
- Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki) (7.69%)
- Αττική (Attiki) (23.08%)
- Δυτική Ελλάδα (Dytiki Ellada) (7.69%)
- Ήπειρος (Ipeiros) (7.69%)
- Θεσσαλία (Thessalia) (23.08%)
- εντρική Μακεδονία (Kentriki Makedonia) (7.69%)
- Νότιο Αιγαίο (Notio Aigaio) (7.69%)
- Βόρειο Αιγαίο (Voreio Aigaio) (7.69%)
- Πελοπόννησος (Peloponnisos) (7.69%)

### Γεωγραφική κατανομή - ΣΥΝΤΟΝΙΣΤΕΣ + ΕΤΑΙΡΟΙ



ΣΥΜΠΡΑΞΕΙΣ ΑΠΟΚΛΕΙΣΤΙΚΑ ΜΕΤΑΞΥ ΣΧΟΛΕΙΩΝ

### Τύπος Σχολείου



- Σχολείο-γενική εκπαίδευση (B' βάρθμια Εκπαίδευση) (60.31%)
- Σχολείο-γενική εκπαίδευση (A' βάρθμια Εκπαίδευση) (26.63%)
- Σχολείο-επαγγελματική κατάρτιση (B' βάρθμια Εκπαίδευση) (7.05%)
- Σχολείο-γενική εκπαίδευση (προσχολικό επίπεδο) (4.44%)
- Τοπικός δημόσιος φορέας (0.52%)
- Ἴδρυμα (0.26%)
- Οργανισμός διαπίστευσης (0.26%)
- Εθνικός δημόσιος φορέας (0.26%)
- Σχολείο-Εκπαίδευση Ενηλίκων (0.26%)

376

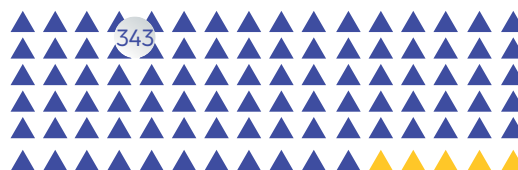
Ελληνικά σχολεία συντονιστές + εταίροι

### Δημόσιος Τομέας



Ναι (92.84%) Όχι (7.16%)

### Μη Κερδοσκοπικού Χαρακτήρα



Ναι (91.23%) Όχι (8.78%)

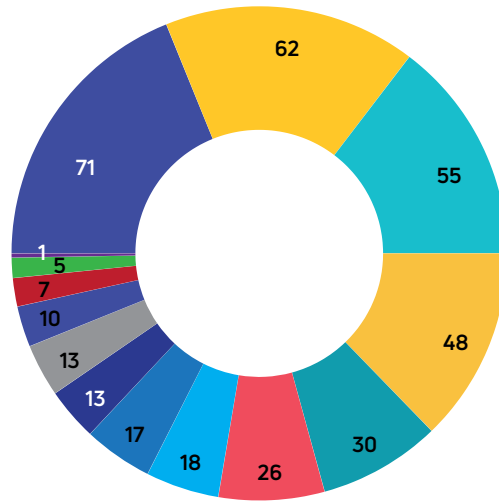


12.645.596 €

Συνολικός εγκεκριμένος προϋπολογισμός για ελληνικά σχολεία

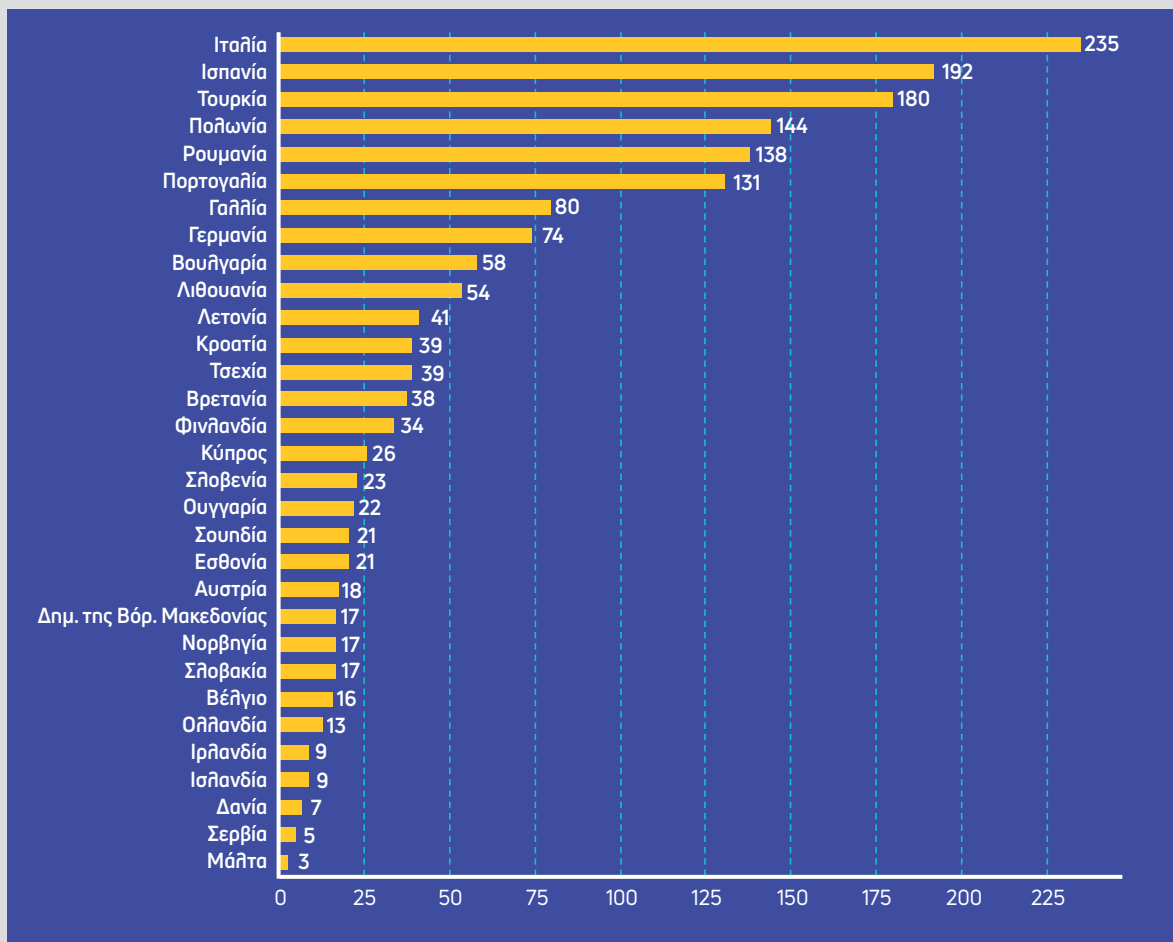


## Γεωγραφική κατανομή - ΕΛΛΗΝΙΚΑ ΣΧΟΛΕΙΑ



- Κεντρική Μακεδονία (Kentriki Makedonia) (18.88%) ● Αττική (Attiki) (16.49%) ● Θεσσαλία (Thessalia) (14.63%)
- Κρήτη (Kriti) (12.77%) ● Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki) (7.98%)
- Δυτική Ελλάδα (Dytiki Ellada) (6.91%) ● Νότιο Αιγαίο (Notio Aigaiο) (4.79%) ● Πελοπόννησος (Peloponnisos) (4.52%)
- Βόρειο Αιγαίο (Voreio Aigaiο) (3.46%) ● Στερεά Ελλάδα (Sterea Ellada) (3.46%) ● Ήπειρος (Ipeiros) (2.66%)
- Ιόνια Νησιά (Ionia Nisia) (1.86%) ● Δυτική Μακεδονία (Dytiki Makedonia) (1.33%) ● Extra-Regio NUTS 2 (0.27%)

## ΓΕΩΓΡΑΦΙΚΗ ΚΑΤΑΝΟΜΗ ΣΥΝΤΟΝΙΣΤΕΣ + ΕΤΑΙΡΟΙ ΣΕ ΣΧΕΔΙΑ ΠΟΥ ΣΥΜΜΕΤΕΧΟΥΝ ΕΛΛΗΝΙΚΑ ΣΧΟΛΕΙΑ



## 5. Περίληψεις Σχεδίων Κινητικότητας



# SUSTAINABLE INVESTMENT

## **HORIZONTAL:**

**Sustainable Investment, Quality  
and Efficiency of Education,  
Training and Youth Systems**



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062507_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Walking the Talk</b>
<b>Συντονιστής</b>	4 <sup>ο</sup> Γυμνάσιο Λιβαδειάς
<b>Εταίροι</b>	Zakladni skola Josefa Bublka, Banov, okres Uherske Hradiste, prispievkova organizace, ÖZEL FENER RUM ORTAOKULU, Fondazione Sant'Agostino
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The 2020 school and classroom is undoubtedly much different compared to 20th century environments: innovative and cutting-edge materials and tools, interactive whiteboards, projectors, ebooks, multimedia, and of course staff and teachers that can make all these work "in symphony", addressed to students that are fully immersed in technology in their everyday life. The need of approaching the real world using even more sophisticated tools such as 3D simulations and virtual reality brings to a revolutionary, though so natural, methodology to learn the world: by getting in touch with reality; by living and learning outside the classroom.

Our teaching experience has shown that teaching, when it is limited only to the boundaries of the classroom - even if we make good use of all the possible teaching techniques - risks to lead in stagnation, monotony, feeling of fatigue and gradual loss of interest in learning. With this program we want to cultivate a positive attitude of students towards learning, by suggesting a combination of teaching methods (traditional and discovery-experiential) employing elements of learning theories (experimental learning, challenge-based learning, embodied learning, inquiry and game based learning), with the aim of supporting knowledge which is provided in class.

The use of outside the classroom education, besides its philosophical background, provides the theoretical background for designing and implementing techniques, with educational tools, through educational paths that we will define in cities where participating schools are located and beyond.

Through a holistic approach to knowledge (Kolb 1984), the experience the students live, activate their senses, logic and feelings. Students acquire perception of the knowledge they receive and reflect in it, as they become creators and participate in the process of building it, with the teacher having the role of the facilitator for practical matters.

Outside the classroom education is differentiated with practices influenced by the culture, philosophy and local conditions of each country, factors that will be taken into account in this program. So it is necessary to involve different schools from different countries and cultures, covering a wide range of the diversity that is present in Europe and focusing on what students can do and not on what materials they need, both types of skills (hard & soft) are developed and experience is created which is transformed into experiential learning.

The European dimension of such an endeavour, uniquely empowered by the Erasmus+ programme, not only ensures its implementation in financial terms but is essential in order to develop, communicate and share know-how and results in a context that when it's about developing education only at European level it can be in order to create common experience and policies among member-states: for our common future generations' future.

**Κωδικός** 2019-1-EL01-KA229-062513\_1

**Τίτλος Σχεδίου** Παίζω και Μαθαίνω για τους Νέους

**Συντονιστής** Γυμνάσιο με Λυκειακές Τάξεις Ιτέας Καρδίτσας

**Εταίροι** ΟΟΥ «Metodi Mitevski-Brico» Lozovo, Sredno uchilishte «Nikola Vaptsarov», Istituto Comprensivo Bosa, Escola Secundária Dr. Joaquim Gomes Ferreira Alves, Valadares, Vila Nova de Gaia

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Having to deal with difficulties facing our students in game organising and bullying, inside or outside schools, we have decided upon cooperating with educational units from abroad to discuss the issue in common.

Our project, Play and Learn About Youth, will bring together educational units from five different countries. Cooperation and communication through ICT are bound to stimulate the participants' interest and enhance teaching practices on the basis of diversity and exchange. Although the project will be officially carried out in French, we have decided to encourage communication in all languages of partner countries.

It is a sad truth that students worldwide may share common needs but, at the same time, they lack interest in team work and creativity. Children foster many virtual relationships, thus facing problems in shaping their personalities. A nice way to prevent this is by discovering and playing essentially fair traditional games, where fair play becomes an advantage and develops into an interest in cooperation and participation.

Exchanges through the eTwinning platform will shape the project, thus building Game Museums in each school and a CD recording of relevant poems and songs. Actions will culminate in the organisation of the Games Olympics and the Games Festival with the aim of enhancing the value of fair play and the importance of respecting the rules. Making a trip down memory lane with old traditional games will function as a time machine that will revive the eras and the societies that invented each game.

All European partners unanimously agree to involve all students, regardless of their participation in mobilities. Activities have been exclusively designed in this direction. Coordinators will involve partners in designing a website, through which products will be made available to the public to celebrate diversity in theory and practice.

# SOCIAL INCLUSION

**HORIZONTAL:**  
Social Inclusion



**Κωδικός** 2019-1-EL01-KA229-062447\_1

**Τίτλος Σχεδίου** Stand by me

**Συντονιστής** 4<sup>ο</sup> Δημοτικό Σχολείο Λαμίας

**Εταίροι** Grandaskoli, Bercsényi Miklós Általános Iskola, Itälän koulu, Scoala Gimnaziala ARON DENSUSIANU, Istituto Comprensivo A.Leonori

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

According to Greek Mythology, the first volunteer was Prometheus, the Titan who stole the fire from Gods and gave it to humans, bringing knowledge and art to the world. Volunteering is the skeleton that can serve as an antidote to the crisis and social inclusion. Also, as a factor in creating active European citizens. Greek school recognizing the need to improve the quality of education in active citizenship and supporting pupils' involvement in volunteering, joined a Volunteering Greek Thematic Network, trying to give a holistic approach and cover this gap. STAND BY ME project, will work in making it worldwide and sustainable by forming a European networking group of passionate teachers and pupils.

Volunteering is defined as volitional provision of services without being paid or rewarded. Thus, people are called volunteers when unselfishly offer time, knowledge or services.

STAND by ME project empowers these values focusing in creating active volunteer citizens. This can be accomplished not only by organizing TARGETED actions, but mainly by EDUCATING pupils- teachers and community. Our project seeks with a simple way to act as a starting point for reflection around volunteering, encouragement for action and motivation.

### PROJECT'S OBJECTIVES:

- 1 familiarize students and teachers with the concepts, values and principles of volunteering and active citizenship
- 2 acquire knowledge about the ways of volunteering
- 3 encourage pupils - communities to be engaged in volunteer actions, providing them the necessary tools
- 4 strengthen teachers' profession, providing them with non formal methodologies, regarding activities that will make them able to convey the values of volunteering, equality and non-discrimination
- 5 form a NETWORK of European schools/associations promoting European identity
- 6 develop the digital, linguistic and social skills of our students
- 7 reduce the early school leavers

Just as Prometheus brought the fire to the humans, our project aims to bring the FLAME of Volunteerism across 6 countries, through 6 schools and local communities from Arctic Ocean to Mediterranean Sea. The "Volunteer's FLAME" will focus on 6 aspects of volunteering that contribute to Culture, People, Sports, Education, Nature and Science. The FLAME will spark in Iceland in Oct 2019 and will run

all over Europe inspiring volunteering in many fields and conclude in May 2021 in Romania. Within these 2 years, the FLAME's team, will experience 6 cultures, languages, ways of thinking and acting. In the end of the travel, target groups will have a unique opportunity to gain a deeper understanding of the ideals of mutual solidarity and active citizenship.

This project, lies at the roots of Inclusion, Solidarity and Active Citizenship, aims to mainstream volunteering and support disadvantaged pupils/ immigrants or with health problems to be involved in order to take over responsibility, get socialized and improve self-esteem. Target groups will be: 4560 students and 585 teachers from 6 schools, parents, institutions and youth clubs.

**The project will be developed through a variety of subjects:** Maths, Language, History, Science, ICT, Social, Cultural, Environmental Studies, Art, Music and Physical Education in order to maximize impact.

A wide range of formal, non formal and extra curricular activities will be used in order to get more inclusive schools and stimulate tolerance. Workshops, STEM laboratories, seminars, presentations, simulations, field trips, workshops, eco-games, role-play, brainstorming, Group discussion, world café, image-making, films, drama, sports. Pupils will be able to interact, having fun! Activities will be disseminated through our website, the Erasmus+ Results Platform, EURODESK, social groups and media. Moreover, eTwinning platform will be used in all phases of the project.

Through raising awareness of the importance of volunteering and sensitization of pupils to civil society support activities, we expect long term benefits as: 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, introduce Europass in schools, prevention of social exclusion, discrimination and racism, encourage of critical thinking, integration of people with poverty in the social and school environment, direct contact and communication of pupils with similar social groups. Our project, will be a basis for sustainability, developing a strategic approach to strengthening the links between the six schools and its local environment, deepening concepts of local and European identity.

**VOLUNTEERING is a Vision and life style,** aims to underline deep involvement and commitment. Gives inspiration and motivation to millions of volunteers worldwide. STAND by ME project, will support this vision to set the scene to enable the movement to grow, so the future generations will be able to live a better life!



Κωδικός 2019-1-EL01-KA229-062458\_1

Τίτλος Σχεδίου

Πέρα από «Τελικές Λύσεις»: Η Διδακτική της Ευρωπαϊκής Ιστορίας και του Ολοκαυτώματος Μπορεί να Προάγει την Κοινωνική Συμπερίληψη και την Εξάλληλη Διακρίσεων στις Τάξεις

Συντονιστής

1<sup>ο</sup> Εσπερινό Γυμνάσιο Πατρών

Εταίροι

Colegiul National, Ady Endre - Bay Zoltán Gimnázium és Kollégium,  
ISTITUTO TECNICO ECONOMICO STATALE «JACOPO BAROZZI»,  
Stadtteilschule Poppenbüttel

Διάρκεια Σχεδίου

24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The “final solution” to physically exterminate the Jews arose gradually in the Nazi regime after a policy of propaganda, stigmatization, isolation and deportation of them. For reasons that appeared as necessary back then, public opinion was convinced of the need of their expulsion in concentration camps, where, till the end of World War II, six million Jews had been massively killed. It was named “final solution” because it solved once and for good the problem of coexistence, within a pure nation, of a group of people that was spoiling the idea of a homogeneous Germany that Adolf Hitler was putting forth.

The educational system that Europe is putting forth nowadays, seventy-four years after the end of the war, bespeaks the necessity of the social inclusion of disadvantaged groups of people. The Unesco Convention Against Discrimination in Education (1960) prohibits any exclusion from, or limitation to, educational opportunities on the basis of differences, such as sex, ethnic/social origin, language, religion, economic condition, ability. In December 2017, the European Commission of the Union adopted the European Pillar of Social Rights, the first principle of which is that **“Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market”**.

Evening Highschools in Greece provide education to working pupils above 14 years of age, who have not completed their basic education or fail to do so in morning schools. For this reason, they have been considered as schools with pupils of a lesser quality, something that may lead to their stigmatization or marginalization, although these schools work through inclusive education: at the 1st Evening Highschool of Patras, for example, people of different ages attend lessons, ranging from 14 to 71 years of age, coming, moreover, from different nationalities, different learning backgrounds, and vulnerable social groups (ex drug addicts, Roma and immigrants).

This year, the 1st Evening Highschool of Patras is taking over for the first time the coordination of a strategic partnership that leads hopefully, though the studying of the Holocaust, to the elimination of discrimination in classroom and to social inclusion. The project’s objective is for the pupils to get to learn a significant chapter of History, now that Europe is being threatened by extreme right wing policies within itself, and to apply in their environment, e.g. the classroom, principles and values of a democratic coexistence, without discrimination.

Four different schools have been chosen on the basis of their historical and geographical relationship to World War II and the Holocaust, on the basis of the participating teachers' interest and on the basis of pupils' profile (inclusive classrooms or geographically isolated pupils). These are a Highschool in Sarkad, Hungary, a Highschool in Iasi, Romania, a Highschool in Hamburg, Germany, and a Technical School in Modena, Italy.

Starting from the project that has been posted on etwinning, relating to the archiving of news on fascism and violence from local newspapers and a reading club of books documenting experiences from Holocaust survivors, the activities that have been compiled are crosscurricular, crossdisciplinary, and build on team - based experiential learning. They involve History, Social Studies, Geography, English, Drama and Information Technology, they are student-based, creative, and combine study visits outside the classroom with projects / reports / questionnaires / maps / timelines inside classroom.

The school unit revives its international profile and consolidates its democratic character, opening up channels of cooperation for future European partnerships. The local community reaps the profits of lifelong learning and of a multicultural environment where difference is tolerated. In the long run, the founding values of the European Union are reinforced and thrive: human dignity, freedom, equality, democracy, human rights. Pupils, citizens and teachers return with more loving attention to where we started from: school, education.



<b>Κωδικός</b>	2019-1-EL01-KA229-062468_1
<b>Τίτλος Σχεδίου</b>	The Others and Us - Bridges Between Us
<b>Συντονιστής</b>	Γυμνάσιο Κανήθου Χαλκίδας
<b>Εταίροι</b>	Angel Kanchev Third Secondary School, Cemil Atlas Ortaokulu, IES Campanillas, Colegiul Tehnic Constantin Brancusi Petrita
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### BACKGROUND

Humans have always been searching for better living conditions and they have been forced to immigrate to countries offering a higher income and better everyday living conditions. In recent years however, humanity has experienced massive relocations of populations moving from Mediterranean war zones to northern countries where refugees – not immigrants – have sought not so much for better financial conditions but mostly for decent survival conditions away from war zones. This has been a constant source of conflict not only among host countries but also among the citizens of each country. The main features of arguments were discrimination, social seclusion and isolation, disagreements, protests, embarrassment and scaremongering.

### OBJECTIVES

This project aims at helping students to:

- identify their own attitudes, feelings and behaviour towards what is different and learn to recognize unfair practices such as prejudice and discrimination stereotypes
- recognize similarities and differences among human beings
- comprehend on the one hand the means which facilitate the development of stereotypes and prejudices and on the other hand their consequences
- learn how to get in someone else's shoes and develop empathy
- learn to recognize the negative consequences of stereotypes and react to them
- learn and recognize other people's point of view
- adopt and use what they have learned and experienced about equal treatment and respect in their everyday contact with different individuals

### PROFILE OF PARTICIPANTS / CONTEXT OF THE PROJECT

All that is mentioned in the background and objectives sections above has acted as motivation for us- the 4 Balkan, Mediterranean countries all facing the pressing reality of integrating refugees and eliminating discrimination among sensitive groups, to participate in this Erasmus+ Project.

The project will be intended to be extended to every minority or "weak" group which experiences rejection and social seclusion. Such groups include, apart from immigrants and refugees, religious minorities, people with special needs, Roma and the sexes (male, female).

## ACTIVITIES/METHODOLOGY

Activities will be carried out using a number of methodological tools based on the following guidelines:

- active involvement of all participants in the process of realizing the differences of minorities as well as the pressing need of incorporating them in the community
- decreasing and/or eliminating minorities' sense of inferiority and help them feel accepted
- getting acquainted with the Roma people's fears, intentions, expectations. Tools that can be implemented to assess outcomes using both direct and indirect methods of assessment such as: research / survey (indirect method of assessment), questionnaires, case-studies
- established accreditation criteria/standards when developing the assessment plan.



**Κωδικός** 2019-1-EL01-KA229-062500\_1

**Τίτλος Σχεδίου** Educating the Democratic Citizens of Tomorrow

**Συντονιστής** Γενικό Λύκειο Γόννων Λάρισας

**Εταίροι** Agrupamento de Escolas Henriques Nogueira, Mathilde-Planck-Schule Ludwigsburg, 42 Liceum Ogólnokształcące im. A. Mickiewicza w Krakowie, IES JOSEP SUREDA I BLANES, Gymnasio L.T. Kallitheas Ellassonas

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project is about democracy, its multiple transformations throughout time and the ways this type of government can improve people's lives. The initial idea was born during a school visit to the National Parliament. The students had previously studied the types of democratic government and the importance of the freedom of speech in modern democracies. Despite the academic knowledge, the project hasn't changed their view towards the democratic institutions.

Since we strongly believe that the systematic rejection of the democratic institutions is one of the major risks modern democracies are facing, as it could pave the way for various authoritarian ideologies, we decided to run this project. We aim to help the pupils have a different approach of the democratic institutions. We took into consideration that school projects should activate even the less advantaged. The activities are based on the principle that every pupil can develop his learning potential in an agreeable and stimulating learning environment, that favors autonomy and creativity.

The participants overcome 50% of students and staff in each school. The participants in each mobility are 30 pupils, some coming from less advantaged family environments and 12 teachers sharing the same concerns on children's needs, early school dropout and personal evolvement. Activities could involve visits to places where democracy was born, like the ancient Agora in Athens, where Athenian citizens discussed in person every issue of city life, the Greek Parliament or the ancient theater of Larissa, where poets and play writers of the 5th century A.C freely expressed their beliefs and accused their leaders, thanks to the democratic freedom of speech.

Rhetorical speeches on controversial issues and strategies used to influence the voters could be presented. Role playing could cover a significant part of the activities. The participants could play the roles of legislators, leaders, warriors, women, slaves immigrants to understand the conflict between individual and social interest. All the activities are designed to present the different and often conflicting opinions that flourish in a society and the competence required to use them in favor of the less advantaged.

The methodology will be a combination of theoretical research and development of social and interactive skills. The students, teachers and the local community will benefit from the outcome of this project. By participating in different activities the students will improve language and communicating skills, share their knowledge on democratic institutions and understand the political evolution in human societies.

The local community will benefit from those future citizens interested in discussing, negotiating, presenting arguments and respecting people's rights. In the long term, schools and communities situated in the countryside will feel that their needs will be respected and their opinions appreciated and they willingly accept their responsibilities as citizens.

**Κωδικός** 2019-1-EL01-KA229-062957\_1

**Τίτλος Σχεδίου** Art Journeys in Europe

**Συντονιστής** Ενιαίο Ειδικό Επαγγελματικό Σχολείο Γυμνάσιο-Λύκειο Μεσολογγίου

**Εταίροι** Szkoła Podstawowa Nr 2 im. Henryka Sienkiewicza w Zamosciu,  
Istituto Comprensivo Di Vittorio-Padre Pio, IES JOSEFINA ALDECOA

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This projects uses Art as a way of promoting an innovative and inclusive pedagogy and the promotion of cultural heritage within Europe. As part of the project four schools will be working closely together to identify innovative teaching and learning practices to assist SEN and disadvantaged pupils to achieve to their full potential. Teachers from all participating schools have already conducted evidence based research and have identified that their SEN and disadvantaged pupils respond much better to an adapted curriculum that focuses on Art.

As part of the project all pupils will be participating in common projects that will help them develop key and basic skills in all areas of the curriculum. Pupils will be participating in short-term exchanges and will be working together on small Art projects in each of the schools. The Art project will be focusing on the cultural heritage of each of the countries, so by the end of the project SEN pupils that participated in the short-term exchanges will have visited all different countries.

The project also involves staff mobilities, so teachers from each of the different schools can work together and exchange good teaching and learning practice in Art and how Art can facilitate the development of innovative curriculum for SEN and disadvantaged pupils. As part of the project we main aim to:

- assist SEN pupils to achieve to their full potential,
- use Art as a way of assisting our pupils to develop key skills in Speaking and Listening and Mathematics,
- use Art as a way of assisting our pupils to develop important social skills within our global context,
- give opportunities to SEN and disadvantaged pupils to travel to other countries, work with their peers and enhance their knowledge and understanding of cultural heritage,
- ensure that through these activities SEN pupils will be able to play an important role within the challenging context of our future society,
- motivate our pupils to engage with their learning and become independent learners,
- tackle early school leaving from SEN and disadvantaged pupils,
- inspire other colleagues working with SEN pupils to attempt a reformed curriculum that through Art assists SEN pupils to achieve to their full potential,
- help our local community and promote the benefits of the Erasmus projects, as well as to highlight the benefits of the European Union.

**Κωδικός** 2019-1-EL01-KA229-062991\_1

**Τίτλος Σχεδίου** Culture by Photographs - Digital Students

**Συντονιστής** Γυμνάσιο Σκάδου Νάξου

**Εταίροι** OPSHTINSKO OSNOVNO UCHILISHTE LIRIJA TETOVO, 3. Selim Ilkokulu, Gymnasio Skadou, LICEUL TEOLOGIC ORTODOX «N, STEINHARDT», Zakladni skola a materska skola Ostrava-Zabreh, Volgogradska 6B, prispevkova organizace

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### CONTEXT

We are five European schools united by such needs. We want to offer our students the best alternatives, to improve their skills, to motivate them and to increase their creativity and selfexpression. We are all familiar with the requirements of modern education systems that encourage students to participate in extracurricular activities to engage them more actively in their own learning pathway to enable them to develop while doing something for which they are passionate. Whether high or low, all students are united in the same desire to meet other students, share common interest, preoccupations, hobbies, passions, they will develop common work together, will communicate with them, and learn about European cultures. We are aware that there will be challenges along the way, but we are determined to overcome them together as a team.

### OBJECTIVES

- to enhance their motivation for studying and to increase their everyday enthusiasm for selfdevelopment
- to improve their functional, practical skills by means of photography
- to improve their intercultural awareness and raise their sense of self-identity
- to achieve 21st century European values like unbiased attitudes towards people and cultures, acceptance, non-discrimination, tolerance etc.
- to improve their linguistic as well as their digital skills
- to enhance socialization, communication and inter-personal skills
- to facilitate creativity, imagination, esthetic sense of beauty, self-expression
- to boost the self-awareness and improve the level of self-appreciation
- to give them chance to scrutinize the world from different perspectives.

At the level of teachers, the project aims to:

- boost their motivation
- facilitate collaboration as well as cooperation among more European teachers
- facilitate transfer and exchange of best practices and pedagogical approaches in the schools
- enhance their level of knowledge about dealing with various kinds of photo software

- Improve their skills in implementing Erasmus projects - improve their social, communication and interpersonal skills.

## ACTIVITIES

In order to achieve all these goals and to provide a stronger intercultural component of the project, we decided to combine photography with the pupils' daily life, their culture, their problems, their views and artistic perceptions. That is why we intend to organize 5 student exchanges on the project: 1 -one day in my life - the basics of photography; 2 - My school - color, light and design techniques; 3 -My City - Principles of composition; 4 - My Region - Capture Motion in Photos; 5. My Europe – Learn to edit photos. Before each of these meetings, students will receive tasks in accordance with the topic assigned for each exchange. They will be set up in teams for work, will draw a picture for each of these topics. During the exchange, their works will be evaluated, will receive advice and will be attended by seminars led by specialists in which they teach advice. They were assigned a new job/task as a result of the seminar.

## PARTICIPANTS

Students who are our primary target group are students with ages between 6-14 years old in each school. They will be at the heart of all our activities and will take direct and indirect advantages from the activities and results of the project. Some of them,6 for each exchange (24 per country), will get the chance to travel to partner countries and participate directly in the activities. They will be accompanied by 2 teachers on each exchange (8 / country). That is why a total of 100 children and also 40 teachers will directly participate in the implementation.

## RESULTS

Our concrete results primarily concern the achievement of all the stated goals. Secondly, we strive to produce and collect all material materials like workshop materials, student photographic reports, student photos on exchange topics, student student's forms used for self-assessment, feedback papers, different evaluation tools, dissemination materials like bulletin, photo exhibition, web site, eTwinning platform space, evaluation reports for each exchange, presence certificates, etc.

## IMPACT

All partner schools will receive precious experience and knowledge as a result of this implementation. We will share ideas, transfer knowledge, learn from each individual and observe the good and positive aspects of any system that can be accepted in our schools. We will learn about the cultures of European countries and give our schools a European dimension. Therefore, we will be more experienced and confident in applying for other future projects. Schools can continue to cooperate by creating a network of photo clubs that can be extended to other schools in our countries or other countries. We will organize contests for photography among pupils in partner schools for various special occasions. We want to make this a regular practice. That is why the project will help our school become more active and operative on the European stage.



**Κωδικός** 2019-1-EL01-KA229-063009\_1

**Τίτλος Σχεδίου** Inclusion Through Arts

**Συντονιστής** Δημοτικό Σχολείο Σαγείκων Αχαΐας

**Εταίροι** Zakladni skola Mlada Boleslav, Komenskeho nam. 76, prispvkova organizace, Osnovna skola Tomasa Goricanca Mala Subotica, Beato Juan Grande, Upesleju pamatskola, Nummelan koulu

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project involves six schools on primary level and targets students of age 6-12. Main characteristic of our project is that many of the participating students are Roma students or bilingual or students with special social and learning needs. It is based on the idea of integration of arts (oral narration, digital narration, music, drama and outdoor learning) in the process of learning and teaching mainly of Language subject.

Main priorities of our project are: social inclusion of the students, the supporting confrontation with the early school leaving (ESL) and disadvantage and the support of the “target groups” of each partner school to improve oral and written speech in Language Subject. All children love activities involving artistic expression and creativity. Especially Roma children by being connected through our program with oral traditional fairy tales narration, music and drama and outdoor learning to Language they will manage to bridge their oral tradition and special characteristics of their origin with school knowledge, personal expression, and personal experiences.

Through this method we strongly believe that students by developing social skills of collaboration and communication and by feeling accepted through the incorporation of their culture (traditions, music, fairy tales, language) can be included socially and find a reason why not quitting school, by being part of it.

From our experience, Narration and Arts encourage children to communicate ideas, feelings, problems and solutions in both verbal and non-verbal ways. Through arts students with learning disabilities and cognitive difficulties can have equal school opportunities which will prove beneficial both for the process of teaching and learning of those subjects and for the intercultural awareness them. Digital narration and outdoor learning also improves very much student’s impact and interest!

Many research studies prove the benefits of oral narration for the development of oral speaking. Also, scientists point out the importance of incorporation of mother language for bilingual students at school and the strong need for the self - stem and development of the bilingual person of the acceptance of their mother language. Our project through narration, digital narration, music, theatrical play and outdoor learning will make a channel of communication for Roma and non Roma students and the cultural variety of Europe (Greece, Croatia, Czech Republic, Spain, Latvia, Finland).

Scientifically, our project’s objectives are based on Multiple types of Intelligence theory, Project based Learning, CLIL theory about bilingual students, Art-based approaches and Outdoor Learning theory. All these theories are presented in six Trainings meetings are organised to take place in specific dates. The benefits of the Trainings are going make teachers design more interesting activities for partners target groups. All Timetable activities combine specific aims of Language Lesson and Social aims.

Furthermore through the project teachers of all schools will exchange and share their knowledge and they will produce material and ideas answering to the reality of their schools. Evaluation through project and personal research and team work, will be the answer on work stress, fatigue and personal frustration. The produced material will be posted on the Twinspace of the project, a blog that we are going to create and other Social media so as to be used from other interested educators.



**Κωδικός** 2019-1-EL01-KA229-063034\_1

**Τίτλος Σχεδίου** Integration by Smart Strategies

**Συντονιστής** 2<sup>ο</sup> Γυμνάσιο Ρόδου

**Εταίροι** Scoala Gimnaziala «Nicolae Tomovici Plopsor», ISTITUTO COMPRENSIVO «SANTA CHIARA - PASCOLI - ALTAMURA», Sultangazi Istiklal Ilkokulu, Zespol Szkol w Przyborowie

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project includes five schools of GR, IT, PL, RO, TR with pupils aged 9-13. The project focuses on the problem of social exclusion (in terms of lack of basic skills). In order to achieve this goal of inclusion, we will apply new strategies and teaching methods both during school and leisure time.

This is due to the specific needs of pupils from each of the partner schools, based on four common problems that have a major impact on students' success (1 - Lack of social inclusion, 2 - lack of basic skills, 3 - Lack of parental support 4 - Lack of socio-economic needs). Needs analysis is done in five different schools, monitored by teachers, and a major study is conducted to assess these four obstacles.

Before we created this project, we had a preliminary period for analyzing new strategies and finally we identified 5 new ones to be used in our project. Each partner will apply one of these methods in their school environment, monitor and evaluate the results. During these meetings these results will be discussed by all partners and will be passed on to each other. At the end of the 2-year project period, 5 strategies will be implemented and evaluated. According to the observation and the results of the success, the partners will continue to use these strategies and methods in their schools.

We intend to develop new strategies for these schools to improve their ability to prevent school drop-out through a joint international partnership based on good practice in each school. The project tries to find methods to encourage the inclusion of disadvantaged students in community and labor market activities.

We will practice new types of links between formal and non-formal education to offer our students solutions to these four problems and real opportunities for their behavior.

## OBJECTIVES

- encouraging the inclusion of excluded students, those with a lack of basic skills, pupils with special needs, stimulating their integration into primary education and society
- implementing new strategies to tackle social exclusion, lack of basic skills and dropping out of school
- introduction of new methods in the field of emotional and social development of children in the practical training materials for pupils with special educational needs
- to give teachers and different learning methods and to share their good practices

## NUMBER AND PROFILE OF THE PARTICIPANTS

Students / teenagers: 180 of them will be actively involved in the project activities. We hope that about 1200 students / teenagers will be indirectly affected.

Teachers / adults: Each partner organization will have teams of 5 teachers, so 30 of them will take an active part in the project. There will be an English teacher, a math teacher, an ICT teacher, a pedagogical counselor, and a science teacher. About 150 teachers / adults will be indirectly affected.

- › **Administrative staff:** The head/chairman and deputy head will take part in the project, approximately 36 administrative staff will be indirectly affected.
- › **Families:** The number of family members will total 300. They will participate in the preparation of traditional food for the international cultural evening and will contribute to familiarizing with the culture and traditions of the host country.
- › **Local community:** The local community, including the local press, the municipality, the national education directorate, and the PTA, will be important in disseminating the project to a wider community.

## RESULTS AND IMPACTS

Through our project, the five partners intend to create both short-term and long-term material and nonmaterial results and achieve the greatest possible impact on future projects and processes: students will overcome low self-esteem and have a leading role, the project website will provide uninterrupted access to general information on project activities, progress and results, publication of newspaper articles and creation of panels or leaflets to inform other people about the main project outcomes, communication and cognitive skills for students at risk, the cultivation of effective partnerships between trainers, lecturers and public organizations.

# LANGUAGE TEACHING

## SCHOOL EDUCATION:

Promoting a Comprehensive  
Approach to Language  
Teaching and Learning



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-063013_1</b>
<b>Τίτλος Σχεδίου</b>	<b>English Radically Unifying Didactics In Teaching In-Formally or Not</b>
<b>Συντονιστής</b>	Γενικό Λύκειο Προαστίου Καρδίτσας
<b>Εταίροι</b>	Escuela de Arte y Superior de Diseño de Corella, HATAY FEN LISESI, liceo scientifico Galileo Galilei
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The advent of XXI century, the globalization of society and the introduction of innovative technologies led to a meaningful change of the roles of schools, teachers and educators. In fact, as Internet and mass media offer all the information available to the community, the role of teachers, instructors and mentors is changing shape. In particular, schools are the first environment where the talents and potentialities of the new generations are inspired, recognized and developed. However, today old methods and curricula seem to be still the basis of a large number of schools in different countries. Rigid books, inflexible subdivision of subjects and timetables, meticulous organization of study units are defining the school as "a fundamental support to self-learning through the text" (Serres 2012: XX). Conversely, the proposal of new methods and teaching strategies is outdating the idea of a frontal lesson with a centralized teacher and promoting students as individuals with unique attitudes, inclinations, levels of attention, preparations, emotions and approaches to the subjects.

The analysis of the current situation inspired four schools from four countries, that is Italy, Greece, Spain and Turkey, to start a 24-month-cooperation for the realization of a project entitled E.R.U.D.I.T.I.O.N., that will be funded by Erasmus+ program of the European Commission.

The main goal of the project is the definition, implementation and dissemination of a method for the teaching of English Language based on the analysis and the comparison of curricula and methods grounded in different countries and the experimentation of alternative educational techniques.

The main goal is structured in four smaller objectives, one for each target group of the project:

- The involvement of 120 students from 4 countries in developing and implementing a method for learning English Literature based on active participation, cooperation and intercultural exchange.
- The cooperation and the exchange of practices of 4 teachers from 4 countries for the realization of a method for the teaching of English Literature shaped on the needs, on the individuality of each student and on the opportunity offered by new technologies.
- The sharing in the partner organizations' local communities of the results and the tools developed during the project in order to spread the impact of the method and the opportunities offered by the Erasmus+ program.
- The promotion of the method at international level through social media and the creation and development of an application for mobile device as a support for learning.

The method outlined for the implementation of the project was developed from the analysis of the questionnaires filled by both teachers and students in December 2018. The outcome is a method answering the needs of each country and school, and aiming to the common objectives of enhancing the motivation, the interest and the active participation of students in relation to specific topics connected to English Language and Literature.

Adding to that, the activity supports the mutual training of the teachers on the Information Communication technologies, involving the use of interactive devices and multimedia as a support for the ordinary lesson, evident in the warm-up, where the topic of the unit is introduced by the vision of a video presenting intense images and sounds, involving students in an experiential learning introduction. In addition, workshops of video recording and film-making are introduced to foster cooperation and team-building in the class. Finally, teachers will plan the use of material and online lessons to review specific subjects or to research material, that is Oil Project and EdTed, and one website that collects slides and presentations, that is Slideshare. Furthermore, teachers will plan the working together with Prezi, Voicethread, Genious and on online working platforms such as Moodle, Slack, Socrative and Trello.

The impact of the project involves students, schools and communities. The European program Erasmus+ envisages the general visibility of the project through an activity of dissemination of the results that is held in the Follow-up phase of the project. In particular, the promotion of the project is ensured by the opportunities offered by the innovations brought about by new technologies and the diffusion of social networks.

In general, the promotion of the project and of the method is arranged by a plan agreed in accordance with the 4 partner schools and involving students, teachers, organizations, authorities, local and international communities.



# ESL

**SCHOOL EDUCATION:**  
**Tackling Early School Leaving  
and Disadvantage**





**Κωδικός** 2019-1-EL01-KA229-062496\_1

**Τίτλος Σχεδίου** Be Cool Stay at School

**Συντονιστής** Γενικό Λύκειο Βαλτινού Τρικάλων

**Εταίροι** Ελληνικό Λύκειο Μονάχου, Academie provinciale des metiers, Escola Secundária de São Pedro da Cova, Gondomar, ISTITUTO DI ISTRUZIONE SUPERIORE «G.LA PIRA»

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Young people live in increasingly disconnected societies, with often far less family and community support than they need to be their best. Educators face the consequences of this situation in their classrooms every day for example a lot of problems in relationships that developed in school among students and lead to disciplinary problems and bullying situations.

In BE.COSTAS project we adopt the philosophy of approaches that emphasize the belief that humans are 'profoundly relational' and set as a goal to replace punitive, managerial structures of schooling with those that emphasize the building and repairing of relationships. The aim of the project is to develop policies and strategies that create inclusive and positive climate in our schools through raising the student's awareness of the peaceful resolution of conflicts and create the conditions for the restoration of relations rather than punishment. Also we intend to help the members of the project spread these ideas in their schools creating a guide for each school, detailing the steps to implement the practices to be adopted and a portfolio with tools such as activities, posters, slogan, films, songs.

The project involves four countries and five schools (Greece, Portugal, Italy, Belgium) who aim to exchange their practices through five transnational meetings where will be applied seminars, workshops and activities. Also we will use eTwinning platform as a virtual space (TwinSpace) for our student's interaction and collaboration, as a virtual store for the activities carried out during the project and also as a dissemination space (twinning live).

Each school will be the host organization once and all the other four partner countries will be accommodated. Twelve students from each school will take part in total with two teachers or the accompanying school principal every time. All students will be between 14-17 years of age in order to organize activities more easily with respect to their interests. All the countries together during the mobility will carry out common activities, between the mobility each of them will hold more or less the same workshops but from a specific point of view depending on their human resources – combination of students and teachers. In addition to all activities, there are also shared ones among the partners in accordance with their competences shown during the past project.

The Greek school of Valtino, in which belongs a teacher of greek language who is specialized in counseling and is also psychologist with a large work experience in prevention, non violence conflict management and teacher trainer for the above topics, will be responsible especially for the methods which will be used and the type of the results which will be produced. Portugal will base its activities on the former experience (as a school and as persons) and will be in charge of the dissemination and evaluation, will take care of blogging and creating a Facebook, make evaluation sheets and questionnaires for evaluating the results of the activities. Italy will be in charge of the guide for each school, detailing the steps to implement the practices to be adopted. Belgium, will be the one who will act as

an example “a good practice” lightening our path to create a positive climate in our schools and will be responsible for the portfolio with tools such as activities, posters, slogan, films, songs, that will be created. The Greek school in Munich has no experience in Erasmus+ projects but its teachers have a lot. It will be responsible for the e-twinning platform (the TwinSpace, e-twinning live) and create knowledge quizzes and the website.

The results of the activities after the two-year project implementation will be the creation of a guide for each school, detailing the steps to implement the practices to be adopted and a portfolio with tools such as activities, posters, slogan, films, songs. These material will be placed on the TwinSpace and all new practices and methods will enrich school environment and climate.

And in this healthy school environment with a positive and peaceful climate students will be able to develop their cognitive abilities and achieve their academic goals. Also such an environment is what will contain and include pupils who have difficulty adjusting or threatened to be rejected.

Awareness and education in life skills will help them not only adapt to the school but also to their later life. All mobility participants will improve their key competences, primarily in the field of ICT and communication in English. Dissemination of project activities will be carried out regularly at all stages of the project with the aim of informing the public and motivating the teaching staff at the local and national level to adopt new way of interaction in school community.



# DIGITAL ERA

## **HORIZONTAL:**

**Open Education and Innovative  
Practices in a Digital Era**



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062400_1</b>
<b>Τίτλος Σχεδίου</b>	<b>European Food Adventures</b>
<b>Συντονιστής</b>	12/Θέσιο Δημοτικό Σχολείο Ορμυλίας Χαλκιδικής
<b>Εταίροι</b>	CEIP L'AMISTAT, Α' Δημοτικό Σχολείο Τσερίου, Osnonna skola Lucac, Agrupamento de Escolas de Barroselas, Mehmet Cekic Ortaokulu
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"Once upon a sweet day six girls met at a training course in Ankara, Turkey. They carried something related to food with them and they were strangely dressed. The girl from Turkey guided and hosted her new friends. They learned so much about that country and they had so nice time together and that they signed the "contract of friendship". When it was time to leave, their friend from Croatia invited the rest to her own country to get to know that better and to strengthen their friendship. They all were very excited and thought that it would be a great idea to continue this journey to the rest countries. Furthermore, they decided to write a diary to keep their adventures alive and to give the opportunity to experience these beautiful places, to other people who would read it..."

It's not just a fairy tale, it's the real story of the two years Erasmus project between the six schools from Greece, Turkey, Cyprus, Spain, Portugal and Croatia that met and are going to cooperate in the "European Food Adventures" project.

Diet is an important factor which affects people's health. The eating habits are adopted from early childhood. This is why particular awareness of the school is needed in this area. All partners have noticed that pupils have a more or less important problem with their eating habits and are worried about pupils' health. Children receive many wrong messages through advertisements of unhealthy snacks. Furthermore they eat a lot of fast food and junk food and have sedentary lives due to overuse of technological devices. Teachers also noticed that pupils have a little European conscience as they have little or no knowledge of Europe and European Union.

It's a main objective of this project to raise awareness about good eating habits and happy lifestyle with physical activities. Concurrently the project involves a better knowledge of the European Union, European traditions through healthy food and exercise instilling into children's values such as respect to the national culture, heritage, national symbols, promotion of respect to foreign cultures and traditions and the equality of humans.

This project will give pupils the opportunity to improve English, ICT, presentation skills and research. The project is based on the idea of open learning and interdisciplinary work. Students and teachers will travel to partner countries to get to know each other, to work there together, to be in touch with their culture and education systems, to learn from one another and exchange ideas and experiences. They will build a garden, grow plants, watch their growth, visit farms, gardens, fields etc, they will cook and play, organize campaigns and presentations to the local community about healthy habits and the European dimension of the project.

Common products will be: two books about traditional food and games, the story mentioned above at the beginning of the text and two card games. There will be seminars to organize and many events. Happy moments with pupils' families, cooking, playing, trying to reach a better vision of life and give

pupils strength in mind and body and knowledge, too. Working in teams with planned objectives will allow pupils to develop other important citizenship skills, helping them become sociable, tolerant, responsible, with confidence.

All the schools have students with special needs and those who are marginalized. Many of them don't like being at school and try to avoid learning. Because of this all the schools have decided to enrich their teaching methods with non formal practices and inclusive approaches and within this project it can be reached. Besides, the teachers will discover other European countries and cultures, meet European colleagues and educational systems, develop their awareness and knowledge about how to lead a healthy life, increase the use of foreign languages and ICT and discover different teaching methods in pedagogical approaches and school management and as a result they will make their teaching more attractive. The European dimension of the participating schools and their profile will be strengthened, too.

Networking, social media, newsletters, flyers, presentations at meetings, conferences, on exhibitions, fairs, carnival fests, promotional material and products, the project website are the most important tools for the dissemination of our project, its progress and results.

The main target groups are the teachers, pupils and their families. We estimate a total number of 4000 indirect participants who will learn about the project: parents and members of the local community, other schools, the online audience, will be indirect beneficiaries of the project activities by having access to the information provided by the project results and activities of dissemination. There is also an endless open number of possible indirect beneficiaries that can learn from the project in time, after the project remains available for useful guidance in the future, for the online audience.



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062417_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Les Fables, Miroir de la Vie</b>
<b>Συντονιστής</b>	<b>3<sup>ο</sup> Γυμνάσιο Καλαμάτας</b>
<b>Εταίροι</b>	<b>Saint Benoit Maupertuis, INSTITUT CAMPCLAR, SCOALA GIMNAZIALA MIRCEA SANTIMBREANU, Haarlemmermeer Lyceum, Wentzinger Realschule</b>
<b>Διάρκεια Σχεδίου</b>	<b>24 Μήνες</b>

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main priority of the “Fables, mirror of life” project is to use the fables of Europe as an educational tool in French-language teaching by introducing the practice of the flipped class in the 6 schools of the partnership. The teachers will promote the works of the major fabulists of their 6 countries: Aesop, La Fontaine, Gotthold Ephraim Lessing, Felix Maria Samaniego, Tomas de Iriarte, Grigore Alexandrescu and Leen Valkenier to produce 24 video capsules as well as the worksheets that they will then integrate in their teaching. The practice of the flipped class combined with other pedagogical methods such as the “Think-pair-share” method will allow students to work at their own pace, to have direct access to knowledge and to help each other to obtain the best results (inclusion, equity). The pedagogical approaches used and the conclusions drawn during the two years of this Erasmus+ project will be available to all teachers in partner institutions wishing to diversify their practice through the Erasmus and Twinspace platforms and seminars.

The many activities carried out before, during and after the mobility of the project will give pupils the opportunity to discover an important aspect of the common European heritage: the fabulists of Europe from antiquity to the present day, their country of origin, their fables and their morals. Particular emphasis will be placed on the morality of the fables that the pupils will relate to important current topics (economic, political, social, respect for nature and the environment) and to their own lives by choosing the fables they find very useful for them. In the second case, they will write a list of good habits to adopt in order to become better in family and society.

The project also attaches great importance to the creativity of the students who will be invited throughout the project to dramatize fables, produce artistic works, recite, sing and finally become fabulists, by participating in the fables competition. The two best fables invented and written by each school will be translated into English and all the languages of this partnership. The students will illustrate them. Totalling 12, these illustrated fables produced by the students of each country will then be compiled into a booklet published in Romania. Then during the mobility phase in Romania, the book will be officially launched at the National Museum of Romanian Literature with the presence of an author, a publisher, a literary critic and Romanian journalists. Copies of this booklet will be distributed to students participating in the project but also to students from other schools.

Finally, through the fables, through the portfolio of the students participating in the project, through the platforms such as eTwinning, the project sites etc and through the various events open to the public, the project team will have the opportunity to show the societies of the past and of the present as mirrors, in order to build the society of tomorrow.

**Κωδικός** 2019-1-EL01-KA229-062446\_1

**Τίτλος Σχεδίου** Let's Go Cultural!

**Συντονιστής** 10<sup>ο</sup> Δημοτικό Σχολείο Ελευσίνας

**Εταίροι** Whitehouse Common Primary School, Volksschule Wildbach,  
CEP ANTONIO DE ULLOA, BAHATTIN OZYAZICI ILKOKULU

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

“LET’S GO CULTURAL” intends to involve students aged 6-11 from the 5 different partner schools and assist them in developing 21st century skills and competences. The innovation of our project lies on the fact that the use of ICT in education will be increased, the learning for foreign languages will be fostered and the quality of education will be improved. Through the activities students will delve into their own culture, accept and adopt its values and become reflective towards it.

At the same time, they will be open and receptive towards EU cultures and feel that it is their duty to protect, preserve and spread out our EU cultural heritage. Students will cooperate in multi-cultural teams and student minorities will be integrated. The participant teachers are knowledgeable about the fact that there is a great need for the school curricula to be changed in order to meet student and society needs. To this end, we intend to incorporate the use of ICT into our learning and teaching processes. We plan on keeping our students more involved and enhance learning and teaching outcomes.

The objectives we want to reach are:

- 1st:** Promote and advance student responsibility of about 250 students of the EU schools to preserve and safeguard the European culture and cultural heritage during the period of September 2019 until August 2021
- 2nd:** Encourage an intercultural dialogue among learners and teachers
- 3rd:** Create and develop activities which combine learning, language learning with European cultural heritage
- 4th:** Form a EU community consisting of teachers and students
- 5th:** Improve students ICT, language skills and students school performance
- 6th:** Achieve inclusion and acceptance of students of different cultural backgrounds

Our project invites students to experiment, create, be innovative. The final tangible outcomes of our project will be: five presentations “Let’s get to know each other”- introducing each other, our project logo, 5 videos which will deal with the local cuisine, crafts and traditions, 1 Recipe e-book, 1 picture dictionary with our languages, 1 digital graffiti wall with ART, 1 project website, a Facebook group page, a travel guide, 1 EU history festival, 5 culture games, 2 e-newsletters, an e-Twinning project, a DVD which will include samples and a collection of examples with Active learning activities which combine cultural heritage with education.

There are different groups which will take part in the project. The students are about 200 and their age ranges between 8 and 12. There will be a number of 120 teachers who will participate and con-

tribute to the project, members of the staff (librarians, school counselors, accountants), 250 families, and about 150 representatives of the City Hall, local communities, local media, Local library and clubs, etc. The group of teachers who will participate in the mobilities are 60 teachers.

The philosophy of our project rests on the belief of a school open to community and society and on involvement of the greatest possible number of people. There will be formal and informal approaches. To this end, teachers attending mobilities will share their experiences with their colleagues and students during information sessions, focus groups and classes.

All partner teachers will work and interact with students in participant schools, while, at the same time, there will be online meetings with students from the other partner countries. Materials will be created through interaction and collaboration. Student minorities will be integrated into student groups and will become equal parts of the teams. We regard shared information gained from first-hand experience as extremely important both for the school atmosphere and the cooperation. Furthermore, the students will wear and present the traditional costumes of their countries.

This will acquaint them with costumes and traditions of other European countries. The variety of the activities responds to all students learning styles and preferences and this renders our project innovative and paves the way for the spirit of collaboration, interaction and active learning both at school and in the work place.

We 5 short-term joint staff training events planned, have clearly set objectives and all participants will take initiatives in order for the activities involved to reach the the appropriate aims. It will be a meaningful experience for all. Before each meeting a needs and expectations and fears analysis will be carried out by means of questionnaires. The results will assist in creating adequate and focused activities for the project. Students' behavior will be monitored throughout the activities and they will also be encouraged to share their feelings and experiences.

Taking into consideration the whole layout and design as well as implementation of our project, we believe that our project will have far-reaching results for all participant members and schools.



**Κωδικός** 2019-1-EL01-KA229-062470\_1

**Τίτλος Σχεδίου** ERA+: Integrated Learning Challenges

**Συντονιστής** 2<sup>ο</sup> Γυμνάσιο Κέρκυρας

**Εταίροι** 88 School «Dimiter Popnikolov», Colegiul National Militar Stefan cel Mare, Herderschule Giessen, Institut Camarles, Zakladna Skola

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

ERA+: Integrated Learning Challenges. Education is a life long process still largely perceived as an ascertained knowledge in a number of isolated subjects, to be dispensed by the teachers to the students. Such an approach does not meet with the kind of challenges young people are going to face in the international job market. Rapid technological changes impose competitive educational models. Strategic partnerships between schools, aided by European funding and educational platforms such as eTwinning, give the opportunity to cross virtual and physical borders and experiment with alternative methodologies.

Our project draws from the general theme “Physical and cultural resources”, dealt from an educational point of view studied in a multidisciplinary and transversal way. Each country (except Greece who is the general coordinator), will work on 4 domains (Science-Language-Arts-Sports) but concentrate and be responsible for one of them according to individual strengths and orientations: Germany and Spain-sciences, Bulgaria-languages, Slovakia-arts, Romania-sports. This kind of structuring and organization together with the continuous eTwinning publicizing, will guarantee effective implementation through various control levels. International meetings, real and virtual ones, will contribute to students’ developing of the following abilities and competences:

- Learning to learn
- Social conscience and civic competencies
- Environmental conscience and sensitivity
- Cultural awareness
- European identity
- Communication in mother language and foreign ones
- Math/science/tecnology (digital)

This project will help students acquire a more thorough understanding of cultural, geographical and historical aspects of the partner countries and of Europe in general, thereby increasing their European dimension. They will enrich their social skills through cooperative work in small and large groups during the unfolding of the whole project. We will aim at focusing on developing the multiple forms of intelligences (linguistic, musical, kinesthetic, interpersonal, intrapersonal, logical –mathematical) through a wide range of activities and project initiatives. This will mean a lot to students since the evolution of these personality dimensions and acquisition of skills will contribute to personal and academic development and their future incorporation into the professional world.

The main directions the project follows (Arts, Science, Languages and Sports) will give each partner school the opportunity of having local partnerships with Sports Associations, Museums, Universities, in an attempt to extend the range of approaches and to enlarge the framework of the project and its impact. These local partners will give the students the chance to familiarize with different working environments and with various aspects of the realities they live in. Through international collaboration they will get a larger view upon these aspects, at a global level. Furthermore, teachers, schools and educational communities as a whole will gain benefits as well.

Teachers will be able to improve their English and use it to stay in touch with the international education community once the project is finished. Education Portals will be a key factor not only in developing the project but also to keep teachers' skills, methodology, resources and ICT tools as applied to the teaching-learning process up to date. Teachers will also share experiences with colleagues from other European schools via eTwinning projects.

Schools as institutions, will also receive a positive impact since all of them will see their prestige and consideration increasing, thanks to their participation in European programmes, thereby helping to create a space for shared learning which provides knowledge and experience that favors educational excellence in schools.

The impact is expected to be long-lasting over time since the resulting materials may be used in similar experiences and classrooms after the project is completed. Access to these materials will be free (OER) so that other schools will be able to use them. These materials will be published at our Education Portal.

The effects will be extended and disseminated to other educational communities such as centres for environmental education, universities, sports associations, libraries and (national) art galleries, museums, philharmonics and dance schools through activities, communications and publicising. Families will also be a target audience for the dissemination of activities, initiatives and products resulting from this project. Nevertheless, the impact on them will be significant, as it will allow their children to get in touch with the lifestyle and culture of other families from different European countries. We trust that hosting and be hosted will be beneficial for all parties involved.

Lastly, evaluation of the project's learning outcomes and developed competences will be guaranteed and certified with the use of YouthPass.

**Κωδικός** 2019-1-EL01-KA229-062472\_1

**Τίτλος Σχεδίου** Energy Resources for Sustainability

**Συντονιστής** Πειραματικό ΓΕΛ Μυτιλήνης του Πανεπιστημίου Αιγαίου

**Εταίροι** Αρσάκειο Λύκειο Πατρών, I.E.S. Campos de Amaya, Agrupamento de Escolas de Arouca

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

A more diverse multicultural environment and changes in societies, are the factors which affect today's education system. Schools have to adapt with these changes and develop a social environment that promotes citizenship and European values, respect for ethnic and cultural diversity and promote each child's initiative and ensure his/her prosperity. Today's teachers must not only develop their professional skills and knowledge, but also foster values such as care and commitment, creativity, open-mindedness and positive thinking.

The project aims to promote citizenship through activities and campaigns, encouraging pupils to express their views and letting them know that their input (opinions, decisions, and participation) as citizens is important.

Working in an international team they will get a better understanding of the essence of democratic principles, cultivate a spirit of patriotism and engender respect for the history, traditions, culture of others leading to tolerance and respect for difference.

We hope to strengthen cooperation between the school and parents, learn more about the problems and situations the child encounters and offer a professional assistance for ensuring a safe and comfortable environment for the child's welfare.

The young people will have meetings with representatives of local authorities and campaigns will reveal common issues young people across Europe have and will offer each other wide range of solutions.

The international team of teachers together with school psychologists, social pedagogues, parents and school management will work together and select experience and samples which will be put together into a tool-kit called "The school that you are looking for", which will be translated into eight languages. This will contain useful information and innovative methods as well as suggestions to support schools and teachers, parents and the community in educating an open-minded, creative, responsible and inquiring generation.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062930_1</b>
<b>Τίτλος Σχεδίου</b>	<b>A School 3.0</b>
<b>Συντονιστής</b>	Γυμνάσιο Ζηναρίου Κω
<b>Εταίροι</b>	Istituto Istruzione Superiore «Augusto Righi», Zespol Szkol Kształcenia Ustawicznego w Krosnie, COLEGIUL NATIONAL «VASILE GOLDIS» ARAD, Haydar Akin Vocational and Technical High School
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

It was observed by all our partners during education and training that rapidly growing robotic applications in education attracted the interest and attention of the students and helped them to participate classes more effectively and more enthusiastically. Preparing today's students requires educational systems to provide a core body of knowledge as well as a set of skills needed. At the same time the rapid growth of digital tools available increase the challenges of nowadays. The high exposure of 21st century students in web 2.0 tools, devices, and environments opens a window of new affordances, challenges, opportunities, and skills for learning/teaching and assessment.

The project is expected to have a fundamental and lasting impact on pedagogy and innovation in practice of teachers across Europe, modernizing and making more relevant and motivating many aspects of the teaching activity, through the use of new technology. The project has major potential for enhancing student understanding, reflection and collaborative contributions to the creation of knowledge in school across different subjects. The project also aims to influence students' (and teachers') attitudes, particularly their awareness of major issues such as global climate change and the importance of observing and monitoring the natural world, and to improve their knowledge and respect for the environment.

### PROJECT AIMS:

1. Develop in students basic knowledge (based on national curriculum) and a set of skills necessary for 21st century students
2. Implement at school learners' centred approaches based on self-regulated learning, self-reflections, peer assessment, collaborative work, etc
3. Use of relevant technology Robotics, Coding, Computational Thinking in order to engage students in the learning process
4. Create a at schools framework to introduce innovative learning and teaching practices and this will be done through improving teachers' competences to implement innovative teaching approaches and also prepare teachers to assess students' learning (both knowledge and skills)

### OUTPUTS:

Organizing training workshops, materials, services and resources to assist teachers design learning tasks for aligning learning goals and assessing transversal skills using ICT affordances and opportunities. Sharing professional practice in relation to the development new learning and teaching methods and assessment of transversal skills.

A website with ten learning practices by country ready to use at the classroom on different subjects (using robotics, coding, etc) The materials will be in own language of the participants and in English.

There will be organized 5 LTTs (one per country) lasting 5 working days:

- › Italy - Computational thinking;
- › Turkey - Use of 3D printer;
- › Poland - Circuit drawing, simulation, animation and PCB drawing: Proteus;
- › Romania - Own designed robotic projects;
- › Greece- Open Source Coding: Scratch and Mblock Programming Languages.

To guarantee that the project is executed within scope, time and budget, assure the effectiveness of the project activities we create a Project Executive Board (PEB): main decision-making board, formed by one representative from each partner. It will define the strategic objectives, solve any conflicts between partners, manage necessary changes to the project and exploitation of common results.



# CULTURAL HERITAGE

## **HORIZONTAL:**

**Social and Educational Value of European Cultural Heritage,  
Its Contribution to Job Creation, Economic Growth  
and Social Cohesion**



**Κωδικός** 2019-1-EL01-KA229-062130\_1

**Τίτλος Σχεδίου** Let's Open a New Window Into Cultural Heritage Consciousness Through Digital Technologies

**Συντονιστής** 1<sup>ο</sup> Επαγγελματικό Λύκειο Γέρας Λέσβου

**Εταίροι** IES SAN MATÍAS, St Bede's and St Joseph's Catholic College, Mehmetçik Anadolu Lisesi, Smáraskóli

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Cultural heritage has a universal value for us as individuals, communities, and societies. It is important to preserve and pass on to future generations. Europe is a continent which has a rich cultural heritage. Cultural heritage is the fabric of our lives and societies so our European heritage is, in fact, the result of the contributions of many different cultures. It was built over a long period of time and also across many borders. According to a recent Eurobarometer survey, eight out of 10 Europeans think cultural heritage is not only important to them personally, but also to their community, region, country and the European Union as a whole.

The diversity of our heritage will illustrate the diversity of European. Understanding cherishing our heritage is essential to the development of a genuine openness of mind and to understand how Europe and the European cultures have been developing in the past and will develop into the future. The project will bring communities in partner countries together and build shared understandings of the places we live in.

Moreover, advances in computer and multimedia technologies allow for the production of digital information and large repositories for multimedia storage at little cost. This has led to the size of multimedia collections increasing rapidly, including digital libraries, medical imaging, art and museum collections, journalism, advertising, and home photo archives. As a result, it is necessary to design automated multimedia retrieval systems that can operate on a large scale. The main goal is to create, manage and query multimedia databases in an efficient and effective (i.e. accurate) manner.

### OBJECTIVES:

- to discover and engage with Europe's cultural heritage and at the same time preserve the heritage in their neighborhood;
- to encourage the sharing and appreciation of Europe's cultural heritage as a shared resource;
- to raise awareness of common history and values;
- to draw attention to the challenges cultural heritage faces, such as the impact of the digital shift, environmental and physical pressure on heritage sites, and the illicit trafficking of cultural objects;
- to encourage more people discovering and exploring the opportunities of Europe's rich and diverse cultural heritage reaching manifestations of cultural institutions such as archives, libraries, and museums;
- to bring people together and make a contribution to more cohesive societies.

## NUMBER AND PROFILE OF PARTICIPANTS:

5 European secondary schools from 5 countries in Greece as a coordinator and Turkey, The United Kingdom, Iceland, and Spain all wishing to have curricular and/or extra-curricular programmes for digital cultural education.

## METHODOLOGY

We want to develop the digitised material from cultural institutions in school education such as:

- › learning and educational content;
- › documentaries;
- › tourism applications;
- › games;
- › animations;
- › design tools.

## APPROACH

- Study of relevant bibliography, from the Internet, school libraries, magazines, documentaries
- Whole school approach strategies
- Group and hands-on approach
- Classroom lessons on the topic of the project, extracurricular cultural activities
- Setting up an Erasmus Corner or wall in each school to share the outcomes and information about our multicultural project
- Creating a WEB, electronic booklet based on tradition and customs
- Cooperation, implementation, dissemination, evaluation through English, E-mail, Skype, greetings, contact between staff, students of participating schools
- Participation in transnational mobility of teachers and pupils, preparing them for a better integration as European citizens.

## RESULTS

Learning to use modern languages, more or less spoken, getting new information about the culture and civilization of European countries, the project will stimulate motivation for education, curiosity, awareness for our cultural environment.

The teachers will use the pedagogical methods and materials developed in the classroom to sensitize their pupils, the parents and the community in general to these intercultural issues, for a new European dimension.

describes how face-to-face and online collaboration enabled diverse institutions to achieve the most salient goals of the Digital Cultural Heritage project.

## LONG TERM EFFECT

This enormous trove of digital information produced today in practically all areas of human activity and designed to be accessed on computers may be lost unless specific techniques and policies are developed to conserve it so as our primary goal of the project is to create an online database that housed digitized materials from archives, museums and libraries, participants will have a chance to preserve cultural heritage information for future generations.



**Κωδικός** 2019-1-EL01-KA229-062439\_1

**Τίτλος Σχεδίου** European Heritage Builds European Identity

**Συντονιστής** Γυμνάσιο Παραλίας Καλαμάτας

**Εταίροι** Gymnasio Latsion, IIS» Vincenzo Cardarelli» Tarquinia, PARALIAS HIGH SCHOOL OF KALAMATA, Adolf-Schmitthenner-Gymnasium Neckarbischofsheim

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "European heritage builds European identity" is an Erasmus+229 project in which four schools participate: Paralias High School of Kalamata (Kalamata, Greece), Adolf-Schmitthenner-Gymnasium (Neckarbischofsheim, Germany), Gymnasio Latsion (Latsia, Cyprus) and IIS" Vincenzo Cardarelli" (Tarquinia, Italy). The motivation of the project is to build the European identity of our pupils through the deeper knowledge of their national culture and to make our pupils European citizens, as Europe encounters serious problems and its citizens are skeptical towards the European unification and the focusing on the economic aspects. We believe that culture, beyond local differences, unites us and creates links that help us live together so European heritage should be an important part of our education.

The objectives of our project are extended to our pupils, to teachers participants, to our schools as a whole and our local communities. More specifically: **to the pupils:** to learn their culture better and the culture and everyday life of other European countries, to realize how they contribute to the creation of European citizenship, to improve their language skills in English and ICT, to learn through formal, informal and non-formal education and be motivated, to change their attitude towards school and realize that cultural heritage can be a field of entrepreneurship and professional employment, to cooperate with peers and create new friendships. **To the teachers:** to explore the cultural education within the context of cooperative learning, blended learning and acquire new educational methods and tools theoretically and practically through the JSTE and short-term mobilities of pupils. All these will be disseminated to the school community and affect other teachers as well and make our school more competitive. Members of the local communities (parents, authorities, cultural institutions, museums, archaeological sites) will be involved in the project and benefit of it.

We are planning two Joint staff training events for two teachers from each school, one at the beginning of the project focused on new methodologies that will help the implementation of the project and one at the end to use all the gained experience and results to create a mini-curriculum that could be used in our schools even after the end of the project. We are planning four short-term exchanges of groups of pupils, one (six pupils and two teachers from each country) in each participant's country, in order to explore different aspects of European cultural heritage that create the European identity: antiquity in Greece and Italy, Venetian occupation (Cyprus), baroque (17th-18th century in Germany).

The program includes field trip activities, participation in art, music and cultural activities, visits to historical, archaeological and cultural sites. During the mobilities, the pupils will work in transnational groups, explore, study, present the results of their work, upload the results on the twinspace and the website of the project. We intend to use different ways to motivate the pupils and achieve our objectives: debates, creative writing, photos, videos, role-playing, lectures, drama, dance, quizzes, contests,

team building activities, project-based working, multimedia and web resources, brainstorming, working in groups, educational games and generally activities promoting better mutual understanding between cultures and partners. The methodology that will be used is aimed at active participation through interactive and experiential approaches combining theory and practice.

The pupils and the teachers will visit important cultural sites in different countries, understand and protect the unique value of cultural heritage and have the opportunity for personal, social, cultural and professional growth. They will realize that all the cultural places they will visit form different aspects of the same civilization, the European. The project can create a learning partnership between schools, institution and the civil society.

All participants are expected to maintain access and communication with the rest of their colleagues and participate in useful discussions through the virtual classroom platform and via e-mail, individual Skype calls, telephone or WhatsApp. By means of all these tools, we aim to get an effective follow-up, to stimulate peer networking, to keep in touch and to share opinions, experiences, and practices for unlimited time.

In the long term, teachers will be able to design creative lessons that help stimulate students' curiosity and ability to observe, read and critically thinking towards culture and European history. At the end of the project, we hope that our pupils will be more aware of their European identity.

<b>Κωδικός</b>	2019-1-EL01-KA229-062445_1
<b>Τίτλος Σχεδίου</b>	Η Ιστορική Μνήμη ως Εφαλτήριο για την Ευρώπη των Λαών
<b>Συντονιστής</b>	3 <sup>ο</sup> Γενικό Λύκειο Θήβας
<b>Εταίροι</b>	ISTITUTO DI ISTRUZIONE SUPERIORE LEOPOLDO PIRELLI, Zespol Szkol Ponadgimnazjalnych nr 1, IES Emilio Alarcos
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The need for the implementation of the programme stems from the upsurge of the intolerant nationalism that is nowadays afflicting Europe's states, and from the increase of racist ideologies that awaken the worst nightmares in the Old Continent, as past hatreds are raking up and reviving thus mining peoples' relations. Through the program, we believe that we will contribute to the development of the historical thinking and judgment of the involved parties, which are essential for the preparation of citizens with historical consciousness. But most of all, through communication with citizens from other countries, we seek to create a climate of moderation and respect for the different, at a time when societies tend to be multicultural.

3rd Senior High School of Thiva is the programme coordinator and partners in the project are: **a)** ISTITUTO DI ISTRUZIONE SUPERIORE LEOPOLDO PIRELLI a secondary school based in Rome, Italy; **b)** IES Emilio Alarcos, general and vocational high school in Gijón, Asturias, Spain and **c)** Zespol Szkol Ponadgimnazjalnych nr 1, a secondary school located in Busko-Zdrój, Poland. Through this program, we aim to keep our historical memory alive and to use our European coexistence and envision a school open to the new challenges of the 21st century that will spread the tradition of Erasmus + and expand the idea of international cooperation. By examining the past of the Old Continent, through the historical experiences of each partner country, students will be able to detect their mistakes and their devastating consequences and to understand the value of the Union, creating trust and reciprocal relations between peoples.

In all four participating countries, a group of 24 students aged 15-17 will be selected to work on the project, accompanied by two teachers during the TLAs. In Spain, they will prepare a common questionnaire, process the questionnaire answers using graphs and draw up a final report which will measure past and present behaviors and attitudes of the EU. In Poland, they will create an electronic newspaper with articles, interviews, testimonies, puzzles, crossword puzzles, comics, etc. where they will be able not only to reflect on the present and the future of Europe but also to propose solutions to major problems the EU faces. In Italy, they will showcase their artistic talents, creating paintings, sculptures, photography, video, music, poem, short story, novel, collage to express thoughts, concerns and visions inspired by the past for the present and the future. In Greece they will become actors, directors, sound engineers, stage designers, musicians, costumers and will bring up their own theatrical performance inspired by the work of B.Brecht "Fear and Misery of the Third Reich". To implement the activities and communication of pupils and the program, eTwinning will be used at all stages and in a variety of ways.

The quality assurance, monitoring and evaluation of the project activities will be carried out at multiple levels and with an evaluation of activities and self-evaluation. The material to be created can be used in the future in the classroom: worksheets for the use of Excel for analysis and the drawing of

conclusions, the theatrical performance in History, Sociology, Literature, and the artistic creations as a source of inspiration for humanities. All partners seek to continue the electronic newspaper as a result of the project beyond its end. The students in the countries will continue working together to post articles, views, ideas for the present and the future of the European Union by adding further partner countries and even more students every year.

Various channels will be used to promote the results of the project to students, the local community, the educational community, staff and parents within the school community, such as school websites, Facebook, LinkedIn, local press. Also, after 2021, Erasmus + students will share their experiences with future students and their parents at the annual Open Days School. Thanks to this dissemination, parents will be informed about Erasmus + first hand, making our schools more attractive, more open to internationalization and increasing the European dimension of education.

Education is the most important factor in shaping the ideology and worldview of young people. Its effective contribution to bringing the nations together provides a guarantee of the coexistence of the next generations in a society of peace, cooperation and the progress of civilization. Therefore, through the program, we aspire to bring our pupils in touch with the cultural achievements of other nations, thus eliminating stereotypical perceptions and nationalist prejudices and teach them humanity and peace, values which must be primary goals of each education system.



**Κωδικός** 2019-1-EL01-KA229-062454\_1

**Τίτλος Σχεδίου** Artistic & Religious Culture & Heritage

**Συντονιστής** Γενικό Λύκειο Θεσπρωτικού Πρέβεζας

**Εταίροι** KOZGAZDASAGI POLITECHNIKUM ALTERNATIV GIMNAZIUM,  
Organisme de gestion du lycée privée Bahuet, Gymnazium Aloise Jiraska,  
Litomyšl, T. G. Masaryka 590, Istituto d'Istruzione Superiore 'Margherita  
Hack', Sehit Halil Ibrahim

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

ARCH (Artistic & Religious Culture & Heritage) project aims at enhancing the Religious Heritage (RH) and its impact on society at local/national/European level. Religious buildings, together with their contents and all the architects, artists and musicians, festivals and other markers of cultural heritage are important for how people publicly define themselves, and identify with a group or a tradition. Acknowledging them therefore helps people to be themselves.

On the other hand, good educational practice will always be that which moves beyond the binaries and boundaries of stereotypical, fixed identities. In the constantly changing religious makeup of European societies, religious diversity is one of the gifts of the EU. Since the fear of the other causes barriers between religions/nations and leads to divisions and fall of civilizations we must call for the gift of reconciliation. When this openness is achieved, schools become places where not only any individual may be who they are, but where diverse communities are brought together to flourish.

Six schools take part in this project. The Greek SHS of Thesprotiko Vasileios Zormpas, the Italian IIS Margherita Hack, the Turkish Sehit Halil Ibrahim Yildirim Anatolian Imam Hatip High School, the Czech Gymnazium Aloise Jiraska, the French Org. de gestion du lycée privé Bahuet and the Hungarian Közgazdasági Politechnikum.

During the project there will be activities that will discover the RH of Europe from different points of view. Participants will spot local/regional religious buildings and monuments. Also, activities will be held about religious art and traditions/festivals of each religion. Last, we will examine issues related to religion and society to promote the humanitarian aspect of the project.

The methodology applied throughout the project will involve both formal and non-formal/informal and experiential learning. Educational visits to sites of great religious interest combined with seminars and workshops will activate students' interest and raise their awareness on religious heritage.

The results of the project have to do with the engagement of participants and interested parties in raising awareness, protecting and promoting RH so as to bring sustainable development of a local/national level. Additionally the inspiring of the young generation, the exchange of good practices, the dialogue between religious communities, cognitive skills and the openness of school to different religious traditions are expected results.

The impact of the project involves the participant schools, the local population and other relevant stakeholders and organizations. All together will work in order to save RH and harness its power to drive socio-economic development in European cities. Finally, we expect it to be a journey of generations, for our historic resentments and hatreds. It is not agreement on all things, for that is impossible, but the acceptance of diversity, even disagreement and yet love in all things.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062457_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Myths, Tales, Art and Games for Intercultural Cooperation</b>
<b>Συντονιστής</b>	<b>21<sup>ο</sup> Δημοτικό Σχολείο Αθηνών «ΛΕΛΑ ΚΑΡΑΓΙΑΝΝΗ»</b>
<b>Εταίροι</b>	<b>48<sup>ο</sup> Circolo Didattico "Madre Claudia Russo", Kindergrten Detski Svyat, Siauliu r. Kursenu lopselis-darzelis "Buratinas", Lohkva Lasteaed</b>
<b>Διάρκεια Σχεδίου</b>	<b>24 Μήνες</b>

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

To participate effectively in the increasingly complex, digitally interconnected, multicultural societies and globalized economy that characterize today's world, students need to think critically, communicate effectively, collaborate with diverse peers, develop cross-cultural skills, solve complex problems, adopt a global mindset, and engage with information and communication technologies.

As educators, it is vital these tendencies be recognized and counteracted from the early school years. We have to raise awareness of 21st century skills and create the necessary environment to develop them in early childhood learning possess. We also have to provide every student with the cross-cultural skills necessary to achieve intercultural cooperation.

M.A.G.I.C. (Myths and tales, Art, Game for Intercultural Cooperation) is a project of five (5) European Kindergarten and Primary schools (Greece, Bulgaria, Italy, Estonia, and Lithuania) intended to run for 2 years.

This project focuses on enhancing intercultural awareness amongst the participants and their organizations ensuring children have the knowledge and skills to be successful in the modern workforce. It will promote an understanding and respect of diverse cultures and gain an appreciation of one's history and traditions. Our ambition is to create a sense of belonging to a European culture as well as to prepare students to live consciously and responsibly in a United Europe.

Students will be informed about other European cultures via Art, games and cultural heritage. This will foster mutual understanding between children from different ethnicities and develop their communication, digital, musical and artistic skills. Moreover we intend to increase children's interest in reading and writing, support the development of innovative ICT based content and use extracurricular forms of work with them as an opportunity to practice, think creatively, work in teams and learn "by doing". In addition we wish to promote creativity, competitiveness, language learning and linguistic diversity, to exchange good practices, encourage the best use of results and to create and share innovative and meaningful products. The project activities will be realized with children from 3 to 12 years old, teachers, parents and members from local community.

The main activities of our project are 5 eTwinning Study Projects and 5 LTT Activities. Each LTT combines physical mobility with virtual exchanges through eTwinning and gives the chance to those who cannot participate in the mobility plan to take part in a "virtual mobility". "Myths, Tales, Games and traditions of my country" are planned for the first year of the project including a website along with one in E-twinning named M.A.G.I.C and a logo competition.

In the second year of our common work we will focus on "Europe my home through Arts". History and traditions, music, dance and crafts will be exchanged and shared by all participants.

At the end of our project we hope to have helped the pupils acquire a sense of belonging to a wider European culture, accept diversity, respect other cultures and develop 21st century competences. We also intend to contribute to the teachers' professional development and via teacher mobility to offer alternatives for lifelong learning. The local community will be given the chance to get acquainted with the knowledge of how to interact with all the authorities involved in the learning process. The expected results of the project include a web site, an e-book to be uploaded on YouTube Education and on ECAS dissemination platform, videos and crafts.

The results of the project will be uploaded in twinspace as well giving thus feedback not only to the partners involved but also to any e twinning member interested in the various aspects of the cultures discussed in this project.

Schools will have a multi -motivating learning environment and a better comprehension of differences of other cultures. The project will also contribute to their openness to others and to an increased support and involvement of other local stakeholders: local and regional authorities, companies and parents' associations. The use of various teaching approaches and strategies will motivate the whole school's population and would be an opportunity for every participant to cultivate the skills of 21st century and become an active European citizen.



**Κωδικός** 2019-1-EL01-KA229-062492\_1

**Τίτλος Σχεδίου** Cultures on a palette

**Συντονιστής** Γυμνάσιο με Λυκειακές Τάξεις Ασωπιάς

**Εταίροι** Saverna Põhikool (Saverna Basic School), COL·LEGI EPISCOPAL "MARE DE DÉU DE L'ACADÈMIA", College Gutenberg, Umitkoy Kiz Anadolu Imam Hatip Lisesi Fen ve Sosyal Bilimler Proje Okulu

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"Cultures on a palette" is a natural and logical continuation of the dynamics our schools' e-twinning project. The variety of the project's activities makes it really different and innovative; it's an encounter with the topic from the past through the lens of the present, via an interdisciplinary observation. The synthesis of the school partners is innovative: partner schools are a canvas of different cultures, even on their own.

The combination of all these schools is an "explosive" mixture that will produce outstanding results. The Greek school, the coordinator of this project partnership, is a small multicultural school experienced in Erasmus+ projects. Similar is the case of the French and Spanish schools; although bigger in student and staff potential, they face the same problems arising from multiculturalism. The Estonian school is the smallest of all but with great interest in honoring local traditions. The Turkish school, on the other hand, although in the capital city, has identified the need to develop tolerance, improve digital and foreign language skills, communication skills, interdisciplinary attitudes, social inclusion and parents' involving in education of their children.

This canvas of totally different schools will work together to foster a high-level sense of community inclusive of diversity. Exploring and understanding what our heritage is in its diversity, while exploring and understanding our partners' heritage, will lead us to a better understanding and perception of alterity. In the meanwhile, all of us will benefit from developing the students' and teachers' social, English language and ICT skills, come closer to local community by involving it in our project, eliminating incidents of racism, xenophobia and early drop out.

We will achieve all these goals through the activities that have already started on the projects' twinspace and they will take "flesh and bones" during the LTTAs meetings in the 5 different countries during the 2 years of the project. All of us, about a 100 students and teachers in total who are interested in developing different kind of skills and are interested in Cultural Heritage, will work on different aspects of Cultural Heritage. First we will work on Natural Heritage by discovering each country's natural wonders, flora and fauna. Then, we will go on with Human Architectural Wonders protected by Unesco. Our students are those who will search for information and organize the guided tours to these architectural wonders.

Our wonderful collaboration will go on with the intangible aspects of Cultural Heritage; Language, National Clichés, Body Language, Social Codes of each country will be developed in front of us thanks to the work done by the students. Important personalities have played a critical role in each country's cultural heritage that's why it is crucial to find out their contribution to each country's culture; our lesson plans implemented by the students on the "Teacher for a Day" activity will be based on them. Last but not least, traditions and customs could not be absent from our project; all of us will work with



great joy and enthusiasm to get the best presentations of our traditions, traditional foods, music and dances, traditional costumes and stories, fairytales coming from our past but affecting our present.

All the above mentioned activities will lead to wonderful creations; online compendiums of presentations on different sub-topics, an online game and map that will be filled in with new data after each LTTA meeting. Students will act as journalists, directors, actors to create short films, digital magazines, press articles, interviews, and commercials to foster each country's cultural heritage. Cultural festivals and open seminars will take place during the LTTAs meetings involving the local community, parents, local authorities, special scientists as well as traditional dance, music and food clubs.

The impact of our project will be direct not only to participant schools but to local and regional societies as well, since they will be directly or indirectly involved in our activities. Our wish is to achieve our goals and make our schools and local communities become aware of our own and of other countries' cultural heritage and find the ways to preserve it. All projects' products will be available for everyone to use and can find them online on our project website, twinspace, partner schools' websites and in the schools' libraries, Town Halls' libraries in forms of brochures, leaflets, CDs and DVDs.

Our project will be sustainable as we intend to hold an annual Cultural Heritage Festival so as to remind the need of preserving our culture in the course of years. On top of that, teachers of our schools are going to continue cooperating on different Erasmus+ and e-twinning projects. Moreover, other teachers will be able to use our lesson plans as well as the project's activities in curricular or extra-curricular courses about culture.

**Κωδικός** 2019-1-EL01-KA229-062522\_1

**Τίτλος Σχεδίου** Τοπική ιστορία, το πρώτο βήμα προς μια διαπολιτισμική εκπαίδευση

**Συντονιστής** 1<sup>ο</sup> Δημοτικό Σχολείο Αρχαγγέλου Ρόδου

**Εταίροι** Szkoła Podstawowa im. Marii Konopnickiej w Iskrzyni, CEIP EL TABLERO, Istituto Comprensivo «G.Moscato»

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The idea of this collaboration was born because of the particular needs of our school. Our student potential, as it is largely derived from European and non-European countries, needs to provide an intercultural education. Through e-twinning we have seen the great number of projects, articles, works of intercultural interest. They all propose the transformation of teaching approaches and the study of the local history and cultural heritage of each place.

The four axes around which innovative cross-curricular teaching is centered are:

- use the game
- creative use of art: literature-language, theater, visual arts, music
- training of the museum
- use of ICT

The main goal is that teaching is transformed so that knowledge is conquered by exploration, creation, interaction, exchange, presentation, and development, according to **“the school of the future”**.

Four Primary Schools are involved in the proposal. Coordinator: 1st Primary School of Archangelos. Three European Primary schools as partners:

1. Ceip El Tablero in Spain
2. Istituto Comprensivo G.Moscato in Italy
3. Szkoła Podstawowa im. Maria Konopnickiej w Iskrzyni in Poland

The objectives of the project include two actions:

1. the production of a guide containing a) proposals and b) practical steps to transform the teaching approach of history into the classroom
2. adopting a didactic approach to history through a cross-curricular and transformed program and a modern school classroom.

Κωδικός	2019-1-EL01-KA229-062592_1
Τίτλος Σχεδίου	N.H.M.A. - Noesis. History. Memory. Action. "You and Me in Time..."
Συντονιστής	8 <sup>ο</sup> Δημοτικό Σχολείο Ευόσμου
Εταίροι	Escola Santa Marina, Ecole Bouchesèche, Δημοτικό Σχολείο Πόλης Χρυσοχούς, Uresleju pamatskola, Il C.D. "GIOVANNI XXIII" PATERNO' (CT)
Διάρκεια Σχεδίου	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The 100-year anniversary since the end of the 1st World War and the Program "Europe 2020" for education, motivated us to think about the contemporary dimensions of the historical facts and phenomena. The processing and reflection (νόηση – **Noesis**) of social and historical developments can form and affect both our personal and collective attitude. As a result, the acquisition of interpretive tools to analyze the social reality is an important educational goal for the formation of attitudes, perceptions, actions and beliefs of the school community.

**History** (Ιστορία), either as a motive or as a fact, plays a special role not only in the analysis of events and the formation of ideas, but also in one's personal action in society. **Memory** (Μνήμη), either collective or personal, thoroughly penetrates the lives of people and communities, as the depiction of a place or a personality cannot be perceived without it.

Finally, **Action** (Δράση) exists as a dominant practice that forms and is formed by society, facts, people and different notions. At the same time, action depicts the way specific communities or people react to social phenomena. All of the above form a net of concepts that affects people and societies and at the same time is also affected by them. We believe it is important to examine the course of European History with a contemporary view because practices and perceptions that Europe and its inhabitants have either lived in the past (immigration, racism, xenophobia, social exclusion) or get to know for the first time (European integration, terrorism), emerge on a daily basis.

The acrostic of the English words **Noesis – History – Memory – Action** form the **Greek word "νήμα – ΝΗΜΑ", which means thread**. The thread, the historic time, that connects the inhabitants of an area with today. The life of people and of communities is not formed in the void but rather by the personal and collective story of each and every one of us. Thus, it is necessary for the modern needs of the European countries to correspond to the diversity and multiculturalism that has already been formed.

Besides, new technologies and the migration of populations, either voluntary or not, have widen the borders among people and taking into consideration the multiculturalism of the European countries, the necessity to manage and understand what happens on a national, European and international level, is obvious. The school community, as a cell of our society, cannot be absent.

In that respect: the respect of knowledge – of interpretation – of action, we want to co-modify those tools and practices that will help the members of the school community to understand their fellow men and form desirable practices.

Through empathy, cooperative learning, interdisciplinary approach of knowledge and the theory of multiple intelligence, we will try to:

- cultivate respect towards Human Rights and towards the values of the European civilization
- sensitize our students towards world peace and the safeguarding of human dignity
- reinforce their critical skills and ability to process information, values and assumptions
- strengthen groups of children at risk
- expand learning and educational interests and goals
- encourage initiative
- develop our students' collaboration skills with other students of different social groups, ethnicity, religious beliefs, learning abilities and ultimately promote teamwork
- develop their problem-solving capacity through the cultivation of the necessary skills and strategies of planning, control, feedback and corrective intervention
- strengthen their cultural and linguistic identity within a multicultural society

The above-mentioned program aspires to highlight the potential and reinforce the learning profile of all the participants through the production and co-modulation of educational, learning and social actions/ practices. The students who will actively participate in the Project will be around 2.000 (from 3 to 12 years old), coming from all 6 participating schools and they have been selected because they can benefit from the Project on different levels. Since the groups of pupils are heterogeneous each school will contribute to the Project in its own unique way, sharing the results of the proposed activities along with their personal experience and creativity. All the teachers involved in the project are highly educated and motivated.

The activities the participants will be involved in and the methodology used in carrying out the project will be the following: The students will communicate with each other by writing emails, letters, cards and via Skype sessions, so they will practice their linguistic skills in a foreign language (writing, listening, speaking, reading). They will also learn about their history as well as the history of the other five countries and how they are interrelated and they will improve their ICT skills.

**Κωδικός** 2019-1-EL01-KA229-062792\_1

**Τίτλος Σχεδίου** European Cultural Heritage and Identity - Sharing and Cherishing Cultural Heritage as a Way of Learning Democratic Values and Strengthening European Social Links and Identity through Film Making

**Συντονιστής** 2<sup>ο</sup> Γενικό Λύκειο Γέρακα Αττικής

**Εταίροι** ISIS VALDARNO, Liceul Tehnologic Costesti, IES FERNANDO SAVATER

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

EUCHI -- "EUROPEAN CULTURAL HERITAGE AND IDENTITY - Sharing and Cherishing Cultural Heritage as a Way of Learning Democratic Values and Strengthening European Social Links and Identity through film making" is a two-year partnership among four schools of Secondary Education from four European countries: The 2nd Gerakas Senior High School, Greece, the IES Fernando Savater, Spain, the Liceul Tehnologic Costesti, Romania and the ISIS Valdarno, Italy. Greatly alarmed by the rise of populism and euroscepticism among European people, especially the young, we decided to address a topic that meets the EU objectives and aims to highlight the sustainability of the results of the Year of European Cultural Heritage.

Our priority is the teaching of European values and the appreciation of the links that hold European peoples together through the mobilisation of secondary school students (14-18 years old). The topic justifies the transnational frame of the project. Actually, we only learn about European Heritage by visiting European places (cities, towns, etc.) and working with our students in situ on the diversity of it. This project will be a hands-on experience on the European mosaic of cultures, different natural and historical backgrounds, financial opportunities and the promise of a common prosperous future. The four schools are located in four different points of Europe: central, southeast, southwest and East which have followed different historical paths over the time, especially in the 20th century, before they all find their countries belonging to the European Union.

The project uses pupil-centered methodology including field research, involvement of students in decision-making processes and a student conference, photography, active learning techniques in students' transnational group work and utilization of film making tools and skills.

Emphasis is given on students' active participation and motivation to search and answer what, in their opinion, consists the European Heritage and Identity. We will focus on learning from history: How the past has shaped our future; mistakes not to be repeated; understanding each other through learning about each other's cultural identity; realising the differences but focusing on the similarities; valuing diversity; forming a European identity; envisioning a common European future. They will come into contact with the rich cultural background of each country visited in innovative ways by living, experiencing or feeling our common heritage: hiking, tasting local cuisine, dancing, visiting areas with historical and cultural significance. They will take an active role in teaching their history to their partners and they will be invited to collectively research, choose their own topics that convey this symbolic value of unity, record and present it to their peers in the form of short videos showing aspects of the European Heritage and Identity as they will have experienced it throughout their interaction.

They will be expected to express their views both in audiovisual messages by the creation of their short films using the international language of the media and in speech by participating in a brief student-conference using English, the “lingua franca” of our era. In this they will present their views and their suggestions for a better European future.

At the end of the project we want our students to be able to answer the question “What does being a European mean?” Hopefully, the final outcomes, the several documentary short films created by the students and their resolutions from the conference, will be a fresh remark on what the European identity means for this young generation.

The expected results are:

- › The realization of the common values and features shared by the European peoples
- › The acquisition of knowledge of European history and cultural heritage in four different European countries
- › The appreciation of values of democracy from its very first origins to its development
- › The promotion of mutual understanding and better future collaboration among European people
- › The incorporation of innovative methods of the project in the daily teaching practice of the participating teachers
- › The development of partnerships between the four school partners and the exchange of views and good practices.

As for the participating schools, the main goal of this Partnership is to strengthen their European dimension and their quality of internalisation, to build up their capacity for cross-border cooperation and their ability to cope with new challenges. By organising mobility activities for our students, these partnerships will also promote the values of inclusion and tolerance.

#### **KEY WORDS OF OUR PROJECT:**

European Heritage, Democratic Values, Strengthening European Social Links, European Identity, Active Citizenship, Film making Skills.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062966_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Industrial Heritage: a Cultural and an Economic Challenge for the Future</b>
<b>Συντονιστής</b>	1 <sup>ο</sup> Γενικό Λύκειο Ναυπλίου Αργολίδας
<b>Εταίροι</b>	PUNTA LARGA, Zespol Szkol Centrum Edukacji im. Ignacego Lukasiewicza, Rıgas 18. vidusskola
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The main interest of our project is to explore the recent history of our city and identify the industrial heritage that it hides. Whereas the cultural heritage of a city is mostly promoted through tourism, the industrial one tends to be neglected not only by the local authorities but in the school curriculum as well. That is why we found three schools in Europe which are situated in small cities with a similar background. We think that these acquaintances will broaden our perception of the recent past, will raise questions about the circumstances of the economical development of a city and the reasons that caused the change of the working conditions in different times and different regions in Europe. Thus, we seek to give a european dimension to a concern that seems to be local in this moment.

The three partners will have to conduct six activities through the internet and realize three staff and students exchanges, so this approach resembles a lot to the blended learning one. The WebQuests enhance the group and team-based learning and the actual visits to the sites promote the experiential learning method.

This interaction has as result to propose ways of utilizing industrial buildings which are no longer in use. New business ideas can be suggested. The end product of the project in the form of a digital documentary shall be used in order to influence the local Authorities about the existence of industrial heritage and put forward the idea of creating a city-museum.

The impact of the european character of the project contributes to promote the cultural awareness, and values such as respect and tolerance towards other civilisations, to detect the common places of history, life and understanding among participants and finally to acknowledge how different cultures piece together the profile of the one Europe.

After the end of the product we seek to have influenced at least 20 persons in each school in a way, that they become disseminators of these values in their peer environment and will try to improve their school, their city and their own life in Europe.



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062970_1</b>
<b>Τίτλος Σχεδίου</b>	<b>On the Wings of Legends</b>
<b>Συντονιστής</b>	Δημοτικό Σχολείο Παλαιφύτου Πέλλας
<b>Εταίροι</b>	Tapioszolos-Ujszilvas Reformatus Atalanos Iskola és Ovoda, Ecole Privée La Chapelle Janson, Fundació Educativa Privada Dominiques Anunciata Pare Coll, Margaretting C of E Primary School, Keinutien ala-asteen koulu
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

When starting our collaboration, our main interest was to promote reading and engage our pupils in reading and enrich their multiliteracy skills. As we processed our theme, we got the idea of exploring tales and legends of all six partner countries and via them to arise the knowledge of European cultural heritage simultaneously. We wanted to combine digital education with some activities to make learning even more fascinating. Using legends as their starting point, our pupils can create their own updated versions and products of legends, but to be able to do that, they have to know the original stories.

On the Wings of Legends (OWL - the bird symbol of Greek mythology Goddess Athena) is a multiliteracy project designed for primary school pupils. We take a bird's eye view at different legends from different cultures and use their wings to fly from country to country. Besides introducing students to traditional tales and legends, they see how they compare to those in other countries.

We break our project down into four different categories:

- History/Mythology
- Romance/Love
- Origin/Tradition
- Geography/Nature, and we use these categories to help us with our timetable of activities over the two years of our project. Students and teachers from the six primary partner schools, Palai-fyto (Greece), Helsinki (Finland), La Chapelle Janson (France), Tapioszollos (Hungary), Prats de Llucanès (Spain) and Margaretting (U.K.) will work towards the following objectives:
  - Improving multiliteracy skills and reading, writing, speaking and creativity skills,
  - Raising awareness of European cultural heritage, particularly through the literature,
  - Developing social and communication skills,
  - Delivering effective high-quality teaching using innovative and student-centred pedagogical approaches,
  - Practising foreign language skills in authentic interactions,
  - Promoting reading at school and at home for developing thinking skills and media literacy skills,
  - Engaging bilingual/multilingual children in the processes of learning,
  - Making Early Reading inclusive for all the children, including children with specific needs in developing ICT-skills.



We use eTwinning as our main platform in our collaboration. Our eTwinning project has already been created. Our outputs at Twinspace will be seen for anyone interested and as a window to communicate with outer world (parents, associations and local community). The OWL-magazine which consists of four chapters (one for each category) will be published at Twinspace and also printed and distributed among students. Our project blog will be published at Twinspace. It consists of our pupils' rap lyrics, poems, movies, animations and games. Twinspace offers versatile possibilities to differentiate and individualise the learning processes, and everyone can participate fully and challenge oneself.

Before creating any products children will read one legend story per month, 20 stories altogether. In this process we will use reading workshops containing storylines, drama pedagogy, creative writing and illustrating. We will study subject areas like literacy, history, science, English language, visual arts and music when exploring the stories. Reading supervisors, as the peer support, help pupils with learning or linguistic difficulties together with teachers. Encouraging and educating parents in their mutual daily reading routines with their children, helps reaching the goal of reading for pleasure. 16 OWL-Theme Days are essential part of this project. There is one day in each month - from 11/2019 to 06/2020 and from 10/2020 to 05/2021- with special events and activities in all partner schools culminating in LTT-weeks. These theme days are analysed in the project's timetable. Dedicated OWL-spot corners in every school disseminate the project activities.

Our core principle is to involve pupils who have fewer opportunities and face different difficulties and obstacles, such as social or cultural obstacles, economic difficulties or learning challenges, even school dropouts. We have been discussing these difficulties together and the support we could provide to these groups of pupils. The project itself also helps to raise the equality value among the pupils since many actions are supported by the budget (such as mobilities). School performance correlates more directly with children's reading scores than any other single indicator. Cultural heritage features societal value promoting intergenerational dialogue and lifelong learning.

Our dissemination aims on three main target groups where the project will spread its impact: pupils, teachers and families, local and national institutions, the general public. The dissemination activities, the regular updates of each partner school websites and the project blog, the involvement of families, local authorities and community, will improve the knowledge of the European dimension of education, in the consideration that schools need to be open to dialogue and cooperation.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062976_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Innovate Sustain Preserve Intangible Roots in Europe</b>
<b>Συντονιστής</b>	Γενικό Λύκειο Αρφαρών Μεσσηνίας
<b>Εταίροι</b>	Professional High School for Tourism "Asen Zlatarov", Agrupamento de Escolas Marcelino Mesquita do Cartaxo, Istituto Tecnico Statale CARLO CATTANEO, Corlu IMKB Fen Lisesi
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Let us INSPIRE our future generations. INSPIRE is the acronym of our project and stands for Innovate Sustain Preserve Intangible Roots in Europe. Our team strongly believes we can do a lot to promote our local tangible and intangible cultural heritage and pass it on to future generations. How? We need to collect all we have (music/folklore, dances, performing arts, clothing, language and oral traditions, artwork, traditional craftsmanship, social practices, festivities, cultural spaces, landscapes, flora and fauna, gastronomy, knowledge and skills transmitted from generation to generation within a community) and with all the materials and information collected, create a digital school library - a DIGITAL HERITAGE BOX - and consequently enrich our school, municipality and national network libraries.

Students will be encouraged to collect testimonies, make interviews among the educational and local community about past habits, social practices, oral tradition - individual, collective stories and legends, recipes, just to name some, making use of the modern technologies and ICT tools and resources to register and store information gathered. All the results and materials of their research (photos, videos, texts, scrolls,...) will be scanned to make them available for future generations.

Then we became aware of the interdependence of cultures and thought of promoting a sense of European Identity and culture and thus creating a partnership with countries that are rich in cultural roots and have a lot to offer, are behind the long history of Europe, who have common human values and cultural aspects to exchange and schools who promote the digital literacy and digital and creative citizens, who have a large experience in international projects and are used to organising performing events in crucial areas we want to work on (dance, folk music, performing arts, gastronomic events,...), who have a vocational section of tourism to promote and divulge all our outcomes that may be useful to attract tourists to our regions in a sustainable way and gain hard and soft skills for their careers.

Together we could be learning with each other, sharing common values and offer a unique experience to our students coming from different study areas like computer, tourism, hotel and catering management, and general areas like arts, humanities, science and technology and enable them with the 21st century skills. Having the following goals in mind:

- to develop awareness for foreign cultures
- to preserve, transmit and divulge our local and regional cultural heritage
- to find out and share common values and cultural aspects
- to internationalise our schools and cities and promote our towns and regions
- to value and promote our past (cultural heritage) and pass it on for the next generations
- to promote cultural diversity, intercultural dialogue and social cohesion

- to create responsible and engaged citizens/cultural entrepreneurs in building the future of Europe
- to see sights and get to know culture and heritage of a foreign country
- to meet friends in foreign countries (with different cultures)

In respect to our main aim, we decided to meet and share, work together and to embrace our audiences that we would like to INSPIRE them to cherish Europe as a holistic idea and the European civilisation.



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062999_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Back To The Roots-Back To The Future</b>
<b>Συντονιστής</b>	Γυμνάσιο Ελευθερούπολης Καβάλας
<b>Εταίροι</b>	I.I.S.S. "Carlo Maria Carafa" Mazzarino, Gimnazija A. G. Matosa Djakovo, instituto de enseñanza secundario alto conquero, Necip Fazil Kisakurek Sosyal Bilimler Lisesi, Seminarul Teologic Liceal Ortodox " Sfântul Ioan Iacob" Doro
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The cultural sector has the capacity to be both a source of European identity and the setting for the development of innovative activities that boost job creation. European and national political authorities are aware of the need to resolve the unemployment problem which has become of vital importance to European integration.

The cultural sector covers a wide range of economic and industrial activities. It includes activities connected with heritage, literature, press, music, entertainment arts, media and the audiovisual sector. Given the recent increase in cultural production and demand, the context industries represent an area of social interaction and economic activity in the present concept of the European Union. Europe's cultural heritage enriches our lives and provides inspiration for our cultural and creative industries. It enables economic growth, employment and social cohesion.

The project will pay attention to the importance of cultural and historical heritage of Europe countries. Young people will be able to find out the job opportunities about culture. So, at first local regions then around Europe, the youth can create new jobs innovatively based on cultural and historical heritage.

There are 6 partner schools; Greece, Turkey, Romania, Spain, Croatia and Italy. At least, 100 students and 65 teachers will take part in the project main activities and at least 1000 students or teachers will take part in local activities and other project activities. There will be 6 LTT planned activities to lead the achievement of the project's objectives. The first one is short term joint staff training and the others are short-term exchanges of groups of pupils. During the all LTT activities, the participants will have a chance to visit tangible heritages and experience some intangible heritages of the host countries and use digital tools for promotion. The activities will support and increase consciousness for-profit and non-profit business management, marketing and communications related to cultural and historical values. The teachers will prepare task/project based activities plan for students for the activities.

The schools involved in this Project will increase:

- EU citizen and EU democracy consciousness,
- their knowledge and implementation of entrepreneurship,
- their international cooperation capacity,
- their awareness about European shared cultural values,
- teachers and students motivation to be creative about cultural and historical values,
- foreign language skills,
- the usage of digital tools.

The partnership of this project involve 6 partner schools from different countries of Europe. Thanks to this strategic partnership, we will be able to present and support the entrepreneurship for the safeguard of both cultural and historical heritage using innovative ICT's.



# BASIC SKILLS

## **HORIZONTAL:**

**Supporting Individuals in Acquiring  
and Developing Basic Skills  
and Key Competences**



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062406_1</b>
<b>Τίτλος Σχεδίου</b>	<b>SCALES-Stop Canned food And Learn Eating Smart</b>
<b>Συντονιστής</b>	1 <sup>ο</sup> Ειδικό Δημοτικό Σχολείο Βόλου «ΚΕΝΤΑΥΡΟΙ»
<b>Εταίροι</b>	CEIP San Xose Obreiro, Osnovna skola Horvati, OZEL CAMLICA UGUR PRIMARY SCHOOL
<b>Διάρκεια Σχεδίου</b>	12 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Project "SCALE", is a common effort by four partners (TR,GR, SP and CR) focusing equally on Mediterranean Diet and outdoor activities in students in the age 6-12. The project is in line with European Commission about Health and Wellbeing. The process engages 8 students, 2 students with special needs, teachers, physical education teachers, regional stakeholders and Experts in the field of Mediterranean Diet and Outdoor activities.

The transnational and interdisciplinary dimension of the Project - through the partner organizations and staff specialties – provides added value and its educational outcomes by integrating different practices and outcomes taking also into account an approach outside the EU.

The methodology includes three training activities based on non-formal education tools, one transnational project meetings for the trainings elaboration and the production of tangible outcomes; a monitoring plan for the process assessment during its lifetime and a dissemination strategy to specific groups.

Tangible outcomes: Virtual museum, Project brochure, a leaflet on how to read food labels, a website, CD-ROM, leaflets, t shirts, logo. The project also strengthens our capacity in the areas of organizational management, leadership and internationalization as well as in the area of training competences in line with individuals' needs and expectations.

Expected impact is high and sustainability is ensured through the events and addressing specific target groups at regional/municipal and European level, so that to make project outcomes visible and exploitable by additional relevant stakeholders.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062430_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Totalitarian and Democratic Present in Europe: Lessons for our future</b>
<b>Συντονιστής</b>	1 <sup>ο</sup> Πειραματικό ΓΕΛ Θεσσαλονίκης «ΜΑΝΟΛΗΣ ΑΝΔΡΟΝΙΚΟΣ»
<b>Εταίροι</b>	IT Giulio Cesare Falco, Colegiul National CANTEMIR-VODA, IES Newton-Salas, Zespol Szkol Ogolnoksztalcacych nr 5
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The last decades in Greece, as well as in other European countries, there is a great rise of populism, radicalism and ideologies contrary to democratic values. This tendency appears specially among teenagers, who often feel themselves close to populist and radical political ideas, something that can lead them even to early school leaving, because they consider school just a mechanism which gives them nothing but theoretical values. Taking into consideration this problem, we decided that school must try to persuade them that democratic values are the only ones that can assure social and personal development, in contrast to totalitarian regimes, whose existence in the past caused nothing but political and social chaos. This can be done only through a cooperation with schools from other European countries who lived in the past under totalitarian regimes.

Therefore, the main objectives of the project are the following:

- a) to help students discover basic knowledge about totalitarianism (causes, impact on individual and public life, propaganda methods, resistance against them),
- b) to develop social, civic and intercultural competences by making teachers and students think about our present as far as totalitarianism is concerned,
- c) to help participants realize that as European citizens we all have faced and are still facing common problems and that we are threatened by common dangers – so the effort to struggle against them must be common too,
- d) to help students realize the pedagogical value of school and re-estimate its role for their lives,
- e) to encourage students to learn through innovative methods, so that they can be motivated and inspired to love school.

The participating schools, which belong to different type of secondary education, are 5:

- 1st Experimental Lyceum, Thessaloniki, Greece
- Istituto Tecnico "Giulio Cesare Falco", Capua, Italy
- Zespol Szkol Ogolnoksztalcacych nr 5, Wroclaw, Poland
- Colegiul National CANTEMIR-VODA, Bucharest, Romania
- IES Newton-Salas, Villanueva de la Torre, Spain

All of these schools have showed in the past and still show special interest for democratic education by organizing and participating in relevant activities. They have also all participated in the past in different European Programs, but for some of them it will be their first time to participate in an Erasmus+ KA2 project.



The activities of the project contain workshops which will help students acquire basic skills, relevant to the final results of the project (making a documentary film, interviewing, making a survey) or to democratic education (taking part in democratic debate, recognizing fake news). The project will also contain LTT activities, during which students will acquire basic knowledge about the history and the present of totalitarian regimes in their country and in other European countries, by presenting their own works and discussing the works of students of other countries and participating in visits to places of historical interest, museums etc.

The work to be done and presented in these activities will be based on modern, active and innovative learning methods, such as problem-solving, creative thinking, collaborating. Each school will prepare its work on a certain topic for each meeting and will present it during this meeting. All this material will gradually form the various types of the final products. Each school will be responsible for at least one final product, which will be based on this material gathered after every LTT activity. Each LTT activity will be evaluated, so that there will be a feedback for the next one.

The main results are the following:

- a web page
- a documentary film
- an Android mobile application
- a CD containing the presentations
- an e-book
- 25 posters
- Short theatrical plays
- a "museum of totalitarianism"
- kahoot games.

The main impact of the project to students will be the following:

- to acquire basic knowledge about the phenomenon of totalitarianism
- to learn to protect themselves from modern totalitarian ideologies, radicalism and extremism
- to promote their social responsibility and awareness
- to realize the common past and present of European nations
- to acquire basic social skills.

The main impact of the project to teachers will be the following:

- to collaborate with teachers from other European countries and exchange ideas
- to enhance the European idea in their lessons
- to learn to use innovative tools inside and outside classroom.

The main impact of the project to school/local community will be the following:

- to promote democratic values and defense against radicalism and populism among their students
- to enrich their knowledge about totalitarianism in Europe
- to be encouraged to show social political awareness, as far as the re-appearance of totalitarian ideologies in our society is concerned
- to realize the international and, more specific, European dimension of this political phenomenon.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062435_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Theatre Around and Inside Us</b>
<b>Συντονιστής</b>	7 <sup>ο</sup> Γυμνάσιο Ρόδου
<b>Εταίροι</b>	ISTITUTI VINCI - ATENEO GROUP SAS, Gottfried-Wilhelm-Leibniz-Gesamtschule, INSTITUTO DE ENSEÑANZA SECUNDARIA BEATRIZ DE SUABIA
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### AIM

In the 21st century there are new challenges as financial crisis, globalization, immigration etc. For this reason, the students are changing. It is noted that new technologies (mobile phones, computers, tablets) influence students' day life. On the other hand, empathy, emotional skills and self-knowledge have ceased to exist. The main aim of this Erasmus+ project is to use theatrical techniques as a method to change children's behaviour in issues related with the four topics: diversity, school bullying, interpersonal relationships, human rights.

### OBJECTIVES

The individual objectives that emerged from a needs' analysis of the involved schools at the beginning of the project are to:

- a) develop their creativity and imagination.
- b) cultivate critical thinking.
- c) encourage initiative, problem confrontation, decision making, communication and constructive management of emotions.
- d) develop empathy, emotional intelligence.
- e) strengthen their self-awareness and self-confidence.
- f) engage and participate in the learning process to become more responsible for learning and improve their overall performance.
- g) increase the sense of initiative, emancipation and self-esteem.
- h) be facilitated to express views, trends and feelings on social and cultural issues of the partners.
- i) be able to create and share theatrical events to acquire the relevant skills.

Furthermore, through international meetings, we hope to:

- a) develop a relationship between the four European schools for creating innovative educational processes and exchanging good educational practices.
- b) develop a relationship between schools to encourage future partnerships.
- c) create and develop cooperation between teachers and pupils in the theatre.
- d) promote teamwork of pupils and teachers.

## PARTICIPANTS

- 1) 7ο GYMNASIO RODOU from Greece (Coordinator)
- 2) GOTTFRIED-WILHELM-LEIBNIZ-GESAMTSCHULE from Germany
- 3) ISTITUTI VINCI - ATENEO GROUP SAS from Italy
- 4) INSTITUTO DE ENSEÑANZA SECUNDARIA BEATRIZ DE SUABIA from Spain

## METHODOLOGY & TOOLS

We will use a student-centered methodology mPPACT (Methodology for a Pupil and Performing Arts- Center Teaching). The mPPACT process focuses on the identity of the self and the identity of the other. Our activities will be based on theatrical pedagogue programmes and Forum Theatre techniques inspired from Augusto Boal. Initially there will be an international meeting where the teachers involved in the project will be educated with theatrical techniques. Methods on drama in education will be developed and exchanged between the partners.

Before each mobility and for the chosen topic the participants have to prepare two activities:

- a. Group dynamics and pre-evaluation
- b. Personal Engagement-Exploration/Research

The students will use drama in education for their survey and reflection on the chosen topic and ultimately create their short play, which they are going to perform during the mobilities. These short plays could be based on a trigger question, image, video, document etc. or/and on their personal experience. They will make a short play/ performance relevant to the specific topic of the meeting. In order to pre-evaluate students' views experimental games would be useful at the beginning of the preparation.

During each meeting it will be two more activities:

- a. From Personal to Communal
- b. Evaluation and Development

Students will critically reflect on their views of the environment they live in, they will compare and exchange their thoughts with students from a different culture in Europe. They will notice stereotypes, differences and similarities and appreciate the diversity of cultures. At the end a questionnaire must be answered to evaluate the meeting's results. Also, teachers will also participate in meetings with the teachers from the other countries, in order to discuss and evaluate the progress of the project. When the students come back home they will present the mobility's result to their peers.

## RESULTS

By using drama techniques, we shall try to increase students' awareness and change their attitudes on the four topics. The results will be presented on the project's blog and on the Twinspace.

## IMPACT

- The participating teachers will be educated in using drama techniques to cope with different kind of issues in the school community.
- These teachers with the new acquired experience and knowledge will instruct in turn their colleagues at school.

- There will be aimed activities by the teachers for the management of students' problems.
- We aim to develop and train students' teams within every school which -in the long term- will identify and confront relevant issues.
- The students will participate in drama activities at school, in order to disseminate the values of the project (respect of the other, tolerance in diversity etc.).
- The teachers will share best practices at European level and develop drama techniques on students' management.



**Κωδικός** 2019-1-EL01-KA229-062471\_1

**Τίτλος Σχεδίου** Living Beside The Water

**Συντονιστής** Γυμνάσιο Περάματος

**Εταίροι** Escola Secundária Manuel Cargaleiro, I.E.S. LA ALBERICIA, ISTITUTO COMPRENSIVO "MICHELI-BOLOGNESI", Primary School of Dr. M. Tyrs, Kauno Roku gimnazija, Gymnasio Peramatos

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

All the partners, the schools from Greece, Czech Republic, Italy, Lithuania, Spain and Portugal, have decided to cooperate in this project because we think that collective effort is more productive and apparently more pleasant than any individual one.

Water is one of the most significant environmental factors for life itself on the planet Earth, inseparably connected to the development of human civilisation. All the hometowns of the partners are located close to a lake, a river or the sea. Throughout the ages, the lives of the inhabitants of these areas are connected with the water in every aspect and daily activity and as a result the city and the water factor are inextricably linked together in a way that the one cannot exist without the other. Moreover, our age is extremely digital. The pupils should be highly efficient in ICTs to perform well during the learning process and their future social and professional life. Likewise, the teachers should learn how to use all the advantages that ICT offers during the educational process.

Considering all the above, we have defined our objectives. The pupils and teachers should study the water factor near them in terms of geography, history, cultural heritage, environment, ecology, economy, tourism and art. They should improve their digital abilities and their proficiency in English, develop their critical thinking and cooperative skills, improve their self-expression techniques, obtain an ecological conscience, be aware of the cultural diversity in Europe, develop an intercultural communication and collaboration and participate actively in public life. Furthermore, we have included in our objectives the development and application of innovative techniques in education, the use of attractive teaching techniques and the expansion of the pupils' professional horizon.

There are six schools in our project, all participating as equal partners. The pupils and teachers of each school are the ones to implement the activities of the project. Our project involves about 270 pupils, aged 12-15 years old and approximately 80 teachers. About 200 parents' pupils will also participate mostly by offering their hospitality to the guest pupils during the meetings.

Our project includes 6 meetings, one in each school, combining Short-term exchanges of group of pupils and Short-term joint staff training events. The working material, basic for the collective study and activities of the project must be produced before each meeting by each school, while during the meetings a wide range of activities will undoubtedly lead to the successful accomplishment of our goals. The pupils will have to study the water factor near their hometown, take part in workshops, in-class learning processes, presentations, games, theatrical performances, dances, field trips to get acquainted to the water factor and the related activities to it. The teachers will have to take part in workshops too, meetings, presentations, exploratory studies, in-class job shadowing and field trips to the water related sights.

The participating pupils and teachers will acquire plenty of knowledge about the water factor near their hometown and they will deeply understand the dynamic relation and its great importance between the city and the water. They will supplement their digital skills, create digital products, improve their proficiency in English, get acquainted to innovative educational practices and attractive teaching methods, improve their abilities in self-expression and group working. They will also be familiar with the other partners' language, be able to recognize the linguistic, national, social and cultural diversity in Europe and finally they will be able to develop an intercultural collaboration between them.

In conclusion, there will be longer term benefits to all the people involved in. For the pupils, these will be the improvement of their learning capacity, a sense of self-completion and an expanding of their professional horizon. The benefits to the teachers will be the expected improvement not only in personal level but in professional as well. Moreover, the awareness of the linguistic and cultural diversity between them will help them acquire a greater understanding and respect about other people's culture and traditions and they will gradually become modern European citizens focused on the future. Finally, a longer term benefit to the schools in this partnership will actually be the creation of a modern environment, one that can incorporate all the new teaching and learning methods.



Κωδικός	2019-1-EL01-KA229-062519_1
Τίτλος Σχεδίου	Eco Child
Συντονιστής	Διαδραστικό Ευρωπαϊκό Σχολείο
Εταίροι	SELÇUKLU KESKESLER ANAOKULU, SCOALA GIMNAZIALA SPECIALA PENTRU DEFICIENTI DE VEDERE, Kedainiu lopselis-darzelis "Puriena"
Διάρκεια Σχεδίου	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

### SUMMARY AND OBJECTIVES OF THE PROJECT

Natural resources may be further classified in different ways. Natural resources are materials that you can find in the environment. Every man-made product is composed of natural resources (at its fundamental level). A natural resource may exist as a separate entity such as fresh water and air, as well as a living organism such as a fish, or it may exist in an alternate form which must be processed to obtain the resource such as metal ores, mineral oil, and most forms of energy.

Using environmental sources efficiently means "using the Earth's limited resources in a sustainable manner while minimising impacts on the environment. It allows us to create more with less and to deliver greater value with less input." In order to protect the natural resources EU applied measures. By 2020, the EU aims to reduce its greenhouse gas emissions by at least 20%, increase the share of renewable energy to at least 20% of consumption, and achieve energy savings of 20% or more. All EU countries must also achieve a 10% share of renewable energy in their transport sector. Through the attainment of these targets, the EU can help combat climate change and air pollution, decrease its dependence on foreign fossil fuels, and keep energy affordable for consumers and businesses. The 2020 package is a set of binding legislation to ensure the EU meets its climate and energy targets for the year 2020.

### THE PACKAGE SETS THREE KEY TARGETS

- › 20% cut in greenhouse gas emissions (from 1990 levels)
- › 20% of EU energy from renewables
- › 20% improvement in energy efficiency

As a part of this strategy in this project we are working with primary schools and kindergartens and we aim to inform them about the importance of the environment and nature and we also aim to increase their awareness on recycling, natural resources and also protecting the environment and saving energy.

This is a Project about the biggest problem; misuse of natural resources. We all need these natural resources in order to live. Just like everything else, natural supplies also have an end and if we don't stop wasting and start using more wisely all these supplies and keep polluting them, they will soon vanish. We will have nothing to inherit to the posterity. On the other hand this is the responsibility of all people and the best way to educate them is from an early age. The most important aspect of the project is giving the sense of importance of the environment to our youngsters who are the adults,

governors, presidents and ministers of the future. As we are users of the etwinning platform we will share all our activities and findings on our etwinning project and twinningspace.

## DESCRIPTION OF THE ACTIVITIES

Our project will improve children's creativity, presentation and artistic skills and they will start to care about the environment; they will start to recycle/reuse waste materials, they will create their own stories. they will improve or brush up their artistic abilities with the help of the toys and objects they will create and also with the help of the dramatizations and small sketches. Teachers will establish new friendships for future projects and also improve their teaching abilities by observing various teaching methods in different institutions. Students will learn new phrases in the target language and teachers will improve their English skills, as this is the project's communication language.

Our methodology will be inquiry based learning "Students can work by themselves, or as part of a small or large group. Inquiry itself typically involves methods such as discussion and guided research. You can also provide content in form of text, audio, video and virtual or physical manipulatives such as building blocks" (<https://www.prodigygame.com/blog/inquiry-based-learningdefinition-benefits-trategies/#strategies>).

## PARTICIPANTS

25 pupils from each partner kindergarten or primary school. They will work with their responsible teacher according to the mini projects that are chosen and they will actively participate in them. They will also need their parents' help in order to research and sometimes they may need the help of professionals from different institutions like universities, research centres etc. which will visit them to inspire them on both artistic skills and also the effect of the environment on our lives, the effects of recycling, saving energy and the importance of renewable energy.

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**Κωδικός** 2019-1-EL01-KA229-062543\_1

**Τίτλος Σχεδίου** Cre@t1ve Conflict Resolution and Peer-to-Peer School Mediation

**Συντονιστής** 4<sup>ο</sup> Γενικό Λύκειο Αθήνου «ΜΑΚΡΥΓΙΑΝΝΕΙΟ»

**Εταίροι**

Newark School, Agrupamento de Escolas Dr. João Araújo Correia, VI Liceum Ogólnokształcące im. Króla Zygmunta Augusta w Białymstoku, CONVITTO NAZIONALE DOMENICO CIRILLO-SCUOLE ANNESSE, I.I.S. "P. SRAFFA"

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"Cre@T1ve Conflict Resolution and Peer-to-Peer School Mediation" is a project which will last two years (2019-2021) and comprises schools from Greece, Poland, Italy: Crema, Italy: Bari, Malta and Portugal with students from 15 to 19 years old. The direct target group is made of 30 students and 18 teachers, but the range of the project is going to influence wider groups on local, regional, national and european levels. There are planned 4 International meetings all along the two years and 3 joint staff training events, one in the opening, one in middle period and one final.

This project seeks to address the problem of conflicts (e.g. bullying, racist attacks) that frequently occur among students in contemporary schools leading to negative/destructive results. Creative conflict resolution skills, tools and techniques such as mediation is an effective response to different kinds of conflicts and tensions at school. Additionally, conflict resolution skills are crucial for young citizens who live in an extremely complex society full of challenges and conflicts.

The overall objective of the proposed project is to contribute to the development of responsible and active citizens of tomorrow who will build a peaceful and tolerant society where all people grow and thrive. The specific objective is to enhance analytical and creative conflict resolution skills and techniques in the partner school communities and beyond to European Union school community. Particular attention will be given to mediation as a method of peaceful and creative conflict resolution.

The project results are expected to be the following:

- Improved knowledge and skills of teachers to support their students in handling conflicts in a peaceful and creative way.
- Improved knowledge of our students in how to use conflicts and tension as opportunities for growth and personal development.
- Mediation skills in particular developed and practiced by both students and teachers.
- Our schools to become communities of improved communication, mutual understanding and co-operation.
- Improved understanding of diversity as a source for cooperation and not conflict.

Additionally participants in the project activities will also feel that they are part of a European community which is based on productive dialogue, rich culture, critical thinking and democratic values.

Furthermore, the project will motivate students who have no interest or show low performance at school through team work and collaborative/co-operative learning method activities; students will

enhance their skills in research and their ICT skills; English language teaching will become more appealing for the students as they will participate in creative conflict resolution workshops and classrooms with friends from other countries, a valuable learning experience that will also teach them how to resolve interpersonal problems constructively.

The project methodology is innovative combining theory and praxis of conflict resolution, bringing closer teachers and students as members of a team who share experiences and develop key life skills for their school and their community. Additionally, during all meetings and activities interactive methodologies are applied and creativity is boosted. Not only the students who participate in the project will work and collaborate, but also the whole school communities will take part and will be involved in it - through the different activities including also the hosting families.

Teachers will collaborate, investigate innovative ways of learning and teaching in terms of creative problem solving, mediation, and crucial problems in our modern societies such as diversity, gender equality, (cyber)bullying. They will develop appropriate teaching materials, share them with their students and colleagues and spread the interactive teaching methods to other schools too.

The outputs of our project will be the following:

1. Mediation groups established in each partner school which will keep operating after the end of the project.
2. Online good practices guide with cases of successfully mediated / resolved conflicts, collected by the students with the support of their teachers.

Materials to communicate our project: website, social media, EU platforms, chatrooms, a project vlog, photos, videos, press releases, e-book case study, e-newsletter, a good practices guide, different kinds of performances (e.g. role play, dancing performance, already composed project's song and performed, and more music), face-to-face debates among the pupils of the participating schools.

The background of this project is mainly based on sociological context which is inseparably related to school environment where many problems and conflicts appear nowadays. The mediation method seems to be the perfect response to deal with all sorts of school problems in the contemporary schools.

**Κωδικός** 2019-1-EL01-KA229-062647\_1

**Τίτλος Σχεδίου** Let's Sharpen Our Minds and Enrich Our Lives by Creating a European TV Channel!

**Συντονιστής** 7<sup>ο</sup> Δημοτικό Σχολείο Αθήμου «ΜΕΓΑΣ ΑΛΕΞΑΝΔΡΟΣ»

**Εταίροι** Denizli Basma Sanayi Ortaokulu, Rigas Imantas vidusskola, Agrupamento de Escolas Infanta D. Mafalda, Gondomar, Scoala Gimnaziala nr.17

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Students in most schools struggle with learning foreign languages, how to sell their ideas, how to pitch, because they are not asked to produce real-life content, they don't get feedback from peers, they are not graded based on creativity, innovation, and so they are less interested in producing something as they usually focus on the mistakes they might make and not the content.

Languages are made for speaking, so our project, based on an etwinning project started in September 2018, allows students to create content, to choose teams, plays, write them, direct them, film them, deal with all the challenges, from technical issues to hearing everyone out and accepting all ideas, sharing responsibility and assuming it as well. By creating podcasts, promos, ads, films, reporting news, students aged 10-14 have been improving their linguistic skills, their communication and collaboration. So we decided to turn this into an Erasmus+ project, as working in international teams, taking part in real, not virtual workshops together, experiencing other cultures and languages in their natural setting would be beneficial for their individual growth and for their 21st century skills.

Greece, Turkey, Romania, Latvia and Portugal will work together in this project. All schools involved want their teachers to use more engaging means of teaching, more web 2.0, more flipped classes, so our goals are an increase in the number of teachers using ICT and modern storytelling methods, increased fluency in English, acquisition of basic skills in the partner languages, more sociable, tolerant, respectful and responsible students and an increase in the visibility of our schools. Our project would be a gateway for promoting other projects and activities we undergo in our schools, as our students would cover those in newscasts.

We will produce digital audio-video content, a youtube channel, chain stories, international songs, a radio channel, games to be used as listening comprehension, bringing realia into the class. We will involve roughly 30% of our teachers (languages, native language, arts, ICT) and 30% of our students (10-14), but the younger ones will be able to produce materials as well and take part in the LTTAs hosted by their school.

The project entails a training short-term staff meeting, where the two etwinning schools involved, Romania and Portugal will train the other teachers and present best practices and 5 short-exchanges of students, one in each country. During these, the students and teachers will work in mixed teams and collaborate with artists, musicians, TV presenters and journalists, interview local authorities, have creative writing sessions, linguistic workshops, get familiar with Augmented reality and different intelligences.

This project will have numerous dissemination activities, apart from the youtube and radio channel, so the impact will make it possible for us to reach as many schools as possible.

**Κωδικός** 2019-1-EL01-KA229-062934\_1

**Τίτλος Σχεδίου** Publicity and Nutrition

**Συντονιστής** ΕΠΑΛ Αγριάς

**Εταίροι** ISTITUTO COMPRENSIVO PLINIO IL VECCHIO, Zespol Szkol Ponadgimnazjalnych, Escola Básica e Secundária Gonçalves Zarco, Friendly Appeal Cesis State Grammar School, KURTKOY ANADOLU LISESI

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Teenagers' dependence on junk food is more prevalent than ever. Health problems resulting from bad eating habits and eating disorders due to the beauty stereotypes of our era have jeopardised the health of the young. Obesity, anorexia, bulimia, heart disease, diabetes are just some of the health issues encountered today. Misleading publicity is largely to blame for the situation.

School responsibility is not just to teach basic skills but also to educate children and teens on how to achieve an enjoyable life and avoid illness. Therefore this project aspires to tackle bad eating habits in three ways:

- a) training students, as well as parents and the wider public, to be suspicious of bright adverts and decipher the hidden messages in commercials and on food packaging.
- b) educating students, as well as parents and the wider public, on the foods that are conducive to good health, preferably those that are locally produced and can be brought fresh to us as well as suit our dietary needs.
- c) Involving students in spreading the news of healthy diets and awakening the public on the foods that they impulsively choose to fill their fridges with.

At the same time by being a transnational project, it aspires to boost the students' national and European identity, develop cultural awareness and tolerance in them, but also to encourage them to compare and contrast eating habits, laws related to food marketing and marketing practices in various places in Europe.

Finally, by requiring communication and cooperation, information collection and processing, development of arguments that convince, a critical view of information and creation of conventional and multimedia materials, the project contributes to the development of 21st century skills in students, necessary for their personal and professional success. Participants, directly or indirectly involved, will be about 1500 students (aged 12-18) and about 50 school teachers.

During the project a variety of activities will be performed and materials will be produced both at school and during meetings, where the job done at schools will be culminated. A computer game will be developed to incorporate and consolidate the knowledge collected throughout the project. Minor thematic online quizzes will be made to provide the public and the students with information. Leaflets will be composed, posters will be painted and an anti-advertisement will be made to awaken everyone as to the flaws of our diets. An e-book will be the collection of the project's materials and activities to be available to educators for use at schools but also to parents and every interested party.

Students will go shopping and organise a healthy picnic, observe food packages and advertisements and report on their findings regarding misleading messages, will taste foods and compare them to how they are advertised, will speak to experts and participate in workshops.

The project comprises a variety of activities and ways of implementing them which ensures that all students will make the most of their talents and skills. The main characteristic is student-centeredness, experiential learning and group-work. Students will be involved in decision-making, will learn by doing and will cooperate to reach common goals. According to bibliography, the above have proven to be effective ways of teaching and learning.

All information will be made available to the public (educators, stakeholders and others) for use at schools or for personal reference. Our website and the eTwinning platform will be forums of dissemination together with the mass media and the public events. In this way, we expect that the impact of our project will be intensified and sustained.

Students and the wider public will reconsider their eating habits, the influence of marketing in food choices and will take steps towards a healthier diet. Stakeholders may decide to protect the young against unethical advertising practices by imposing stricter regulations.

Finally, the project will boost the school's European identity by placing it in a network of schools and educators where teachers will exchange good practices and take leadership in the launching of constructive changes and educational projects making school life satisfying and motivating for everyone.

<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062985_1</b>
<b>Τίτλος Σχεδίου</b>	<b>M.E.T.E.C. &amp; C.W.: Meet Europe through Educational Comics &amp; Creative Writing</b>
<b>Συντονιστής</b>	7 <sup>ο</sup> ΕΠΑΛ Θεσσαλονίκης
<b>Εταίροι</b>	Atakent Sehit Selcuk Paker Anadolu Lisesi, Aluksne municipality's secondary school, Gymnazium Jana Blahoslava Ivancice, prispjevkovala organizace, Istituto Istruzione Secondaria Superiore E. Fermi, Escola Secundária Cam
<b>Διάρκεια Σχεδίου</b>	24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

"M.E.T.E.C. & C.W.: Meet Europe through Educational Comics & Creative Writing" will represent a bridge in terms of educational cooperation and exchanging good practices between 6 European organizations in order to enhance the quality of education.

The focus of the project is promoting the acquisition of academic, emotional and social skills and competences of our students by using creative writing techniques and comics creation as an effective way of teaching in classes in order to motivate them to learn, with a particular emphasis on English language.

This project is mainly addressed to students facing difficulties (educational, health, emotional, economic, cultural, social) that we want to motivate by providing a meaningful and concrete learning context which will promote acquisition of skills and help reduce disparities in learning outcomes. In this connection it can also be considered an effective tool to limit school failure and consequently to fight against early school leaving. It is also open to students willing to increase their competence in English language, interested in comics' creation, in digital technologies. This project supports models of inclusive education which not only benefit students with disadvantages but also create an environment in which every student will have the opportunity to be successful.

We have fixed the maximum number of 50 students in each country which will possibly be divided in smaller groups. We intend to create a student-centered, inclusive learning environment and to implement contexts based on Cooperative Learning, non Formal learning and CLIL methodology to stimulate learning language through creative writing and comics' creation activities.

We are going to develop topics based on social problems related to young people and that can be connected with literary works under a common language: English. We use comics as an alternative holistic environment to promote acquisition of both educational and emotional skills and competences. Students will develop intercultural understanding and gain new perspectives on their own learning.

"Comics" will be an activity based on the assumption of roles and simulation of real life situations and stimulate the use of communication in a foreign language. The creation of comics becomes also a valuable tool to foster relationships because, working in group, students are faced with the problem of the relationship with the others, starting with the respect for diversity and the desire to communicate emotions. The comics' creation develops into pedagogy because it aims to the increase of individual creativity in the respect of the uniqueness of each one.

The activities to be carried out include: Creating online logo, poster, motto; Creative Workshop on how to build a story and discover of digital tools for comics' creation; Best photo of the Project; short term exchange of groups of pupils where students will participate in workshops. All the activities will have positive effects on students' literacy development, academic success and social interaction. We expect all participants and stakeholders will gain knowledge and experience by the project.



# TEACHING PROFESSION

**SCHOOL EDUCATION:**  
Strengthening the Profiles of  
the Teaching Professions





**Κωδικός** 2019-1-EL01-KA229-062509\_1

**Τίτλος Σχεδίου** Digital Competences

**Συντονιστής** Μουσικό Σχολείο Κομοτηνής

**Εταίροι** AFYON SPOR LISESI, Istituto Istruzione Superiore «Isa Conti-Eller Vainicher», Djani Rodari private school, Agrupamento de Escolas de Ourem

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Through modern teaching and learning 21st century abilities can be developed, especially by using technology effectively. Mobile devices like smartphones, iPads or tablets spread rapidly in nowadays' online society. A growing tendency of their usage can also be found in schools, however most countries in Europe are unfortunately insufficient in terms regarding mobile devices. Moreover, some of the schools have been owned the appropriate equipment, the teachers are not all the time well-educated to use these modern devices and they often seem to be worthless. Those modern mobile tools are able to raise the quality of education and learning and drastically change the methods how we teach and learn. It is fun to work with them, interactive, and which is the most important they are effective. It seems, that the future is not to learn from printed books but to use digital materials.

Our aim is to examine the similar partner institutions from all over Europe by observing several ways of how and what kind of technology and mobile learning are used during the teaching and learning process.

### OBJECTIVES

Through the local and transnational activities we determine a set of objectives for the beneficiaries of teachers:

- to benefit / develop knowledge of mobile apps and Google tools
- to improve digital competence
- to practice the usage of digital tools
- to improve their confidence with using modern technology in the classroom
- to improve communication and collaboration skills
- to increase their creativity and initiative sense
- to develop their multiculturalism

Through the project activities we target the following objectives for students:

- to develop digital competence for educational reasons
- to develop motivation for studying
- to improve communication and collaboration skills
- to increase their creativity and initiative sense
- to practice using mobile apps and Google tools for educational purposes

- to communicate with students from the other countries and share experiences
- to improve cultural awareness and intercultural competence.

## ACTIVITIES

LTTA1, short-term joint-staff training - course on Google tools and the use of mobile devices and apps for educational purposes. LTTA 2 is a student exchange on "Google tools and their use in the classroom." LTTA3, student exchange, follows the same procedure as above. The topic is mobile apps and web 2.0 tools for collaborative learning. LTTA4, student exchange - mobile apps and web 2.0 tools for content creation and assessment. LTTA5, student exchange - game-based learning. LTTA6, short-term joint-staff training – evaluation of the project, discussing and compiling the Final report.

Before student exchanges, each country prepares an activity which will be applied with students.

## PARTICIPANTS

The project involves two main target groups – students and teachers. Students' age is 16-17 and they are either vocational or general education students. Both boys and girls are part of the target group. They will represent the selection pool for the exchanges too. 20 of them in each country will participate directly in the transnational events, while the others will be the target of the intensive dissemination activities developed after the exchanges.

Teachers – 3 per country in LTTA1 and 2 per country in the other meetings – a total of 52 teachers will attend transnational events, either as beneficiaries in LTTA1 and LTTA6 or as accompanying teachers in LTTA2-5. They are mainly IT, language, Science, Maths teachers, but other specialisations too.

## IMPACT

Teachers and students will get hands-on experience in using mobile apps and tools in the teaching and learning process, which will obviously benefit the entire school, as they will become more active and competent in the use of modern methods. Classes will become more interactive and participants will become more motivated and involved in the educational process. All these benefits will bear effects on the entire school through dissemination of project activities and results. As a result of these, we intend to attract more teachers to use modern technologies in their teaching. Schools will therefore increase their suitability for the 21st century demands, will become more attractive to students in their areas and will establish partnerships with local institutions in this field.

## RESULTS

We aim to create both intangible and tangible products. Participants will be more motivated, more digitally proficient and as a result of this more engaged in the learning-teaching process. Schools will become more attractive for students, more capable to educate students ready for the 21st century.

Our tangible products include descriptions about the use of Google tools and mobile apps in the teaching-learning process. Questionnaires; materials for training courses, teachers' feedback, lesson plans or smaller activities, presentations of partner schools, feedback surveys, self-assessment forms; project management papers.

# EARLY SCHOOL EDUCATION

## **SCHOOL EDUCATION:**

**Increasing Access to Affordable  
and High Quality Early Childhood  
Education and Care**



<b>Κωδικός</b>	<b>2019-1-EL01-KA229-062480_1</b>
<b>Τίτλος Σχεδίου</b>	<b>Ανακαλύπτοντας τον φυσικό πλούτο της Χίου και της Κύπρου</b>
<b>Συντονιστής</b>	<b>1<sup>ο</sup> Νηπιαγωγείο Αγίου Μηνά Νεοχωρείου Χίου- Κουτσουράδειος Σχολή</b>
<b>Εταίροι</b>	<b>Η' ΝΗΠΙΑΓΩΓΕΙΟ ΠΑΦΟΥ-ΑΝΑΒΑΡΓΟΥ</b>
<b>Διάρκεια Σχεδίου</b>	<b>12 Μήνες</b>

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

High quality early childhood education is a strong prevention measure to school failure and early school learning and therefore, the professional development of preschool teachers is a significant priority. As teachers, we wish to collaborate and learn from colleagues from other countries. The observation and active participation of teachers through the Erasmus program will constitute a unique intercultural experience as apart from the exchange of experiences, participants will have the chance to observe how the environment of each island is related to the development of local culture.

Teachers consider children's awareness on environmental issues as a top priority and thus, schools will collaborate through the implementation of an environmental program titled "Discovering the nature treasures of Chios and Cyprus Islands". The participants co-designed the program which will be implemented at the 1st Kindergarten school of Agios Minas (8 teachers & 51 children 4-6 years old) in Chios-Greece, the 1st Public kindergarten of Pafos (8 teachers & 95 children 4-6 years old) and the 8th Public Kindergarten of Pafos (9 teachers & 100 children 3-6 year-old) in Cyprus.

The objectives of the program are related to the professional development of teachers, the upgrading of students' learning experiences (open learning activities in authentic contexts, digital communication of students), the promotion of innovative learning practices (teaching English with Clil method, outdoor classroom, earth balloon) and instructional strategies (learning centers) and the exchange of information in relation to the way the two countries handle and manage sustainable development.

The objectives will be achieved through the discussion and exchange of ideas among teachers, by observing other colleagues' teaching practices, by participating in in-service training seminars and programs organized by the environmental centers of both countries and through collaborative activities of students' using digital tools.

The assessment of outcomes will include both teachers' perspectives in relation to the impact of the program on their professional development and children's attitudes and knowledge related to the protection of the islands' diverse plants. For this purpose, questionnaires and interviews will be collected. The dissemination of findings will be achieved through seminars for parents and teachers, through schools' websites, twinspace platform and by publishing a book.

The program will significantly contribute to the development of the three organizations and the outcomes will be used after the completion of the study. The added value of the implemented activities will have a long term impact on the quality of education offered to the preschool age children in Chios and Cyprus and will assist in developing future collaborations with teachers from other countries.

Κωδικός

2019-1-EL01-KA229-062896\_1

Τίτλος Σχεδίου

ICT and Robotics in Pre-School Education: A More Attractive Way for Learning!

Συντονιστής

1/Θ Νηπιαγωγείο Ριζαρίου Τρικάλων

Εταίροι

Vilniaus r. Mickunu vaiku lopselis - darzelis,  
Aluksnes pirmsskolas izglitibas iestade «SPRIDITIS», Kättilsmåla förskola,  
VIRGEN DE LA VEGA, Preschool Põngerjas

Διάρκεια Σχεδίου

24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Nowadays, the rapidly growing of ICT, shapes a new operation framework of the nursery school that requires a quality education and development of participatory teaching methods, having as a goal children's all sides development and their smooth socialization, in order to be ready to face the "information and knowledge society", where they are going to live in. It is thus crucial to give children all the required skills and abilities that will prepare the European citizens of tomorrow society starting from kindergartens, as the first stage of systematic education.

The new technologies are able to become a valuable tool for expressing, communicating, exploring, experimenting and searching in the hands of pre school education pupils, because contribute to the enhancement of exploratory learning of many different cognitive subjects and sciences, facilitates their deeper comprehension, enhances to the development of analytical and synthetic thinking and helps children development and their smooth socialization.

By using cooperative teaching approaches that requires the adoption of methods of active learning and energetic acquisition of knowledge and skills and defines the role of the teacher as councilor, cooperator and mentor, we will give pupils the opportunity to gain knowledge by taking part in more attractive and more interesting activities, using ICT and smart devices in teaching and learning activities. Equal opportunities will be given to all children with any kind of disabilities. Project is for children 3-6 years old.

The main project aim is to improve educators and children digital and technology skills using educational robots and ICT equipment and the integration of ICT (including STEAM and robotics) in learning and teaching process of pre school education. Through using ICT and robotic equipment in daily learning activities in combination with selected activities of curriculum of pre school education, will develop their skills in research, critical and creative thinking approach. They will experiment with different materials, will learnt through play, cooperation with other children, respecting the rules and responsibilities, accepting the diversity. Teaching will be more interesting for the children and they will have the chance to be more active, to explore, to observe, analyse and solve problems, to experiment, act and they experience success in the work process. They will implement their new skills, develop the spirit of cooperation and responsibility produce themselves materials and participate in activities, feeling the joy of creativity. During the project children will share their work with children of other European countries using various web tools and internet environments and learning about the culture of the participant countries, accept their co-existences and imagining a common future, getting the sense that they are part of a larger world called Europe.

The most important expected results are:

- The creation of web site with learning material, e-twinning project, e books and educational games,
- The development of teachers and pupils digital skill,
- The Integration of ICT(including robotics and STEAM)in teaching and learning process.

All results that will be created at the end of project, after cooperation between all partners will be very important, active and available for teachers around Europe. Six schools representing more than 1000 pupils from north and south of Europe will cooperate in this project and give the opportunity to staff and trainees, to increase their digital skills and through this cooperation, strengthen their European identity. Cooperation will be continue in the future.

After the project 's end, technology will be integrated to teaching and learning activities and all participate institutions will have materials, equipment, skills and knowledge about their using in learning activities. It is expected that the participating teachers will learn to use more than 50 new web tools and internet applications and will implement these skills in daily learning activities ,by giving to children a new, more attractive and more qualitative way of teaching.

This project will have a long-term impact on every partner institution. It's expected systemic changes in each participant school. Educators will improve the quality of their knowledge and their methodologies and will acquire enough skills, so they will be able to make changes to the existing curriculum that responds to the requirements of modern times, thus achieving European added value in the quality of pre school education. We believe that this project will help to children's positive attitude towards learning and contributes to prepare European citizen of tomorrow, who have the necessary skills, respects the values of life and is preparing to be able for action and right decision for a better tomorrow. We are investing in a better world, taking as a starting point the children.

**Κωδικός** 2019-1-EL01-KA229-062931\_1

**Τίτλος Σχεδίου** "Prevention is Better than Cure", as Hippocrates said

**Συντονιστής** 23<sup>ο</sup> Νηπιαγωγείο Λάρισας

**Εταίροι** 5th nipiagogio Farsala, AVE MARIA ESPARRAGUERA, Vilkaviskio vaiku lopselis-darzelis Buratinas, Pres school educational institution "Saulite", Istituto Comprensivo N.1 Imola

**Διάρκεια Σχεδίου** 24 Μήνες

## ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project "Prevention is better than Cure", addressed to early years education students, is on healthy eating, exercise and well-being. Its innovation is based on the philosophy of the ancient Greek therapist Hippocrates, who acknowledged the significance of exercise – in combination with diet and other factors- for the preservation of good physical condition. In a world constantly changing causing negative effects on health, the meaning of the Hippocratic sayings is a priority. The core of the project is the idea that humans can search for ways of prevention and cure in nature and form positive attitudes towards environment and sustainability. The project is a continuation and expansion of previous eTwinning programs at a European level, namely "The Hippocrates in Larissa", "Cultural Routes" and "The Importance of Diet and Exercise from the Age of Hippocrates to Today".

Main purpose of this project is the improvement and promotion of mental, physical health and the social well-being of the students by participating in activities so as to understand the importance of Health and the value of healthy eating through the investigation of the Hippocratic theory. Secondary objectives are the students' learning about herbs and to realize that Nature is the best "pharmacy"; also to understand the benefits of exercise as a means of prevention in combination with diet, the interaction with European people and the development of social skills; finally to obtain environmental consciousness and inspire students to become active European citizens.

Teachers from 5 countries and 6 schools participate in this project:

- 23rd public Kindergarten of Larissa, Greece, applicant organization. Participation in eTwinning and T4Europe programs, owner of eTwinning labels, awarded with the eTwinning School Label.
- 5th public Kindergarten of Farsala, Greece, partner and coordinator in 2 Erasmus+KA2 projects.
- I.c.1 Imola, Italy, public school.
- AVE MARIA ESPARRAGUERA, Spain, private school, owner of eTwinning school labels.
- Vilkaviskio vaiku lopselis-darzelis Buratinas, Lithuania, public school. Owner of eTwinning school labels, International award of Best eTwinning school.
- Preschool education organization "Saulite", Latvia, public school.

At the first meeting each school will present the purpose, the objectives of the project, the planned activities and cooperation rules through videos and electronic presentations. The project is designed as a set of interdependent activities in which all the partners will play an active role to achieve the best results. The planned activities aim to the study of the topic through multiple experiential, exploratory and cooperative material, formed for students aged 4-9. The students will acquire knowledge

regarding Hippocrates' viewpoints with the support of TIC, while they 'll participate in an experiential action at the Diachronic Museum of the coordinating city. They will be "young guides" in a field study at the Medical school, the Hippocrates' monument and the Diachronic Museum. They 'll organize and participate in "Olympic Games", get to know traditional games and recipes of the European countries and explore art. Parents' participation will be active during the whole project. In addition the partner schools will share the activities and their results at their schools.

Methods of experiential approach are applied, such as exploratory teaching, group collaboration, interdisciplinary, brainstorming, open type dialogues, use of art in education, transforming learning. Cooperation will have a positive effect on the personal and social development of students, teachers, collaborators and the school as a whole, thus strengthening the European identity. They 'll learn ancient phrases, related to diet and traditional games. They'll be able to develop a healthy relationship with food, as well as get in touch with various sports. By promoting respect towards dissimilarity, the social exclusion of students will be reduced; they'll follow rules of safety and hygiene in games, sports and everyday life. The project's results will have long term benefits on students, acting consciously about issues which affect health and adopting strong dietary standards that become resistant habits during adulthood. Also, students will obtain environmental consciousness; will recognize dangers that threaten health and the environment, in order to make the right choices.

It's of vital importance that new generation assimilates beneficial standards and attitudes which will positively affect the quality of life. As young age is the most appropriate for shaping habits and standards, we consider that this particular project will have a positive influence towards this direction. Thus school, being the most important means of transferring knowledge, will be an important source of influencing healthy habits. Health education will benefit students and parents to behave in a way that favors the prevention and preservation of health.







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ΕΘΝΙΚΗ ΜΟΝΑΔΑ ΣΥΝΤΟΝΙΣΜΟΥ ERASMUS+

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