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# A compendium of the 2022 European Innovative Teaching Award laureates

Erasmus+

**EUROPEAN COMMISSION**

Directorate-General for Education, Youth, Sport and Culture  
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Unit B.2 - Schools and multilingualism

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## Foreword



**Mariya Gabriel**  
*European Commissioner  
for Innovation, Research,  
Culture, Education and Youth*

Every day, thanks to teachers and school communities fully dedicated to their job and to pupils across Europe, a lot of innovative practices take place in schools to adapt teaching and learning to the current challenges of our societies.

Supported by Erasmus+, teachers have developed new and inspiring ways in teaching and learning. Working together, they have kept their own competences up-to-date and made the European dimension an important part of their work.

All this innovation contributes to high quality education and training systems in Europe to make the European Education Area a reality.

These innovative practices deserve to be more visible, celebrated and shared: this is precisely what the European Innovative Teaching Award, launched in 2021 as a new action under the European Education Area, does. The European Innovative Teaching Award aims at recognising achievements within the Erasmus+ programme and showcasing projects that incorporate outstanding innovative teaching practices.

At the same time, the Award highlights the value of the Erasmus+ programme for European teacher cooperation on priorities like the digital and green transitions, social inclusion and participation in active citizenship. Erasmus+ is key for supporting mutual learning through learning mobility abroad, peer learning and communities of practices, and, finally, professional excellence.

Each year, the Award is centred around a particular theme. For the second edition in 2022, the theme was “Learning together, promoting creativity and sustainability” with close links to the New European Bauhaus: this initiative, linked to the European Green Deal, calls on all Europeans to imagine and build together a sustainable and inclusive future that is beautiful for our eyes, minds, and souls.

Linking the European Green Deal to our daily life, to our spaces and experience – and the classroom is a fundamental part of that, is crucial for our future.

I believe there is no cycle more virtuous than having grassroots initiatives being shared and gaining critical mass, through peer recognition and adoption.

With this Award, we celebrate 98 projects from 29 education systems across Europe, which represent early childhood education and care institutions, primary and secondary schools, and VET institutions. Ultimately, we celebrate the drive to do better, the commitment to our pupils, the capacity to adapt to the challenges of our times.



# LEARNING SPACES: How can architecture inspire the educational process and support the learner's creativity, learning and well-being.



*By Sofia Fors  
founder of the  
Copenhagen based  
architecture studio  
Fors Arkitekter*

In 2021 Fors Arkitekter won the open international architecture competition to design the Maatullin School and Kindergarten in Helsinki, Finland, that is currently under construction. I want to share here with you the thoughts behind the design of the school and the process of creating learning spaces that help shape and support the activities of learners and teachers. I think that designing learning spaces in one of the most important tasks you can do as an architect, as well-designed learning spaces can help learners thrive and grow.

## **1. Give something back to the city and the community**

[How can we create learning spaces that gives something back to the city and the community?](#)

Architecture can help creating a sense of community and add value to cities and individuals. The starting point of the design of the Maatullin School was the idea of creating a multifunctional building that enriches the whole neighbourhood. It is located in a suburb to Helsinki, on the intersection of a series of recreational parks. The building opens up towards all directions, connect the existing pedestrian and biking paths and make the green open schoolyard a natural part of the park. To strengthen the community, part of the school also functions as a community center in the evenings and on the weekends where the residents can participate in events and take lessons in art, sports, theatre, languages and cooking. In this way the school, the schoolyard and the surrounding parks becomes one large unified learning environment that supports community, social interaction and inclusion among both the learners and the residents.

## **2. Bring together learners of different ages**

[How can we create learning spaces that bring together learners of different ages and help them learn from each other?](#)

In the Maatullin School it was very important for us to create a safe and unifying environment that supported cross-disciplinary work, social interaction and good connections for all learners, teachers and residents. The building is therefore divided into a village of smaller blocks with different programmes that are connected with a circular green courtyard. All transition spaces, common spaces and clothing storage spaces are located around the courtyard to support the learners to meet and gather spontaneously. The clear division of the programme into different blocks brings a human scale to the building and helps even the youngest learners to create an overview and feel at home. The efficient and compact blocks ensure that all functions are placed on a short distance to the building's central space and all entrances. By combining a school and kindergarten

in the same building it promotes social togetherness and that learners of different ages can learn from each other.

### **3. Inspire learners to learn, collaborate and be creative**

How can we create learning spaces that can inspire learners to learn, collaborate and be creative?

The core idea in the design of the school has been to create a "forest glade" in the middle of the school, that functions as the heart of the community. The green bright courtyard in the school brings its own peaceful outdoor area, which brings natural light inside the building, provides views of greenery to the central areas of the school and diversifies the use of outdoor spaces as learning spaces. Around the courtyard, the learners and residents are invited to gather, be inspired, learn and participate in events in a green lush environment.

### **4. Make learners feel at home, safe and comfortable**

How can we create learning spaces that make learners feel at home, safe and comfortable?

For the school we had the goal of creating learning spaces that were inviting, intimate and adapted to the scale of the learners. Learning spaces that make the learners feel ownership of the spaces they use. With a tactile and warm wooden interior, views of the green environment, good acoustics and natural daylight, the learning spaces help the learners to feel at home, safe and comfortable meanwhile creating the best environment for learning, creativity and well-being. For example in the kindergarten we created window niches that were designed from a learner's viewing perspective to give strong visual connections to the green schoolyard and playgrounds.

### **5. Strengthen the learners' respectful relationship to nature**

How can we create learning spaces that strengthen the learners' respectful relationship to nature?

Throughout the Maatullin School, students have direct access to nature which has been found to aid learning and create mental well-being. The building's direct connection to both the courtyard and the schoolyard, makes nature constantly present in the building and blur the boundaries between outside and inside. Green schoolyards and playgrounds invite children to play with natural elements, improve their motor skills and ability to concentrate, at the same times as it strengthens their respectful relationship with nature. Using Finnish plants at the yard make children learn about local plants at the same time as it provides a seasonal change throughout the year.

### **6. Enrich the learners' day-to-day experiences**

How can we create learning spaces that enrich the learners' day-to-day experiences?

Architecture has the capacity to enrich our day-to-day experiences. For the school the goal has been to create diverse unique experiences that supports different learning situations and needs on a daily basis. There



are both small intimate pockets for quiet work and large inviting spaces for social gatherings. For example on the second floor the learners have direct access to a generous outdoor terrace, which wraps around the tree tops of "the forest glade". The terrace functions both as an outdoor teaching space, play area and viewing point.

### **7. Support flexible usage of space that can change over time**

How can we create learning spaces that support flexible usage of space that can change over time?

Learning spaces should be able to adapt to future needs and evolve over time. The goal for the learning spaces in the school has been to organise them in a flexible and versatile way that would support the community, collaborations between blocks and many different learning situations, both independent and collaborative work. The load-bearing column-beam system in the building allows for a flexible division of the space. With foldable walls and curtains there are possibilities of modifying, combining and dividing the learning spaces into multiple spaces. On the ground floor the different blocks are directly connected to learning gardens to provide the possibility for also teaching outside.

### **8. Encourage movement, exploration and play**

How can we create learning spaces that encourage movement, exploration and play?

Movement has proven benefits for both learning, motivation and well-being. Movement throughout the day helps students to get re-energised and to concentrate better. The round main stair in the Maatullin School is centrally located in the lobby to invite the learners to use the stair when moving between the floors. The circular green courtyard and the large green schoolyard is designed to promote movement and play in between classes and in nature. The forest-like schoolyard is divided into social, active and quiet areas that allows for different kinds of activities, the exploration of nature and creative play.

### **9. Adapt to the surroundings, the programme and the learners' needs**

How can we create learning spaces that adapt to the surroundings, the programme and the learners' needs?

When designing a building it is very important to consider the context, local materials and users' needs. The Maatullin school design is inspired by its location in a park area and characterised by its wooden facades that brings a human scale and warmth to the neighbourhood. The use of wood is deeply rooted in the Nordic building tradition, and the tactile wooden facades and interior creates an inviting space for learners to feel safe and comfortable. The wooden façade with vertical ribs draws inspiration from trees and creates a dynamic interplay between outside and inside. The façade has five different façade types, to enhance each block's unique programme and give the blocks different characters so it easier to navigate in the area.

## 10. Promote sustainability and taking care of the environment

How can we create learning spaces that promote sustainability and taking care of the environment?

Today, the building sector accounts for a large amount of the world's CO2 emissions. Learning spaces built from sustainable materials and in symbiosis with nature help reduce the carbon footprint, promote positive progress and teach the learners to take care of their environment. The structure and surfaces in the Maatullin School are made primarily from wood, creating a tactile and environmentally friendly interior and exterior that is minimising the CO2 emissions. The building's optimised design and robust materials create a long-term, sustainable and low maintenance building that age beautifully and in harmony with nature. In addition, the yard landscape is designed to promote cycling and walking to school.






**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**

# Keep your footprint low and make the earth grow

 Project Coordinator:  
Volksschule am Tabor

 Project reference:  
[2018-1-AT01-KA229-039190](#)

 Country:  
Austria

 Project partners:  
Ynysowen Community Primary School (Wales)  
Vilniaus Vyturio Pradine Mokykla (Lithuania)  
Scoil Mhuire Lourdes (Ireland)  
Orhanbey 2014 (Türkiye)



- Teachers, parents and the wider community supported the project by preparing and building beds, allotments and polytunnels for growing their own fruits and vegetables.
- Older students ran a small fruit and vegetable co-operative and the youngest students produced video clips presenting some results on reducing the carbon footprint.

### Teachers

- The curriculum was tailored to students' needs and innovative technologies were used.
- Teachers developed new ways of teaching more effectively and encouraged students to investigate and present their results.
- Creative open learning space for all learners was provided.
- Parents aim to change their lifestyle
- Schools support local producers
- The co-operative established in the project continues its operations
- Plastic has been banned.
- Equal opportunities were given to all students.

### Impact

- Parents, influenced by the students, strive to change their lifestyles (sustainability).
  - The use of plastic in classes has been banned and students bring reusable water bottles and drinking cups.
  - School lunches are prepared with local and seasonal produce and fairtrade products are used.
  - The students keep using the polytunnels, patches and allotments all year round for growing their own fruits and vegetables.
  - A group set up their own small business and run a small fruit and vegetable co-operative during the school year.
- Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- climate impact on plants
- definition of terms: carbon footprint, CO2 cycle
- “products” in regional backyard
- old and forgotten varieties
- ways of reducing waste and carbon footprint
- developing IT skills and critical thinking

### Target group(s)

- 220 girls and boys aged 3 to 13
- teachers, parents, wider community
- local producers and farmers

### Methodologies

- Teacher-Centred: experts and direct instructions provided information relevant to their experiences
- Student-Centred: experiments and research, setting up patches, allotments and polytunnels, and created a co-operative with local farmers.
- Indoor-outdoor activities
- Digital technologies: IT tools for content creation and communication (e.g. eTwinning)
- Building an “Eco city”

### Environments

- A wide variety of settings were offered, e.g. outside the school or in buildings - either real or virtual.
- Students were encouraged to engage in problem-solving.
- In active learning, students were motivated to investigate and present their findings.


CATEGORY: SECONDARY EDUCATION  
 TOPIC: CREATIVITY

## Educating Innovative and Creative European Citizens

 Project Coordinator:  
BRG Wels Wallererstraße

 Project reference:  
[2018-1-AT01-KA229-039196](#)

 Country:  
Austria

 Project partners:  
 Geschwister Scholl Schule (Germany)  
 Gymnazija Skofja Loka (Slovenia)  
 Táborské soukromé gymnázium a Základní škola, s.r.o. (Czech Republic)  
 Liceum Ogólnokształcące im prof. Zbigniewa Religi w Gilowicach (Poland)  
 Istituto professionale di Stato per i servizi alberghieri e della ristorazione P. Borsalino (Italy)



- All digital tools are still being used in the participating schools and are available for different subjects.
- The project focused on all subjects taught in the participating schools.
- Vocational and general schools were involved in the project.

### Teachers

The teachers:

- First, identified digital tools that can be used for didactic methods to improve learning.
- Next, they developed content that can be used in teaching any subject in any school.
- Benefited from different best practices as they worked together in international teams to develop teaching materials.
- Developed settings where learners could work together in online groups.

### Impact

The project has impacted:

- Teachers' professional skills by strengthening their digital competencies.
- Students' knowledge of cultural, immaterial and natural heritage. They gained a deeper insight into democratic processes and improved their practical knowledge of digital tools.

In addition:

- Students used their new skills to introduce new democratic activities in schools, such as activities against climate change.
- Local communities strengthened their relationships with other cities, some of which are already twinned.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Improving IT skills
- Promoting knowledge about EU institutions as democratic decision-makers,
- studying the cultural, natural and social heritage of participating regions Target group(s)

School communities:

- Pupils, parents & teachers.
- Local and wider educational community.

### Methodologies

- Different IT tools (e.g. eTwinning, video editing) were used and students learned to develop surveys, quizzes, puzzles & boards.
- The project focused on cooperation: between schools, pupils in mixed groups, between schools and regional and wider learning communities.
- It focused on inclusion by enabling the participation of socially or physically disadvantaged groups.


### Environments

- Hardware and software provided to enhance the learning and teaching environment.
- Various learning settings were provided including school buildings and non-school institutions.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**



# Water-Woda-Wasser

 Project Coordinator:  
 Höhere Lehranstalt für wirtschaftliche Berufe Türnitz

 Project reference:  
[2017-1-AT01-KA219-035059](#)

 Country:  
 Austria

 Project partners:  
 Zespół Szkół Ogólnokształcących nr 12 w Gdańsku (Poland)



### Topic(s) addressed

- The importance of water (supply, transport, recreation, well-being)
- Sustainability
- Human influence on the local environment
- Consequences of the interaction between man and nature
- Water pollution
- Biodiversity, ecology, protection of natural treasures

### Target group(s)

- two classes of students aged 16-18
- the Austrian group consisted of 27 students.

### Methodologies

Various innovative methods of teaching and learning were used in the project:

- ICT tools were applied to explore the topics and to present the findings (movie making, photography).
- eTwinning was used for communication between the students (e.g. video conferences).
- Applying peer learning.
- Activities encouraging communication and cooperation: pair work assignments, group discussions, games, acting, singing, music making, cooking, free time activities.
- Different decision-making methods were used.

### Environments

- The community of Türnitz offered guided visits to the natural outdoor swimming pool and water supply of the community.
- A captain of a historic paddle steamer on the river Danube explained the hydrographic and technical details of river navigation during steamboat travel.

- The students met with experts from the second Viennese High Spring Water Pipeline as well as scientists from the University of Gdańsk (Institute of Oceanography, Geography, Biology).
- Local politicians were invited to make students aware of the international activities of the partner schools.

### Teachers

- The teachers could compare different approaches to teaching and dealing with students in other European schools.
- They exchanged good practices and gained insight into the teaching methods of their colleagues.
- They improved their languages and ICT skills which helped them to fulfil the requirements for teaching CLIL classes.
- The teachers received direct feedback from the students while accompanying them during their travels

### Impact

The project promoted open-mindedness and helped fight prejudices. Notably, the Austrian students reacted reluctantly at first to the idea of applying for an Erasmus project with a Polish school due to the prevailing prejudices towards Eastern European countries. However, in the end, they admitted in a final feedback statement that they had learned to overcome their bias. Erasmus+ projects establish a unique selling point for Austrian schools. They bring the European dimension not only to the school but also to the entire region.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**

## Let's Colour the Future

 Project Coordinator:  
Ecole Communale Robert André, Flénu

 Project reference:  
[2017-1-BE01-KA201-024760](#)

 Country:  
Belgium

 Project partners:  
 "St. Kliment Ohridski" Primary school- Bitola (North Macedonia)  
 Istituto Comprensivo "Don A. De Caro" Fisciano-Lancusi (Italy)  
 Osnovno Uchilishte Professor Ivan Batakliiev (Bulgaria)  
 Diyarbakirli Ekrem Ergun Ilkokulu (Türkiye)



### Topic(s) addressed

- Inclusion and learning together
- New innovative educational methods
- Combating failure in education

### Target group(s)

150 pupils with integration difficulties

### Methodologies

- All pupils chose activities according to their talents.
- All activities were extracurricular (board games, photography, wall painting, theatre)
- Activities realized on the school premises but outside the classroom and the regular learning timetable.

### Environments

- Teachers decided to use all available spaces and time slots for this project: playground, lunchtime, leisure time.
- The entire school was involved in the project.
- The parents were also brought on board and one of the direct impacts is parents' stronger involvement in their children's life at school.
- A good collaboration of the entire school was essential to carry out the 14 activities, 3 weeks long each.
- Local authorities were also involved during the partners' visits

### Teachers

- There was a big involvement from the teachers' community showing notably in committing the hours out of the classroom.
- This collaborative work and the introduction of unconventional activities allowed teachers to discover affinities with some specific fields which will be useful for future projects.

### Impact


The most significant results of the project are:

- Better integration of excluded pupils in the school. Administrators, teachers and parents saw that those children were happier; pupils gained self-confidence and self-esteem, and they felt included in their school community.
- The other pupils learned to respect each other and to include everybody in their work and games. Many students without integration difficulties learn empathy for those targeted by the project.
- The most successful activities continue to be carried out in the school until this day: board games during lunch time or detective games at the beginning of each Erasmus+ project.
- Better collaboration between the school and the parents is another direct result of this project.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**




## El patio de Babel

 Project Coordinator:  
Athénée Royal de Beaumont

 Project reference:  
[2018-1-BE01-KA229-038545](#)

 Country:  
Belgium

 Project partners:  
IES Mar de Aragón (Spain)  
Institut La Serra (Spain)  
Lycée polyvalent Louis Armand (France)



### Topic(s) addressed

- Creativity - the impact of spaces and architecture on learning
- Quality improvement methods

### Target group(s)

300 upper secondary school students aged 15 to 18 years old were involved in the project.

### Methodologies

[This project](#) offered a new methodology to increase motivation for language learning:

- It brought foreign languages to a patio where all students can express themselves freely, are not scared to make mistakes, help others in language learning and become curious about languages.
- The patio was also the community's creation, "de Babel", where you can discover different cultures, mainly through artistic activities.
- During the duration of the project, students used many different IT tools: eTwinning, Jamboard, Padlet, recording of a radio podcast
- Each student took an active part in all activities and commented on productions made by others enhancing their sense of active citizenship and their involvement in the project

### Environments

- The creative use of spaces at school with the setting up of the patio as a new learning and communication space is really innovative.
- There was a lot of collaboration with local organizations, artists and a refugee centre (to raise students' awareness of the issue).

### Teachers

- The impressive level of creativity and involvement from the teachers demonstrated by the number of activities and their diversity
- Successful collaboration between teachers of different subjects (philosophy, French, history,...) and the students' parents.

### Impact

- A direct impact on the students who felt confident in their ability to learn a language and express themselves.
- The students became curious about languages and other cultures and broadened their perspectives thanks to the meetings with external actors.
- They also developed many IT skills.
- There has been efficient dissemination of the results at the school but also to a wider audience.
- Finally, the impact was also noticed on the local community level with discussions at the centre for refugees and creation of games & activities for a retirement home among other things.

Practical & reusable resources for the practitioners can be found [here](#).




**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**

# Save our European Natural Heritage from Invasive Alien Species Attack (SENHIAS)

 Project Coordinator:  
ITHCF Gembloux

 Project reference:  
[2018-1-BE01-KA229-038575](#)

 Country:  
Belgium

 Project partners:  
Aranäsgymnasiet (Sweden)  
Grande Colégio da Póvoa de Varzim, SA (Portugal)  
Biotehniski center Naklo (Slovenia)



## Topic(s) addressed

- Inclusion
- Sustainability
- Environment and climate change.

## Target group(s)

About 100 students aged 16 to 19 from the upper secondary section were involved in the project.

## Methodologies

- The project shows a multidisciplinary approach with the involvement of subjects such as sciences, geography and languages.
- Many activities were carried out outside the classroom with the “learning by doing” method, encouraging students’ initiatives.
- Numerous productions have been realised (writing articles for the website, drawing logos, photo contests, creating videos etc.).
- Teachers noticed an active collaboration between students from 4 schools.
- eTwinning and other IT tools (website, social media, videos etc.) were used for collaboration with partners, communication between students and dissemination. Also, participants with fewer opportunities were included in the project with specific coaching and preparation for the mobility activities.

## Environments

- This project is an example of successful collaboration between teachers from different schools, of different subjects, and students’ parents.
- There was also impressive collaborative work with other organisations and institutions active in the environmental field.

## Teachers

- Teachers designed a big part of the project outside of the classroom.
- Thanks to the teachers’ engagement and dedication to the project, Erasmus+ has created a real team of teachers willing to get involved in future projects.

## Impact

Students acquired many skills thanks to this project: digital and language proficiency, soft skills (autonomy, teamwork, self-confidence) and a better sense of belonging to the European community.

The theme of the project, the protection of our environment, is now a fixed component in the school program and a learning module has been added to several school subjects.

Dissemination of the results through presentations and poster distribution allowed for raising awareness among all students in the school.

Last but not least, a steering committee “European school Erasmus+” has been created within the school; the European dimension is now part of the school program through student mobility, a partnership project and European networking.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**




# Green playground and outdoor learning

 Project Coordinator:  
Vrije basisschool Sint-Paulus

 Project reference:  
[2018-1-BE02-KA101-046687](#)

 Country:  
Belgium

 Project partners:  
Kinderbetreuungseinrichtung / Kindervilla (Austria)  
CEIP Alcalde JJ Rebollo (Spain)



### Topic(s) addressed

- Green school ground and outdoor learning
- STEAM
- Creativity, collaboration and sustainability
- Learning through play, green steam and the use of shared space
- Climate adaptation and mitigation
- Heat stress and air quality
- School ground design

### Target group(s)

- Primary school Sint-Paulus: 450 children 2,5- 12 years old, 35 teaching staff 21- 65 years old
- Kindergarten Kindervilla (Austria): 124 children 2- 6 years old
- Schools worldwide

### Methodologies

- In what ways are the teaching and learning approaches elaborated and implemented in the project innovative?
- The school has actively used the eTwinning platform and School Education Gateway to exchange ideas with partners.
- Using job shadowing and training sessions to deepen team's understanding of the project themes.
- The themes and lessons learned were then brought back to the school team via information sessions.
- The children became part of the story and exchanged their ideas through eTwinning.

### Environments

- The school has been working on creating a fantastic playing and learning indoor environment.
- The school playground was given a complete makeover.

- More than 40 trees and 160 indigenous shrubs were planted and a vegetable garden, chickens and bees were introduced into the school.
- A rainwater harvesting basin was built under the playground and 150 000 litres of rainwater are now being reused.
- Children play with natural materials in a beautiful environment.
- [The Klimaat-speelplaats](#) has become one of the best-known playgrounds in the country and in Europe. Sint-Paulusschool has transformed its concrete school ground into a rich play and learning environment.

### Teachers

- The project started with the idea that to increase the well-being of the children, innovate teaching practice, and develop an appropriate pedagogy, we have to invest in our outdoor space.
- Thanks to this project, we have succeeded wonderfully in integrating climate change topics, 21-century skills and digitalisation.
- Our team of teachers uses the outdoor space on an almost daily basis and sees it as an extension of their classroom.

### Impact

- We succeeded in creating a high-quality outdoor space.
- After school, the local community uses the playground for various activities,
- The school is recognised as an example of best practice which attracts visits of other professionals.

Practical & reusable resources for the practitioners can be found [here](#).

CATEGORY: SECONDARY EDUCATION  
 TOPIC: CREATIVITY

# Futureskills21: Towards the acquisition of 21st-century skills through effective and innovative learning, teaching and assessment

Project Coordinator:  
 Miniemeninstituut

Project reference:  
 [2018-1-BE02-KA201-046911](#)

Country:  
 Belgium

Project partners:  
 European Council for Steiner Waldorf Education (Belgium)  
 Leppävaaran lukio (Finland)  
 Lycée Sarda Garriga (France)  
 Aloys Fischer Schule, Deggendorf (Germany)  
 Timeout Schule Liechtenstein (Lithuania)  
 Lycée Hubert Clément Esch (Luxembourg)  
 Videregående skole, Sandnessjøen (Norway)  
 IES Alto Palancia, Segorbe (Spain)  
 De Nieuwste School, Tilburg (The Netherlands)



- supported the innovative use of digital tools: eTwinning, OneDrive, Google Drive and Tracknteach

## Environments

In Futureskills21:

- our schools have been enablers for innovation.
- our physical, blended, hybrid and digital learning environments have been used creatively.
- resources have been used sustainably.
- the whole-school approach has been.
- cross-sectoral cooperation has been used involving software enterprises, higher education, pedagogical networks, local and regional authorities and decision makers.

## Teachers

- Teachers' agency works as a lever for innovation.
- Cooperation between teachers and peer learning has become everyday practice at our schools.
- Teachers' skills and competencies have led to more profound continuous teacher professionalisation in the field of competence evaluation, ICT-supported teaching and cross-curricular lesson design.

## Impact

The impact is situated in these areas:

- We measured the effect on the target groups (learners, educators, school management and parents): post-project qualitative and quantitative surveys among the target groups revealed positive effects on all stakeholders.
- Inclusion of participants with fewer opportunities was a continuous aim throughout all project activities, resulting in the participation of at least 20% of students with a low SES.
- A spill-over effect on other learners, educators, schools and local communities has been realised, e.g. in the set-up of the spin-off NGO Edushakers, a network of educators and entrepreneurs focusing on formal and informal learning opportunities for youngsters in cooperation with local authorities and SMEs.

Practical & reusable resources for the practitioners can be found [here](#).

## Topic(s) addressed

- Art and nature workshops
- Sustainability
- Inclusiveness

## Target group(s)

3 target groups:

- 200 secondary school learners
- 30 educators
- 10 school managers

## Methodologies

In [Futureskills21](#), we have:

- used a multidisciplinary approach
- developed key competencies (knowledge, skills and attitudes) in the content analysis of [Tracknteach](#)
- used both formal and informal learning and teaching approaches
- guaranteed inclusion


**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**

## Creative teachers – creative children

 Project Coordinator:  
ODZ 12 “Radost” Kindergarten

 Project reference:  
[2018-1-BG01-KA101-047298](#)

 Country:  
Bulgaria

 Project partners:  
PII “Atvasīte - Jaunjelgava (Latvia)



### Topic(s) addressed

- Improving the effectiveness of pedagogical work
- Self-development and development of teachers’ professional competencies in modern methods of creative learning and education
- Stimulating the cultural and individual development of children.

### Target group(s)

- 5 teachers
- 100 children

### Methodologies

Teachers have:

- improved and developed their professional competencies in modern methods of teaching and education
- improved their work by learning about and comparing different educational systems, curricula and teaching methods
- developed their language and communication skills.
- created a positive emotional environment for the children, directing the children’s emotions towards the development of creativity.

### Environments

- The project has brought an exchange of good experiences and productive ideas.
- Together with the partner kindergarten, we have achieved very good communication at the European level.
- It motivated our teachers to strive for innovation and constantly improve their teaching skills,
- contributed to the exchange of experience and productive ideas between teachers.
- The teachers gained more confidence in their new skills.

- The project has implemented interactive methods and creative techniques and approaches to pedagogical interaction.
- Working on the project has also improved the general cognitive culture and professional competencies of the teaching staff.

### Teachers

Teachers have:

- improved their work by learning about and comparing different educational systems, curricula and teaching methods
- increased their ICT skills and competencies related to project development and implementation;
- learned new and better international project management and planning skills;
- created new contacts as a basis for new conceptual projects and their successful implementation.

### Impact

- The project has contributed to the improvement of pedagogical work and the refinement of teachers’ professional competencies
- It stimulated the cultural and individual development of children by applying creative techniques of education and training in kindergarten
- Lead to the discovery and development of the interests and talents of the children and the development of their creative potential.
- Parents have adopted and applied some of the techniques and methods to stimulate creativity in children.
- The effectiveness of the educational process has improved in the long term which has helped to improve the quality of the educational services.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**

## Reading without borders

 Project Coordinator:  
Osnovno Uchilishte Hristo Smirnenski

 Project reference:  
[2017-1-BG01-KA219-036237](#)

 Country:  
Bulgaria

 Project partners:  
 3rd Gymnasium of Trikala (Greece)  
 I.C. 1Mazza-Colamarino (Italy)  
 Ceres pamatskola (Latvia)  
 Scoala Gimnaziala Deleni, Iasi (Romania)  
 Instituto Vaz Serra, Sociedade de Ensino, Cultura e  
 Recreio, S.A. (Portugal)  
 Carrowholly N.S (Ireland)  
 Sehit Abdulkadir Yuzbasioglu Ortaokulu (Türkiye)



### Topic(s) addressed

- Increasing children's motivation to read
- Stimulating creativity
- Working S.M.A.R.T.E.R. by working together
- Introducing books as the best source of autonomous lifelong learning

### Target group(s)

Students 6– 14 years old from eight different countries

### Methodologies

- [The project](#) has been written into the school programme and curriculum
- It played a big role in the everyday learning process as well as during special events in the school.
- LITERATURE: discussions about books and characters
- MATHS: database and surveys
- FOREIGN LANGUAGE: supporting motivation and skills for lifelong language learning.
- GEOGRAPHY: using maps to find partner countries and research the information about them
- HISTORY: understanding the common roots of all European countries
- ETHICS: understanding the role of personalities in society.

### Environments

- Our goal was to include all teachers and students in various activities according to their interests and abilities.
- We organized different competitions and dramatizations, which we presented to the audience and the general public.
- We organized the activity “The Big Summer Reading”, which involved also children from other schools.
- Real contact and exchange with foreign pupils during Learning Training Teaching Activities boosted students' motivation and enthusiasm.
- Participating teachers and students improved their teamwork skills.

### Teachers

- Were actively involved in the realization and evaluation of the project, using their creativity and teaching experience
- included the project into their schools' curriculum and their teaching methods
- supported their students' creativity and learning.
- exchanged teaching experiences and concepts.

### Impact

- Students developed their creativity in all areas of education and cultivated their social skills building up mutual respect and a friendly atmosphere in the school.
  - Through reading, they developed LIFELONG READING HABITS, a taste for good fiction, and motivation for getting information not only from the Internet.
  - Our students' language competence has improved as they will be able to use English to communicate with their peers around Europe.
  - Students and teachers expanded their digital competence.
- Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

# GoScience – creativity and enhanced comprehension in science teaching and learning

 Project Coordinator:  
Profesionalna gimnazia Asen Zlatarov

 Project reference:  
[2017-1-BG01-KA201-036209](#)

 Country:  
Bulgaria

 Project partners:  
Zinev Art Technologies (Bulgaria)  
Institut Equalita (Germany)  
Riga State Technical School – RSTS (Latvia)  
Latvian Education Foundation – LEF (Latvia)  
Kaunas Juozas Grusas Art Gymnasium – KJGAG (Lithuania)  
Pixel Associazione Culturale – Pixel (Italy)  
Connectis (Italy)  
Associació Empresarial L'alqueria Projectes Educatius – ALPE (Spain)  
Foundation EuroEd (Romania)



- [GoScience](#) relates different scientific concepts across different grades in the curricula and across different sciences.

## Environments

GoScience focused on:

- Building a critical mass of “teachers-innovators” who can be the leaders of change for their colleagues in STEM education.
- Including school administrations to support “teachers-innovators”.
- Supporting creativity and sustainability in creating scientific educational tools.
- The database of tools in GoScience is dynamic and allows both teachers and students to add content from all EU countries.

## Teachers

- Comprehension can be developed as any other ability. It is not only important but crucial for the education process as it is responsible for the most difficult task– acquiring and processing information, integrating new and existing knowledge and then applying it in everyday life.
- The teachers’ training organized under the GoScience project focuses on giving the science teachers knowledge and skills to implement in their practice an innovative methodology for enhancing comprehension.

## Impact

- Boosting the skills and knowledge of all participants – both teachers and students
- Developing new ways of supporting the educational process in sciences - dynamic database of pedagogical tools that can be accessed and augmented freely in different languages by teachers and students from all over the world (all tools are checked for scientific relevance and correctness by the teachers trained under GoScience).
- The approach allows improvement of scientific understanding also for participants with fewer opportunities because it is tailored to learners’ individual needs and capabilities.

Practical & reusable resources for the practitioners can be found [here](#).

## Topic(s) addressed

- Learning together
- Creativity
- Sustainability

## Target group(s)

- 22 professional schools
- 20 general secondary schools
- 103 science teachers
- 1801 students

## Methodologies

- Teaching science by using music, theatre, graphics, video and story-telling
- Changing the students’ focus from memorizing to understanding
- Linking natural phenomena and everyday life situations with scientific concepts by making these concepts “alive” with an image, performance, music or a story

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**

## I discover Europe with my profession



Project Coordinator:

Profesionalna gimnazia po himichni tehnologiji i biotehnologii "Maria Kyuri" grad Razgrad



Project reference:

[2019-1-BG01-KA102-061870](#)



Country:

Bulgaria



Project partners:

HumaCapiAct (Italy)



### Topic(s) addressed

- International cooperation
- International relations
- Development cooperation
- Natural sciences
- Quality improvement institutions and/or methods

### Target group(s)

33 students, 9th - 12th grade, 16 - 20 years old

### Methodologies

- we use an interdisciplinary approach (e.g biotechnology, microbiology, analytical chemistry etc.)
- the students learn the common basis of all the subjects and gain an awareness of the whole technological process.
- All students will do a compulsory internship of duration according to their grade and chosen profession
- For validation and recognition, the certificates of participation will be issued e.g. Europass mobility and ECVET. All participants will take an exam.
- Using eTwinning to connect with partner schools
- School Education Gateway to look for tools and information about successful teaching models, as well as opportunities for further training
- EPAL to publish information on the results of the project

### Environments

The objectives of the Marie Curie PGHTBT in the field of European mobility and cooperation are:

- to train professionals in line with the requirements of the European labour market

- to establish and improve cooperation with European companies
- to improve capacity to work on European projects and partnerships
- to form a European identity
- to improve the inclusion of disadvantaged students
- to establish itself as a modern educational institution in the European Union

### Teachers

The teachers involved:

- are also engineers in biotechnology, chemical technology, biochemistry and organic chemistry.
- have extensive professional experience in production processes
- have been involved in many projects regarding innovative teaching methods for more than 10 years

### Impact

At the local and regional level:

- students are better prepared to suit the labour market
- better opportunities for cooperation between businesses and educational institutions
- better opportunities for students to gain international experience

At the national level:

- better-trained staff in the Chemicals and Technologies business in line with European standards;

At the European level:

- developing partnerships between the school, its local partners, and businesses in Europe;
- supporting the exchange of professional skills and knowledge

CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE  
TOPIC: CREATIVITY




## Outdoor learning

 Project Coordinator:  
Djecji vrtic Osijek

 Project reference:  
[2018-1-HR01-KA101-047043](#)

 Country:  
Croatia

 Project partners:  
Outdoored, s.r.o (Czech Republic)  
Suomen ympäristöopisto SYKLI oy (Finland)  
Istituto per la Formazione, l'Occupazione e la Mobilità (Italy)



### Topic(s) addressed

- Creativity and sustainability
- Space, greenery and environment.

### Target group(s)

- Kindergarten teachers (primary target group)
- c.a. 300 children (secondary target group)

### Methodologies

- Carrying out outdoor activities with children in different weather conditions
- Developing new teaching methods applicable in early childhood education
- Improving teachers' language skills along with professional competencies
- Involving parents in outdoor activities
- eTwinning as a way of sharing experiences and knowledge

### Environments

- Transferring learning activities outdoors- appreciation for the outdoor space in the education process
- planning, organising and carrying out various outdoor activities under every weather condition
- building outdoor equipment with natural and recyclable materials
- planting trees around the kindergarten

### Teachers

To improve children's motor skills teachers took responsibility for:

- developing physical and psychomotor tasks and activities
- constructing playground facilities using ecological and recyclable materials (with the participation of parents and children)

Teachers have:

- adapted and broadened their teaching methods
- raised their professional competencies
- significantly changed their curriculum.

### Impact

Project activities contributed to the physical, mental and emotional development of the participants. Teachers.

- have tested new ways of teaching.
- improved their competencies in many areas: language, digital, methodology, leadership etc.

Children:

- strengthened motor skills and coordination,
- enriched knowledge about the nature and our influence on it
- improved their social skills
- learnt how to adapt to new situations



**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**


# Development of Literacy and Language Learning for Disadvantaged Young Learners



Project Coordinator:

Uciteljski fakultet, Sveuciliste u Zagrebu



Project reference:

[2018-1-HR01-KA201-047499](#)

Country:

Croatia



Project partners:

Univerza v Mariboru (Slovenia)

Ss. Cyril and Methodius University in Skopje (North Macedonia)

Osnovna škola Ivana Gundulića (Croatia)



## Topic(s) addressed

- developing skills in formal, non-formal and informal situations;
- implementing all types of learning with cross-sectoral connections
- producing learning materials for disadvantaged young learners (DYL)

## Target group(s)

- Professionals working with DYL:
- schools, teachers, principals, etc.
- 500 participants

## Methodologies

- increasing learning opportunities for disadvantaged students
- experience and know-how exchange between cross-sectoral educational institutions
- fostering creativity and multidisciplinary learning
- the use of transdisciplinary materials for literacy development
- interculturalism and multilingualism used in formal, non-formal and informal learning
- Sharing the project outputs via several platforms, (e.g. eTwinning).

## Environments

- Innovation and creativity were some of the main underlying principles of all project activities.
- The cross-sectoral and transdisciplinary approach was ensured since the project partners came from different levels of education (HE institutions, primary schools),
- Partners from the HE institutions dealt with different fields of science and art.
- The exchange of partners' knowledge, experience, and expertise brought a new perspective on the topic of literacy development and language learning

## Teachers

- The project improved teachers' competencies and awareness of the importance of informal and non-formal learning
- One of the main outputs of the project was a manual for teachers that didn't participate in the project directly.

## Impact

- A big impact on all target groups – experts in different areas, teachers and professionals who work with DYLs and all the partners in the project.
- An impact on schools and other vocational organisations.
- The project also impacted the local community e.g. language classes for foreigners in Croatia.
- In other countries, the project outputs can be used for projects dealing with teaching minority languages in countries with large diaspora communities.
- Project activities and results were also disseminated in the form of presentations delivered by project partners at international conferences.

Practical & reusable resources for the practitioners can be found here.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**



# The Inclusion of the 21<sup>st</sup> Century Looking for New Knowledge



Project Coordinator:

Centar za odgoj i obrazovanje djece i mladezi Karlovac



Project reference:

[2018-1-HR01-KA101-046973](#)



Country:

Croatia



Project partners:

“Motivated learning for Everyone” (Bulgaria)

Evropei Ixnilates (Greece)

Budapesti Komplex Szc Mándy Iván Szakközépiskolája és Szakiskolája (Hungary)

Europass Srl (Italy)

Progetto Crescere Soc. Coop, Soc. (Italy)

Aplicaproposta Lda (Portugal)

Skupina Primera d.o.o. (Slovenia)

Oxford International Study Centre (United Kingdom)



- Creating environment in which the children can feel safe and free.
- Thanks to this project, the cooperation between teachers, professionals, the school leader and the parents of children with developmental disabilities was strengthened and promoted.

## Teachers

- The teachers that participated in this project shared their knowledge with other teachers in their respective fields (an interdisciplinary approach).
- They have improved the skills and competencies needed to work with children with developmental disabilities (digital, linguistic, communicational, social, interpersonal, etc.).
- They are planning on continuously disseminating the knowledge they gained outside the Centre.

## Impact

- The knowledge gained was so great the Centre implemented changes in the way they work, by way of changing and how they work with parents of children with developmental disabilities.
- The curriculum, and the yearly plan of the Centre have been upgraded according to the knowledge gained on the project.
- the way of working with the parents of children with developmental disabilities has improved.
- There’s also an endeavour to influence educational policies in Croatia,
- Working on the curriculum for students with developmental disabilities on the national level (participating in e-Counselling).
- The Centre is planning to reach institutions in other countries with its dissemination plan.

## Topic(s) addressed

- quality improvement of the school and inclusion
- work with children with developmental disabilities

## Target group(s)

- Other teachers, experts in similar professions
- Parents
- the City of Karlovac and the community

## Methodologies

- Participating in the projects’ mobilities, teachers have gained valuable specialistic knowledge.
- Teachers tried to link informal learning and the job market.
- Using eTwinning to find new project partners and creating new digital education materials.

The Centre sought to contribute to creating equal opportunities for students with DD, directed towards their inclusive education and life.

## Environments

- The Centre used new digital, ICT tools in teaching and learning approaches.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**


## Artists for Arts Education 3



Project Coordinator:

Hrvatsko Društvo Likovnih Umjetnika



Project reference:

[2017-1-HR01-KA102-035134](#)

Country:

Croatia



Project partners:

Škola primijenjene umjetnosti i dizajna Osijek

Škola primijenjene umjetnosti i dizajna

Škola primijenjenih umjetnosti i dizajna - Pula

Škola likovnih umjetnosti

Škola za primijenjenu umjetnost u Rijeci (Croatia)

NEXT - Verein Fuer Zeitgenoessische Kunst (Austria)

Westdeutscher Künstlerbund e.V. (Germany)

Kulturno Izobrazevalno Društvo Kibla (Slovenia)

Fondazione Accademia di Belle Arti di Verona (Italy)



### Topic(s) addressed

- Career guidance/youth unemployment
- Creativity and culture
- Quality and Relevance of Higher Education in Partner Countries

### Target group(s)

- 50 learners - painting/sculptural/graphic design
- 10 teachers- painting/sculpture

### Methodologies

- Traineeship in art studios under the supervision of professional artists.
- Connecting with the local community.
- "Artist talks" to present learners' work to the artistic community, professionals and other VET representatives
- Job shadowing - the teachers cooperated with the professors at the prestigious Academy of Fine Arts in Verona

### Environments

- Learners had a chance to work in professional art workshops as artists' assistants.
- Teachers trained at a very prestigious academy which enabled them to increase competencies in techniques and styles.
- The project included specific learning environments and innovative ways of learning and sharing knowledge through "artist talks" and exhibitions.

### Teachers

- Teachers had the opportunity to watch the academic professors teach professional painting and sculpture.
- Interviews with professors focused on the methodology of work, curriculum, specifics of working with learners and specifics of techniques.
- They also gained knowledge of current trends in artistic expressions which they presented in their schools.
- Participating in cultural activities e.g. visits to museums, galleries and art studios.

### Impact

- Learners gained with knowledge and skills that made them more competitive in the labour market or further education.
- Teachers gained upgraded their professional skills.
- The schools benefited from internationalisation.
- Improving the education system in the country as a spill-over effect.
- The partners had an opportunity for reciprocal cooperation and the expansion of their activities.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**




# EnViARTS - Enhancing Visual Arts Education in Primary Schools in Cyprus: Children, Cultural Heritage and Digital Technologies

 Project Coordinator:  
Ministry of Education and Culture, Cyprus

 Project reference:  
[2018-1-CY01-KA101-046824](#)

 Country:  
Cyprus

 Project partners:  
Kornos Primary School  
6th Primary School, Aglantzia  
27th Primary School of Limassol  
4th Primary School of Limassol (Cyprus)



- active learning
- delivering lessons, materials and PD seminars at the national level

## Environments

- Ten courses in ten different educational settings abroad
- The participants collaborated in blended environments (physical and online)
- independent work in classrooms and online lessons.
- The consortium members/teachers disseminated their work and resources to the staff at four local schools through staff meetings.

## Teachers

- Teachers involved in the training are the four art advisors of the Department of Primary Education.
- They became familiar with new teaching strategies, media and techniques that could be introduced to their art teaching, as well as disseminating novel practices to local art teachers through nationwide delivery of workshops and publications.
- The rest of the participants put into practice their acquired competencies through teaching and peer learning.

## Impact

Direct impact on the target group:

- exposure to new teaching strategies, technological tools, media and techniques
- learning and sharing novel practices and ideas with local art teachers nationwide

The spill-over effect:

- dissemination of the course resources to local school staff through meetings
- the publication of art units by the art advisors distributed nationwide to teachers through the Ministry website
- creating online workshops during the pandemic and at later stages.

## Topic(s) addressed

- holistic enhancement of ideas concerning cultural heritage
- application of technologies in art education
- mindfulness in art
- art outside the classroom
- positive education

## Target group(s)

- Direct participants of the project:
- 7 art education professionals
- 3 educators

## Methodologies

Phase One:

- professional development of art inspectors, art advisors and teachers
- cultural heritage training and learning in museums
- implementing digital photos and video in the art classroom
- art therapy techniques in schools
- mindfulness practices in the arts and beyond
- study of the Finnish approach in education as a successful model in teaching and learning.

Phase Two:

- engaging a larger number of teachers and students in

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**


## Cycling on nature's wheels



Project Coordinator:

Gymnasium of Polis Chrysochous



Project reference:

[2017-1-CY01-KA219-026758](#)

Country:

Cyprus



Project partners:

Agrupamento de Escolas de Moure e Ribeira do Neiva (Portugal)

Szkola Podstawowa nr 1 im. K.I. Galczynskiego w Grajewie (Poland)

Scoala Gimnaziala Magura (Romania)

Istituto Comprensivo Monte Rosello Basso (Italy)

11th Larissa Junior Highschool (Greece)

Secondary School "Konstantin Velichkov" (Bulgaria)



- The students developed products and processes that will contribute to environmental sustainability

### Topic(s) addressed

- Green skills
- Energy (reducing energy consumption to protect the environment)
- International relations and cooperation

### Target group(s)

- Public school students with socio-economic disadvantages, special learning needs
- Newcomers

### Methodologies

Multi-task activities based on an interdisciplinary approach:

- research, individual study, making presentations
- motivating outdoor activities related to nature
- improvement of social skills, confidence, self-esteem, basic and transversal competences
- Seminars, courses and webinars

### Environments

- Visits from local experts (e.g. energy authority and forest department) with presentations about the importance of recycling, tree planting and reducing energy consumption.
- The school has been supplied with Recycle bins.
- People with economic obstacles were presented with wheelchairs

### Teachers

Teachers seek to provide our students with a proper background for learning and personal development, fostering:

- proactive attitude
- entrepreneurial skills
- creativity
- responsible energy consumption
- transferable skills

### Impact

- Pedagogical approaches were beneficial for students, teachers, organizations and communities.
- The main impact was to change attitudes towards nature and natural resources by developing practical eco-friendly habits
- The participants improved their entrepreneurial skills and improved other competencies,
- Leaving rate in school diminished by creating a friendlier educational environment,
- Promotional materials were created e.g. a logo, websites, brochures, a magazine, a guide, leaflets, descriptions of activities, presentations containing research work, questionnaires and quizzes


Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**



# Cultivation of Skills and Contact with the Beneficial Power of Technology

 Project Coordinator:  
 Perifereiaki Techniki kai Georgiki Scholi  
 Ammochostou/Avgrou

 Project reference:  
[2018-1-CY01-KA116-046830](#)

 Country:  
 Cyprus

 Project partners:  
 1st Laboratory Centre of Evosmos (Greece)  
 Bildungsgesellschaft mbH Pritzwalk (Germany)  
 Nicodesign (Denmark)  
 EuropeGas (Poland)  
 Hellenic Agricultural Organization “Demeter” (Greece)



## Topic(s) addressed

- development of agricultural crops utilizing green energy.
- HT Mechanical Engineering systems
- accessibility of people with mobility problems in libraries and learning resources in general.
- installation and repair of modern LPG systems
- native endemic and medicinal plants

## Target group(s)

- students 14-17 years old with limited social opportunities or individual learning difficulties
- teachers specializing in Agriculture, Electrical Engineering and Mechanical Engineering

## Methodologies

The objectives of the project were achieved by applying various methods:

- group work, including international collaboration
- using innovative software (Solidworks)
- role-playing activities– the students taking the role of the teachers
- presentations and discussions (also in a foreign language)

## Environments

- Students underwent training in the installation and repair of modern LPG systems– the training is now included in the school’s curriculum.
- Cooperation with other schools in Cyprus created an opportunity to share knowledge and experience.
- Facebook was used as an informative tool for all project activities.
- Knowledge of modern agricultural greenhouses is now implemented in the school curriculum and applied in the school’s greenhouse.

## Teachers

- Teachers advised the students about humanitarian issues and brought together pupils from different cultures and countries.
- Teachers’ skills have been improved– the new teaching techniques make learning more interesting for the students.
- Thanks to gained knowledge teachers have become the agencies of new ideas and high technologies in other schools through structured seminars.

## Impact

- Regarding our first target group, the impact was remarkable. Dealing with problems like disabilities brought all groups together. Our students realized that the country, language, or nationality don’t matter– all human beings are dealing with the same problems. Working together led to finding faster and better solutions for everybody.
- On the other hand, teachers utilized the new way to improve their teaching and make it more attractive and efficient.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**

## We are studying English with our friends Frog and Toad



Project Coordinator:

Kindergarten At The Castle - Materska skola Na Hrade, z.s.



Project reference:

[2018-1-CZ01-KA101-047011](#)

Country:

Czech Republic



Project partners:

InterEducation IEI Ltd (Ireland)

Maltalingua Limited (Malta)

Gateway School of English - GSE - Netz Educational Services Ltd. (Malta)

The Lake School of English Oxford Limited (United Kingdom)



### Topic(s) addressed

- Supporting pupils' creativity– new school education programme
- Improving English Lang. skills - better opportunities in the EU market

### Target group(s)

N/A

### Methodologies

- Providing engaging activities and inspiring activities for students
- Creating a complex package of worksheets, a comprehensive combination of flashcards and games.
- This methodology applies to Czech and foreign children alike. It is a unique methodology not commonly used in our country.
- This project also complements and underlines education on a daily basis, especially for preschool-level students.

### Environments

- In order to share good practices, we demonstrated the project to the primary school in our town and participated in the introduction to their students.

- Our English teacher presented the project at a dissemination seminar and the principal of the school introduced the project to students at the secondary school of pedagogy.
- Teachers learnt new creative methods (nursery rhymes, storytelling).

### Teachers

- We feel that educators must have passion for the subjects they're teaching. The students will then follow their enthusiasm.
- The teachers involved in the project were motivated and sought to bring joy and meaning to children's learning experience. They also understood the importance of creativity.
- Teachers and directors discussed also SEN activities and included them in their teaching

### Impact

- The school sent 4 participants for courses abroad.
- Their experience and knowledge were then implemented in the new school's curriculum.
- Parents gave enthusiastic feedback about their children's language improvement through the books Frog and Toad.
- The reputation of the school in the Vysocina Region was enhanced.
- The school became more attractive for pre-school students and their parents.


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**

## School for All

 Project Coordinator:  
Základní škola Velvary, okres Kladno

 Project reference:  
[2018-1-CZ01-KA101-047530](#)

 Country:  
Czech Republic

 Project partners:  
Leikur ad laera (Iceland)  
JUMP - Gioventù in riSalto (Italy)  
Istituto per la Formazione, l'Occupazione e la Mobilità (Italy)  
Gariano Alessandro (Italy)  
IRIS - International institute research and develop (Italy)  
Istituto Comprensivo Marconi-Antonelli (Italy)  
F.G.G. Educulture Center of Education (Cyprus)  
Základná škola s materskou školou Vývojová 228 Bratislava- Rusovce, (Slovakia)  
Amber Initiatives (United Kingdom)  
Pamukyazi Tamsa Seramik Fabrikası A.Ş. İlkokulu (Türkiye)  
Colegio Sagrado Corazón -Corazonistas (Spain)



- The participants gained experience in using digital technologies like iPads, apps, electronic textbooks, interactive whiteboards, Lego Technik etc.

### Teachers

- In addition to the participation in educational seminars, teachers also benefitted from job shadowing in partner schools and established contacts for planning other projects.
- They brought their experience to the school and enriched their teaching.
- They shared their findings with others in the school's methodological groups.
- The new skills were also used in other projects - for example, the experience from the music therapy seminar was used in the project ČF Prague - Music to schools

### Impact

- Teachers implemented the methods they had learned while studying or job shadowing abroad.
- They continue to cooperate with colleagues from abroad and involve their students in the cooperation.
- The school created a subject of special pedagogical care and a circle - music therapy, Lego circle and other circles - outdoor activities, etc.
- Some teachers work together on various projects teaching in the field of music and art education.
- In the time of COVID, they used many methods in cooperation with foreign partners to better motivate pupils.

### Topic(s) addressed

- Improvement and innovation of methods
- Focus on learning, developing confidence and creativity through play, movement and the senses

### Methodologies

- The project includes new approaches and different teaching methods which are beneficial for all types of students.
- Teachers explored methods based on different approaches (art therapy, music therapy, dance therapy, outdoor activities, etc.)


### Environments

- We communicated with partner schools through TEAMS, Zoom and e-Twinning
- LEARNING SMART suite became an excellent learning environment (for sharing teaching practices).



**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**

# Let's cross the boundaries of primary education together

 Project Coordinator:  
 Základní škola Most, Okružní

 Project reference:  
[2017-1-CZ01-KA219-035404](#)

 Country:  
 Czech Republic

 Project partners:  
 Osnovna skola Strahoninec (Croatia)  
 Rosengårdskolen (Denmark)  
 Oberschule Westercelle (Germany)  
 A.E. Sygxrona Ekpaideftiria Trikalon (Greece)  
 Escola Barrufet (Spain)



## Topic(s) addressed

- 8 subjects
- foreign languages
- new teaching methods
- increasing the motivation of pupils
- cross-curricular cooperation

## Methodologies

- Creating a magazine that presented 8 subjects.
- Using common media instruments- an editorial board, editors, proofreaders, graphic designers.
- Implementing such methods as planning, meetings and revisions
- Pupils tried out editorial work. A professional graphic designer demonstrated the secrets of his craft and helped them understand how the final form of the magazine is created.
- Students worked in international teams.

## Environments

- Sharing ideas and work, carrying out discussions and forums on eTwinning
- Pupils commented on their ideas and solved problems.
- The magazine had both its printed and digital forms accessible to all project participants.

- Pupils also got to know each other in flipped classes preparing instructional videos for others.
- They learnt about partner countries in Mystery Skype.

## Teachers

- A new partnership-based approach to teaching
- Many methods were changed and new relationships were established.

## Impact

- Working on the project strengthened the relationship between the pupils and the teachers.
- The “play” in the professional newsroom gave the students an idea about working outside the school environment, opened their creativity, fostered their communication skills and taught them teamwork.
- Stimulated interest in learning English
- Teachers from different countries drew inspiration from each other.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**

## Czech-Slovak Cultural and Art Influence in Bulgaria



Project Coordinator:

Stredni umeleckoprumslova skola  
sklarska Valasske Mezirici



Project reference:

[2017-1-CZ01-KA202-035580](#)



Country:

Czech Republic



Project partners:

Natsionalna gimnaziya za stsenichnii ekranni izkustva,  
Plovdiv (Bulgaria)

Stredna umelecka skola Trencin (Slovakia)



### Topic(s) addressed

- Creativity and culture
- Participatory learning
- Cross-cultural cooperation

### Target group(s)

- Pupils and teachers from participating organisations
- The public

### Methodologies

- Teaching methods were based on the interdisciplinary interconnection between schools engaged in artistic activities resulting in different approaches to filmmaking.
- The participants were not only encouraged to use knowledge and skills already acquired at school but they also learned new skills from experts in the field.
- Strengthening the competencies thanks to working in an international team, where cooperation and establishing a friendly working atmosphere was crucial.

### Environments

- Working at three different art schools and using specialized classrooms and studios (recording studio, editing room with special software, professional make-up and costume studios or photo studio with high-quality equipment.)
- Part of the first activity took place in a learning centre outside the school in Plovdiv, which helped to create a non-formal learning environment.

### Teachers

- All teachers involved in the project were not only supervisors but mainly active participants in film production.
- The project activities allowed teachers to strengthen their professional competencies and gave them an opportunity to exchange ideas and teaching practices on the international level.

### Impact

- Both teachers and pupils strengthened their creative skills in multimedia communications.
- The project's topic connects all participating countries – the idea of Slavonic reciprocity and the building of the newly established Bulgarian state at the turn of the 19th and 20th centuries.
- Both researched personalities greatly influenced their communities and took an active interest in public life.
- Two short documentaries screened in various places in Czech Republic, Slovakia and Bulgaria aroused a great interest in the topic.
- Thanks to the project, the coordinating school established a cooperation with the Bulgarian Cultural Institute in Prague, where screening of the films and an exhibition of the pupils' works of art took place.


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**


## Future Green Generation

 Project Coordinator:  
Strandskolen

 Project reference:  
[2017-1-DK01-KA219-034295](#)

 Country:  
Denmark

 Project partners:  
Basakli Ortaokulu (Türkiye)  
Istituto Comprensivo Statale Ignazio Buttita (Italy)  
Colegio Salesianos "San Juan Bosco" (Spain)  
Szent Imre Katolikus Altalanos Iskola és Jo Pásztor  
Ovoda, Alapfoku Művészeti Iskola (Hungary)



### Topic(s) addressed

- Sustainability
- Increasing students' attention to science and ecology
- Developing their lifelong learning skills
- Critical thinking and consciousness of European challenges

### Target group(s)

- 24 primary school students 8-12 years old
- 16 teachers of all specializations

### Methodologies

- Active learning– to observe, explore, investigate, experiment, play, discuss and reflect
- Developing SRL (self-regulated learning) activities
- Mental agility– making links across the curriculum to show how economical concepts are applied in a wide range of contexts.
- Creative project activities to encourage pupils' initiative and self-management.

### Environments

- It is important for the project to transcend classroom walls to become engaged in real-world issues.
- Promoting the relevance of studying in the classroom for the complex environmental issues, and acquiring the skills needed for problem solving.
- ICT is the base of the study and is used extensively throughout the project, and the involved teachers are encouraged to learn and apply new and different pedagogical approaches.

### Teachers

- The project promotes a bidirectional learning process among teachers and pupils.
- The teachers learn and apply new and different pedagogical approaches and facilitate activities which encourage independent learning.
- The teachers observe learning methods in different countries and share their opinions with their colleagues
- Learning efficient use of ICT through collaboration with the project partners

### Impact

- [The project](#) drew attention of several media outlets.
- Considering the young age of the participants and the international scope of the initiative, this project could strongly influence the organisations involved in future projects.
- The project has had a positive effect on teachers and learners, partners, parents, colleagues and the local communities.
- There has also been a good structure for both planning and teaching activities in between the physical meetings, which has facilitated the inclusion of learners that didn't participate in mobilities.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**



# The Monitoring of Climate Change from Space

 Project Coordinator:  
 NEXT Uddannelse København

 Project reference:  
[2018-1-DK01-KA201-047125](#)

 Country:  
 Denmark

 Project partners:  
 2nd Lyceum of Kos (Greece)  
 New river trust (United Kingdom)  
 Cognita Hastings Holdings, S.L. (Spain)  
 Lycée professionnel Jean-Marie Michotte (France)



## Topic(s) addressed

Sustainability - dealing with climate change in a STEM frame  
 Learning together - addressing the underachievement

## Target group(s)

Highly achieving as well as challenged students.

## Methodologies

- The project strived to develop a high degree of critical thinking in both the underachieving and the top talent groups of the students, as well as increase their skills in and motivation for entrepreneurship.
- During the short team exchanges, the hosts organized the possibility of observing and evaluating examples of good practice, and the participating groups of students organized a short course when they returned home, to act as teachers sharing their experiences with their classmates.

## Environments

- The set-up of the project acted as a test facility for teachers to observe and harvest good practices in different countries.
- The findings were shared among teachers for strengthening the teaching of diverse groups of students, from top performing to seriously challenged children.

## Teachers

- During the project, teachers observed each other and harvested good practices.
- They shared findings to strengthen the differentiation in their teaching.
- The Community of Practice was established through the use of digital resources.
- During project exchanges, the teachers carried out meetings to improve the administration and optimization of all work produced during the project.
- Teachers and students working side by side were crucial for the quality of the outcome.

## Impact

- The results of the project have been distributed to various stakeholders on several IT platforms outside the project frame highly impacting the participating organizations.
- The project's dissemination is extremely good at the local level.
- The project has had an impact on participating students, teachers and parents – especially at a personal level concerning openness, cooperation skills and European cultural awareness.
- The Master Book of Teaching is very inspiring and useful for future coding classes and new projects, at the European partner schools.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**


## On the trail of a sustainable community in food production



Project Coordinator:

Asmildkloster Landbrugsskole



Project reference:

[2018-1-DK01-KA202-047076](#)

Country:

Denmark



Project partners:

Asociación para la promoción de la formación agraria, alimentaria y medioambiental (Spain)

Istituto professionale di Stato per i servizi alberghieri e della ristorazione Paolo Borsellino (Italy)

Escola de Capacitació Agrària d'Amposta (Spain)

Felipe De Borbon (Spain)

Srednja gradbena, geodetska in okoljevarstvena šola Ljubljana (Slovenia)

Viborg Kommune (Denmark)



### Topic(s) addressed

- Sustainability: sustainable solutions and consciousness of sustainable behaviour.
- Learning together: To develop equality and shared values.

### Target group(s)

- 125 students
- 50 teachers

The project focuses on the students.

### Methodologies

- The methodology is based on interdisciplinary teaching to enhance the quality of education.
- Key issues are approached from the perspective of different subjects, cultures and languages providing a better understanding of environmental issues in a European context.
- The methodologies include: brainstorming, case studies, creative expression, field trips, interviews, journal writing and media production.

### Environments

- Teachers and pupils work and exchange teaching/learning methods/ideas in chatrooms and at video conferences.
- Results are presented digitally, and creative work is performed not just with the school partners, but with local authorities/institutions as well.

### Teachers

- The teachers use new teaching approaches.
- All the learning processes are organized as non-formal teaching based on the place-based educational concept, which includes an experiential and cooperative learning approach, a project-based learning approach and ICT tools.
- The teachers are not only the providers of knowledge, but they are also moderators.

### Impact


[The project](#) has been of multidimensional significance for all participating schools at local, regional, national and European levels.

- In local communities: increasing support and commitment for school activities, a positive attitude towards environmental and sustainable issues, better communication between schools, and social and environmental movements.
- Impact on the organisations– those already involved and those willing to participate in future EU projects.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: SUSTAINABILITY**

# Hob's Adventur – Hands-on Biodiversity

 Project Coordinator:  
 NPO HARED, Center for Training and Development

 Project reference:  
[2018-1-EE01-KA201-047083](#)

 Country:  
 Estonia

 Project partners:  
 MTÜ Lehola Keskkonnahariduskeskus (Estonia)  
 Landvernd (Iceland)  
 Vides izglitibas fonds (Latvia)  
 Drustvo DOVES FEE (Slovenia)



- The aim was to produce lesson plans and tools adaptable to different environmental and educational contexts.
- For example, with the weather conditions in Estonia and Iceland, we had to broaden our approach to allow for indoor potted plant learning. Whereas in Slovenia, the strict educational context had to be addressed rather than the weather.
- The resulting materials were flexible enough for teachers from all environments to tailor them to the needs of their pupils.

### Teachers

- We developed our [handbook](#) in close cooperation with teachers from all four countries.
- The teachers tested our methods and innovative materials in class with their own pupils.
- We also created an international network across social media so that teachers could share their experiences and best practices with their peers in an immediate and non-formal manner.

### Impact

The overwhelmingly positive feedback from all participating educational institutions showed that:

- children respond well to the new methods
- gain key competencies quickly
- enjoy the process of learning more than before which leads to reduced dropout rates.
- The children shared their learning experiences with their families
- Outdoor activities engaged the wider community boosting the outreach
- Our teachers shared the methods with their community
- The international EcoSchools network and tens of other projects are willing to use our methods in future training.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Blending active indoor and outdoor learning (central theme: potted plants)
- Using digital tools to enrich both environments
- Tailoring teaching to the environmental and cultural context of the pupils.

### Target group(s)

- 5-9-year-old pupils
- teachers, parents and
- the local communities in four countries
- the EcoSchools network

### Methodologies

- Drawing on best practices from all four countries to develop innovative learning materials.
- Using hands-on, active, and inquiry-based methods, integrating traditional and innovative approaches.
- The lesson plans were applied in an interdisciplinary manner, allowing teachers to customize their approach to the particular lesson and context.
- Moving away from the school desk to learn by working together and problem solving.
- Using digital tools such as robotics, the internet and geocaching.
- Making learning fun through increased physical activity.

### Environments

- We brought together teachers and experts from all four countries.


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**

## The broader use of the natural environment surrounding a rural school for educational activities and involving the community following the international practice

 Project Coordinator:  
Kernu Põhikool

 Project reference:  
[2020-1-EE01-KA101-077739](#)

 Country:  
Estonia

 Project partners:  
European Academy of Creativity (Spain)  
New Teaching Resources by Ignacio Quesada (Iceland)  
Finnish sustainability education services (Finland)



### Topic(s) addressed

- Promoting outdoor teaching
- Creating an active and challenging learning environment for all students
- Developing innovative teaching methods and cooperation

### Target group(s)

- 3 groups of 2 teachers

### Methodologies

- Applying a multidisciplinary approach,
- Sets of non-formal outdoor lessons (science, art, PE) supported by more formal “in-house” classes.
- More active role and better cooperation skills from both, students and teachers required in The outdoor learning environment and nature-based activities
- The inclusion of students with special needs involving a peer-evaluation and hands-on activities

### Environments

- Applying the whole school approach and the creative use of the outdoor learning spaces Inspiring social activity
- Promoting environmental responsibility and sustainable behaviour
- Raising the understanding of the importance of nature experiences

### Teachers

- Teachers have been encouraged to choose more innovative teaching methods
- Teachers became better focused on students’ individual learning needs.
- Raising interest in new teaching styles has improved the cooperation between teachers

### Impact

- The teachers gain hands-on experience in carrying out outdoor activities and using active non-formal teaching methods.
- They developed ideas and a better understanding of tailoring teaching to various children’s needs, both, indoors and outdoors.
- The project improved teachers’ language skills and cultural awareness.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

# Making Technology Meaningful Through Digital Pedagogy



Project Coordinator:

Tartu Ülikool (University of Tartu)



Project reference:

[2018-1-EE01-KA203-047126](#)

Country:

Estonia



Project partners:

Hansakallion koulu (Finland)

Carl-Friedrich-Gauß-Schule (KGS) Hemmingen (Germany)

Hrafnagilsskoli (Iceland)

**Topic(s) addressed**

- Developing skills - endorsing the use of digital technologies to improve pedagogies and assessment methods
- Promoting the acquisition of skills and competencies
- Open education and innovative practices in a digital era

**Target group(s)**

- 25 teachers
- 10-12-year-old pupils

**Methodologies**

- We applied the co-design method to our workshops and sessions.
- We encouraged teachers through Learning, Teaching, and Training activities to share their practical experience in order to promote the use of digital technologies.

**Environments**

- We applied the teacher research concept and designed a review form, which helped us to collect authentic data about the lesson that was implemented.
- Each lesson was designed and conducted by our project teachers, for this, we developed a structured form for creating digital pedagogy lessons (see <https://digitalpedagogy.school/>)

**Teachers**

- The teachers underwent learning based on co-design and reflecting on their own teaching. They improved their teaching practices and their digital skills.

**Impact**

The impact on teachers:

- gaining experience in conducting co-design sessions
- improving content creation skills
- improving digital competencies
- gaining access to the digital tools
- acquiring experience in implementing digital pedagogy
- applying self-assessment to improve the quality of teaching



**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**


## Ready, Steady, Play!

### Learning English through story-based free play



Project Coordinator:

 Oulun Englanninkielinen Leikkikoulu  
 Avoin Yhtiö


Project reference:

[2019-1-FI01-KA229-060768](#)


Country:

Finland



Project partners:

Kindcentrum Caleidoscoop (Netherlands)

Colégio do Ave, SA (Portugal)



#### Topic(s) addressed

- Creativity: Storybooks and other materials were created in order to support children in learning English.
- Learning together: Children learned English through stories and free play.

#### Target group(s)

- Pupils, teachers, parents and guardians, and other educational professionals around Europe.

#### Methodologies

- language learning through stories and free play
- During the distance learning periods (due to Covid-19 pandemic), a series of virtual, interactive lessons were organised for children.
- Online tools, such as eTwinning, Padlet and Genially were used.
- Some of the activities were designed especially for eTwinning. eTwinning allowed cooperation also with older pupils and this way helped to broaden the target group

#### Environments

Learning environments used in the project:

- workshops and training sessions at schools for teachers
- online training sessions
- The materials created in the project, such as stories, inspired a wide variety of online activities in all of the partner schools to take part in.

#### Teachers

Teachers participating in the project have used their skills and creativity when producing stories, lesson plans and other learning materials for pupils.

#### Impact

- The materials created in the project support the learning of pupils and give ideas and inspiration not only to the participating schools but also wider public.
- The project has brought new dimensions to teaching and learning in participating organisations.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**




# Wellbeing, Internationality and Co-Teaching in Our School

 Project Coordinator:  
Metsokankaan koulu, Oulun kaupunki

 Project reference:  
[2019-1-FI01-KA101-060394](#)

 Country:  
Finland

 Project partners:  
Aeiforum (Greece)  
Future Learning Language School Limited (Ireland)  
Europass SRL (Italy)



## Topic(s) addressed

- Learning together: co-teaching and cooperation between teachers from different grades.
- Creativity: teachers gained new ideas on how to use art therapy, outdoor learning and mindfulness.

## Target group(s)

- Teachers
- Pupils

## Methodologies

Teachers learned and applied:

- new techniques on how to use art therapy for the benefit of pupils with special needs.
- mindfulness techniques that can be used with pupils
- strengthened their language skills and enhanced their cultural competences
- learned about outdoor learning
- created a common blog to share experiences, materials and info
- facilitated peer-learning activities

## Environments

- Cooperation between different grades and teachers at school.
- The teachers extensively used outdoor learning, art therapy, cultural approaches and mindfulness.
- Discussions in class and meetings as a way to share experience and observations with students and teachers.

- After completion of the project, teachers continued using various outdoor learning spaces in a more creative way.
- A common blog as an innovative knowledge-sharing platform.

## Teachers

- Teachers created a common blog to get more publicity and to share experiences, knowledge and information about this project.
- The project fostered cooperation and peer learning between teachers involved as it was carried out together with the KA1 team.

## Impact

Thanks to the project:

- new skills and ideas were gained and implemented in the school's teaching programme, sharing knowledge and experiences and cooperation between grades and teachers was facilitated.
- art therapy, mindfulness and outdoor learning became a more common part of a school day in all grades
- new ways of teaching cultural approaches were developed and new language skills were gained
- teachers involved in the project delivered lessons about the topics of their course to pupils of all grades.
- teachers involved in the project gave presentations to the other teachers to share knowledge, skills and ideas about their courses and KA1.
- all materials, travel info and experiences were shared with the other schools and local communities via blog, Facebook and YouTube

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**


## EU inclusion approaches



Project Coordinator:  
Kalajoen Lukio



Project reference:  
[2018-1-FI01-KA229-047288](#)



Country:  
Finland



Project partners:  
Obchodni akademie a Jazykova skola s pravem statni jazykove zkousky (Czech Republic)  
Grønvangskolen (Denmark)  
KBS Nordhorn (Germany)  
Agrupamento de Escolas de Sampaio (Portugal)



### Topic(s) addressed

- Learning together: students learned about various, innovative ways inclusion can be promoted.
- A hands-on learning approach was applied, and students played an active role throughout the project.

### Target group(s)

- Students
- Teachers

### Methodologies

The topic of the project was examined in various ways and different learning methods were applied:

- community surveys: students collected and analysed the data and presented their findings
- permanent installations
- creating posters and videos, including work with green screen (aka news videos)
- organising workshops in cooperation with local NGOs linked to local communities dealing with the inclusion of certain social groups or minorities
- creating and updating blogs and web page

### Environments

- The project did not only include participants from other schools, but also from local organisations. This made sure that the project was not only about the school itself, but it ensured local interest and participation.
- The project tried to take advantage of the strengths of each partner, which also guaranteed the variety of topics that were addressed.

- Part of our mobilities was also virtual giving us the opportunity to use digital tools but also to open it to a wider audience

### Teachers

- The participating schools offered workshops that helped share best practices on the project's topics.
- High importance was given to the transferability of the skills in the classrooms, in all participating schools and in the communities.
- This information formed a range of approaches to social inclusion and served as a model for every community to ensure that no member is left behind.

### Impact

The students learned about inclusion from five different perspectives:

- Using national languages as a means to break down barriers, increase tolerance and understanding and learn about other cultures.
- Using a hands-on approach to create learning environments based on the production of crops and cooking as a means to increase the opportunity for social inclusion
- To create a common ground for inter-generational and intercultural learning.
- Use of animals as a social inclusion approach
- Social inclusion as a general concept in inclusive processes for minorities.
- The project had an effect on all the participants and, with the dissemination activities, also on a wider audience.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**



# Young talents - Creating new multicultural brands

 Project Coordinator:  
 Mercuria kauppaoppilaitos Oy

 Project reference:  
[2017-1-FI01-KA202-034774](#)

 Country:  
 Finland

 Project partners:  
 VANTAAN KAUPUNKI (Finland)  
 Stichting Christelijk Regionaal Opleidingen  
 Centrum Noord- en Oost Nederland (Netherlands)  
 Col·legi Badalonès, S.L. (Spain)  
 Totsport-Kids, S.L. (Spain)  
 Escola d'art i Superior de Disseny, DEIA (Spain)  
 Sakari Sauso OY (Finland)  
 Nuori Yrittäjyys Ry (Finland)  
 Heavenlinen Oy (Finland)  
 HALI-Harmony Living oy (Finland)  
 Cozy publishing oy (Finland)  
 Globe Hope Oy (Finland)  
 Moon Shooters (Finland)



## Environments

- Three different and equal learning environments were used in this project:
- school building (incl. workshops and normal learning at home schools),
- Young Talents eLearning platform (eKampus)
- companies established by students (incl. Young Talents webstore).

## Teachers

- The project created [YOUNG TALENTS COACH ACADEMY PEDAGOGICAL MODEL](#) for teachers.
- European teachers from different countries learned to use new pedagogical tools reshaping the teacher's role: from "a distributor of knowledge" to a supporting coach who works in collaboration with fellow teachers, companies and students.
- The teachers learn to operate in the "big picture" context of larger pedagogical structures and multidisciplinary modules moving away from the narrow perspective of their native subjects.

## Impact

### 48 STUDENTS

- used a multidisciplinary approach and entrepreneurship skills in their VET studies
- They developed their learning skills through problem-solving activities
- Gained transferable skills including digital skills (incl. making of videos)
- Were able to establish, brand and run a company in the international market

### TEACHERS

- managed to reshape the teaching model from a "distributor of knowledge" to a supporting coach.

### SCHOOLS

- changed the pedagogical structure in the VET programme facilitating the re-allocation of economic resources.
- The use of eLearning grew significantly.

Practical & reusable resources for the practitioners can be found [here](#).

## Topic(s) addressed

- Creativity: The project involved artisan, interior design and business students creating new multicultural brands
- Learning together: cross-sectoral student groups, entrepreneurs, teachers, multidisciplinary approach

## Target group(s)

- Students
- Teachers
- Entrepreneurs

## Methodologies

- In YOUNG TALENTS ENGAGING LEARNING MODEL students learnt by acting as international entrepreneurs.
- The pedagogical model supported competence-based learning in VET.
- The students developed their brands with coaching from experienced entrepreneurs.
- The students ran the company and sold products in retail stores and in Young Talents online webstore.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**


## Open your minds through games

 Project Coordinator:  
Ecole Maternelle in Holtzheim

 Project reference:  
[2017-1-FR01-KA219-037109](#)

 Country:  
France

 Project partners:  
 ODZ Izvorche (Bulgaria)  
 Kohtla-Järve Lasteaed Tareke (Estonia)  
 14th Kindergarten of Mytilene (Greece)  
 Direzione Didattica “III Circolo Baldo Bonsignore” (Italy)  
 Agrupamento de Fajões (Portugal)  
 Sincan Lale Anaokulu (Türkiye)



### Topic(s) addressed

- Building student’s knowledge of the diversity and richness of different European cultures
- Improving artistic and social skills, learning to work and play in teams
- Developing innovative teaching methods and resources.
- Encouraging communication and cooperation between pupils and teachers in different European countries

### Target group(s)

- Children
- Teachers
- Parents
- Hierarchical members
- Members of the local community
- Any other people interested in the project

### Methodologies

- Highlighting the importance of learning through playing.
- Developing a wide range of skills e.g. cognitive skills, self-confidence, respect for rules, creativity and collaboration
- Bringing the students closer to other cultures
- Preventing any discrimination.
- Using eTwinning
- [OPEN YOUR MINDS THROUGH GAMES - HOME \(weebly.com\)](#)

### Environments

- The approach in this project can be reused in different frameworks and learning spaces.
- It encouraged the teaching and learning of the arts and culture to acquire skills and competencies in line with the project objectives and the principle of social inclusion.
- It involved students and teachers in creating interesting and innovative digital content.

### Teachers

Teachers have:

- developed their pedagogical and methodological skills
- developed their ICT skills
- explored the education systems in other European countries
- played an active role in the development of current European educational initiatives
- established lasting social relationships with our colleagues from other European countries and a sense of solidarity.
- contributed to the early cultural “awakening” of the child

### Impact

- The partners and the children were involved in the activities via [the website](#), email exchanges and the creation of the games (puzzles, games, storybook, Ebook, PPT, travel photo album of mascots, etc.).
- The project activities, the organization of Erasmus Day and the exhibitions were made accessible to children, their parents, local representatives and members of the education system.
- The results of the project helped social and cultural integration and supported communication with others and friendship building.

Practical & reusable resources for the practitioners can be found [here](#).


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**

# Go to Europe : exchange and heritage through ICTs, unity in diversity

 Project Coordinator:  
École Jules Verne - La Fontaine  
(Renamed : Ecole Thomas Pesquet)

 Project reference:  
[2017-1-FR01-KA219-037142](#)

 Country:  
France

 Project partners:  
CEIP República del Brasil (Spain)  
Mutalan koulu (Finland)  
4 Dimotiko Pefkon (Greece)  
Istituto comprensivo statale Alvignano (Italy)  
Szkoła Podstawowa w Pobiedziskach (Poland)



### Topic(s) addressed

- Building bridges between disciplines by involving all levels.
- Working in all areas via new technologies and by promoting children's self-esteem.

### Target group(s)

- All the children (hundreds per school),
- All the teachers
- The supporting networks

### Methodologies

- Discovering useful digital tools
- Interdisciplinary approach: everything is linked!
- Expanding children's general knowledge in all subjects
- Involving ICT for research and writing reports

### Environments

- Multidisciplinary approaches: all subjects have been worked on in their entirety.
- The greatest progress has been made in English and ICT.
- The extensive use of digital devices: filmmaking, PowerPoint, green screens, book creator, pads...
- Catering for pupils with special educational needs- an overview for each country

### Teachers

- The project has enabled the pooling of practices, tools and knowledge.
- We have a global vision of the education system of each country with kindergartens upstream and universities downstream as well as specialized education.

### Impact

The direct impact of the project:

- cultural openness, working together in workshops and in groups while giving meaning to learning
- Motivation boost
- All children are included in the project.
- The project involved also the parents of pupils and the local Town Hall.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**

## Erasmus+Animals (NOAH): Human beings and animals, a question of civilization...



Project Coordinator:  
Lycée Maurice Ravel



Project reference:  
[2017-1-FR01-KA219-037424](#)



Country:  
France



Project partners:  
Agrupamento de escolas de Alcochete (Portugal)  
Colegiul economic "Iulian Pop in Cluj-Napoca (Romania)  
Veterinary High School "Prof. Dr. Georgi Pavlov" in Dobrich (Bulgaria)  
Gesamtschule Eifel (Germany)



### Topic(s) addressed

- Interdisciplinary approach- a bridge between science, technology and art (cinema)
- Autonomy to address societal problems
- ITC/video to leverage green and digital challenges to transform lives for the better

### Target group(s)

40 students in each partner school

### Methodologies

- Pooling resources from across different subjects and relying on students' own skills in problem-solving
- Field research as a primary tool for obtaining information
- Video report as a way to present solutions to the problems
- A reference framework created to identify the operational objectives and priorities to improve the 8 basic skills indicated by the EU and to valorise non-academic skills: empathy, leadership, involvement, collaborative spirit and ITC

### Environments

- The transmission of knowledge is based more on the learners' experiences shared in a wide context of international
- The teacher gives the instructions and then validate the answers, but does not dictate the activity content.

- Teachers perform role in collaboration with each other
- Recycling of methods and knowledge is encouraged

### Teachers

- The teachers had to prove their creativity while carrying out innovative workshops.
- They had to show initiative and adaptability skills working across different subjects.
- The project involved the whole school bringing together both teaching and administrative staff.

### Impact

- [The project](#) has produced sustainable results.
- A spill-over effect was facilitated by students' spontaneous decision to carry on with the production of the film The Ark which was completed despite the constraints caused by Covid-19 restrictions.
- The project encouraged the inclusion of students with fewer opportunities.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**

# APPEL: Learning to grow by protecting environment and humans

 Project Coordinator:  
 EPLEFPA Les Sillons de Haute Alsace

 Project reference:  
[2018-1-FR01-KA229-048426](#)

 Country:  
 France

 Project partners:  
 Etablissement Public National d'Enseignement et de Formation Professionnelle Agricole, Coconi (France)  
 Edith Stein Schule, Freiburg (Germany)  
 LFS, Langenlois (Austria)



### Topic(s) addressed

- New production techniques- new teaching methods to produce differently, sustainably and locally
- Citizenship education
- Preventing dropping out of the students with fewer opportunities

### Target group(s)

- 60 level IV learners (including 12 young people with fewer opportunities)
- 30 teachers
- 4 schools

### Methodologies

- Multidisciplinary approach
- “Learning per doing” to make the learners autonomous
- Creating tutorial materials, e.g. apps, games, videos
- Using role-plays in citizen education to illustrate the migration issues
- Discovering the history and daily life of certain learners

### Environments

- Cooperation between the teachers and the farm supervisor was established.
- Extensive application of field work:
- The no-till farming with mulching and the use of green manure
- Various departments of the schools embarked on a K2 in agroforestry.

- New agro ecological modules are designed in which the irrigation system is set by NVQ students with Oyas (microporous clay jars).
- The no-till farming with an excellent harvest was jointly undertaken by learners and teachers.
- Teachers exchange their Kahoot interactive MCQs.

### Teachers

- The teachers helped learners become players. Together, they developed and produced tutorial materials.
- The teachers supported the learners in applying no-till farming to obtain an excellent harvest.

### Impact

- Boosting self-esteem, confidence and motivation of all the learners.
- In the long term, openness and adaptation to change were strengthened.
- The contributions of various departments resulted in promoting innovation for the other partners.
- [The project](#) reinforced our European identity through exposure to cultural diversity.

Practical & reusable resources for the practitioners can be found [here](#).



**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: INCLUSION**




# Strengthening of Leadership Skills in dealing with current developments

 Project Coordinator:  
 Staatsinstitut für Frühpädagogik

 Project reference:  
[2018-1-DE03-KA101-047070](https://ec.europa.eu/education/innovative-teaching-award/2018-1-DE03-KA101-047070)

 Country:  
 Germany

 Project partners:

- Tallinna Haridusamet (Estonia)
- Tallinna Ülikooli ainetiühing MTÜ, School of Digital Technologies (Estonia)
- Stockholms Stad Utbildningsförvaltningen (Sweden)
- Università degli Studi di Bergamo, Scienze della Formazione Primaria, Dipartimento di Scienze Umane e Sociali (Italia)
- Universitat Autònoma de Barcelona, Departament de Pedagogia Aplicada Facultat de Ciències de l'Educació (Spain)



## Topic(s) addressed

- Strengthening the competencies in digitalisation
- Promoting participation and inclusion

## Target group(s)

- 23 people (age 25-60)
- management and pedagogical staff in daycare centers
- IFP staff

## Methodologies

- The joint learning on several levels with the existing network of daycare centres at its core
- Workshops with the involvement of the participants (main topic, system, country and people, profiles)
- Using previous knowledge as a base and developing guiding questions
- Using digital learning diaries for logging goals, expectations, learning progress and personal reflections.
- Collective discussions on site
- The evaluation in workshops focused on reflection and transfer.
- Creating a set of slides serving as documentation

## Environments

- Regular and obligatory workshops of the network support the targeted preparation and follow-up.
- Planned and informal intensive exchange in the group on site
- The participants brought their experiences to the team.
- The participating institutions had experience with job shadowing.
- Encouraging the participants to carry out English-language job shadowing and taking on trainees.

## Teachers

- The teachers had already had experience dealing with the topics related to working with the network.
- The participants contributed to a far-reaching experience and dissemination of the results.
- They pursued their personal goal of further training and learning together.
- They played a key role as managers in quality development and discussing the results.

## Impact

- The experiences disseminated within the IFP through presentations and articles in the annual journal- received by all Bavarian daycare centres- will impact the planning of further projects.
- Acquisition of robots and the spatial redesign in the Kitas
- Examples generated by the project changed the attitude toward certain topics.
- Increasing the understanding of other cultures and daycare systems in Europe

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**




## Childhood in a box

 Project Coordinator:  
Erich Kästner-Schule

 Project reference:  
[2018-1-DE03-KA229-047385](#)

 Country:  
Germany

 Project partners:  
Sant Jordi (Spain)  
Istituto Comprensivo Toscanini (Italy)  
Zakladna skola Kysucke Nove Mesto (Slovakia)  
3<sup>rd</sup> primary school of Voula (Greece)  
Zakladni skola a materska skola Mosty u Jablunkowa (Czech Republic)



### Topic(s) addressed

- Creativity and culture (active, historical and everyday encounters)
- Social dialogue (similarities, differences)
- Pedagogy and didactics
- Achieving sustainable project outcome

### Target group(s)

- Pupils
- Teachers
- Educators
- Host families

### Methodologies

Using a variety of methods:

- Setting up a competition to choose the logo of the project
- Creating mind maps to develop the task structure for the first year under the “moving” motto.
- Developing social skills through group work, scenic play, expert interviews and abstraction.
- All conclusions were illustrated with schemes/diagrams and presented in a school forum to external and interested parties.
- Using digital learning channels such as the project blog, the production of a virtual tour, own eBooks or Skype.

### Environments

- A GTA Europe, a pin board, games and project days offered different learning channels and fostered sustainable learning through the focus on active learning.
- Extensive use of digital environment e.g. Skype conferencing, chats, video shooting with a drone and a virtual museum tour
- The teacher meetings provided insight into other educational systems and reflection on the methodologies.

### Teachers

- In the on-site meetings and through joint planning, the teachers were able to strengthen their own intercultural competence, were introduced to new methods, reflected and supported the pupils using their experience.
- They actively dealt with their language barriers and new technological possibilities of networking.
- The teachers had a chance to become learners and channel their own motivation and curiosity towards the project success.
- Establishing productive collaboration practices by the teachers

### Impact

- A significant boost in learning at different levels: European education, communication, methodology, technology, value building, organisation, etc.
- Building tolerance and openness towards other cultures
- Sustainable learning progress in languages and technology
- Promoting the European idea even further
- Increased willingness to participate in future projects


**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**


## Blast the Plast (BTP)

 Project Coordinator:  
Alemanenschule Wutoschingen

 Project reference:  
[2019-1-DE03-KA229-060153](#)

 Country:  
Germany

 Project partners:  
Sjalandsskoli (Iceland)  
Tunaholmsskolan (Sweden)



### Topic(s) addressed

- Civic engagement and responsible citizenship
- Sustainability: the link between plastic pollution and climate change
- Promoting creativity: Providing tools to create positive, lasting environmental change (in a school environment)

### Target group(s)

- Students
- Families
- Local communities
- Teachers
- Companies and Representatives
- External cooperation partners

### Methodologies

- Facilitating a project-based learning approach- highlighting students' individual strengths
- Cross-disciplinary learning with a broad variety of activities (later added to the school's curriculum) benefitting the students with learning difficulties.
- Applying foreign language skills in a real-life context
- Building the project website in collaboration with HDMStuttgart students
- The eTwinning platform as a fundamental tool for the successful implementation of the project

### Environments

- Fostering key competencies for lifelong learning within the EU framework.
- Multi-faceted approaches to learning and assessment methodologies

- Creating innovative dissemination products
- Learning about country-specific best practice examples while getting familiar with the local business context
- Applying the reduction of single-use plastic in the flagship projects

### Teachers

- The application of innovative teaching and learning methods such as collaboration with universities and experts
- Teachers from the participating countries implemented hybrid teaching.
- Enabling creative teaching and integrative activities.
- The main objective was to establish student-centred activities as well as a connection between teaching content and real life closely connected to the use of technology and multimedia.

### Impact


- The project contributed to the students' environmental education.
- They were able to strengthen their intercultural skills as well as their media competencies.
- They were also given the opportunity to generate a great output due to the cross-disciplinary learning approach and the close cooperation with universities, institutions and external experts.
- Students developed teamwork skills
- The new "plastic reduction" ambassadors continue with the project that has started at their school.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: INCLUSION**




# Bridge of Encounter and Understanding - Improving technical skills and intercultural competencies through a practical building project

 Project Coordinator:  
 Max-Eyth-Schule Dreieich

 Project reference:  
[2018-1-DE02-KA102-004951](https://ec.europa.eu/erasmus-plus/projects/2018-1-DE02-KA102-004951)

 Country:  
 Germany

 Project partners:  
 IES Francisco García Pavón (Spain)



## Topic(s) addressed

- Collaboration between disadvantaged youth from two partner schools
- Inclusive, integrated and sustainable partnerships
- Creating an architectural design representing cooperation, science and Europe

## Target group(s)

- 6 participants with fewer opportunities
- Students (IT students, language students, refugees) from different departments of MES and IES Pavón

## Methodologies

- Engaging young people with learning difficulties in a highly motivating practical project.
- Applying an integrated multidisciplinary approach: linking maths, science, social science, arts, languages, and history in one practical project
- Facilitating peer learning (students becoming experts in using their tools)
- Producing eTwinning videos with the help of Spanish students (developing language skills, cultural awareness)

## Environments

- Extensive use of available school spaces in a cross-department approach
- Involving students from other sectors of the school community

- Going abroad to improve language skills and cultural awareness
- Visit in a daycare centre for people with special needs to research possibilities for a project there

## Teachers

- The teachers sought to expand the offer of international programs to an increasing number of learners with special needs (socially disadvantaged groups, migrants and refugees)
- The project allowed teachers to cooperate in a new way across borders and rethink traditional ways of teaching,
- Technical instructors learned languages, language teachers developed technical skills and, instead of teaching isolated subjects, teachers focused on how they could contribute to the project in their area of expertise.

## Impact

- This project has had a major impact on our wider school community.
- We have expanded Erasmus activities to higher VET training and grammar school departments.
- We are now sending instructors for training and job shadowing across the European continent.
- We are increasingly implementing Erasmus objectives such as European Bauhaus, sustainability, and inclusion.
- We are exchanging our experience with schools around Europe while developing an urban farming project on our premises.
- Through this project, we have also gained new institutional partners (the centre for people with special needs)


CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE  
 TOPIC: INCLUSION


## Happy School through SEL


 Project Coordinator:  
 Dithesio Oloimero Nipiagodio Avlonariou


 Project reference:  
[2018-1-EL01-KA101-046912](https://ec.europa.eu/elearning/elearning/elearning-project-2018-1-el01-ka101-046912)


 Country:  
 Greece


 Project partners:  
 ShipCon Limassol Ltd (Cyprus)

eTwinning partners:

- Nipiagodio Avlonariou, Evia (Greece)
- Tallinna Sobrakese Lasteaed, Tallinn (Estonia)
- Sabiha Gokcen Ilkogretim Okulu, Gazimir (Türkiye)
- 4th Kindergarten of Artemida, Artemida, (Greece)
- ZŠ s MŠ Vlkanová, Vlkanová (Slovakia)
- CEIP Alfonso VI, Toledo (Spain)
- CEIP Diego Velázquez, Albacete (Spain)
- Materska skola Na Presypu, Praha, (Czech Republic)



- The activities to reinforce problem-solving skills and increase cultural awareness
- Using ICT tools to support young students' effort

### Environments

- The project was based on a whole school approach.
- The teams focused on resolving disagreements and conflicts.
- Bringing respect and tolerance for diversity to the school community.
- Involving national and international organizations as community centres

### Teachers

- All the teachers acquired new knowledge and upgraded their methods and techniques.
- They collaborated and motivated each other sharing new practices.
- Interacting with other stakeholders, they gained more self-confidence and facilitated their creativity, promoting SEL.
- As a result, they maximized students' learning opportunities keeping the focus on respect for diversity and inclusion.

### Impact

The teams achieved [the project's](#) key goals:

- Preschoolers in every partner institution learnt how to recognise and deal with emotions and were shown effective conflict management. The drop-out level was minimized.
- Teachers upgraded their educational methods, through sharing experience, exchanging ideas and learning about new techniques. They also improved their communication and built their professional network.
- Parents used new strategies to motivate/support their children to understand their feelings and adapt their behaviour.
- Institutions became open to their local community and increased their effectiveness by developing EU projects and reframing the vision of school policy for SEL.

### Topic(s) addressed

- SEL (Social and Emotional Learning)
- Early school leaving
- Intercultural/intergenerational education and (lifelong learning)
- Agencies and/or methods for improving quality

### Target group(s)

- approx. 15 teachers
- approx. 250 students, 3-6 years old,
- parents
- local community
- local authorities

### Methodologies

- Using eTwinning for collaboration with partner schools to facilitate SEL activities (peer-learning)
- Implementing interdisciplinary activities connected with their everyday life.
- Role-playing as a great tool to observe and understand personal feelings
- Using project mascots to improve children's empathy.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**




## No child left in the street

 Project Coordinator:  
7 Dimotiko Scholeio Aspropyrgou

 Project reference:  
[2017-1-EL01-KA101-035530](#)

 Country:  
Greece

 Project partners:  
N.A.



### Topic(s) addressed

- combating Early School Leaving
- applying innovative teaching methods, especially differentiated instruction and collaborative learning to focus on pupils' specific needs
- opening a window to Europe through European projects

### Target group(s)

- Roma pupils
- Teachers, as mediators of change
- The whole school, revamped to be more inclusive

### Methodologies

Examples of methodologies developed and shared during the project implementation:

- Differentiated instruction
- collaborative learning
- gamification
- using technology in the classroom
- eTwinning was used extensively for attending seminars and events, information sharing

### Environments

- Support was provided to the teachers at every stage of the project including
- A whole school approach was applied during the project-training opportunities for the teachers (including teachers and headmasters in the entire district).
- Space and time were allocated for teachers returning from abroad to share their knowledge and experiences with their colleagues.

### Teachers

Through their participation in structured learning events abroad, teachers were able to evolve, develop new skills and share this knowledge with the whole school.

More specifically, teachers:

- explored the topic of Inclusion
- prioritized and designed intervention strategies in order to support pupils
- made good use of ICT tools in education
- developed pupils' 21st-century skills through innovative teaching methods
- motivated, guided and evaluated pupils effectively in order to develop basic competencies and help them become active members of the school community
- developed their own personal and professional skills and boosted their self-esteem by promoting innovative teaching methods to satisfy the needs of our multicultural society.

### Impact

- Teachers acquired new knowledge and skills and boosted their self-esteem.
- The IT equipment in our school is used more efficiently.
- Pupils started enjoying the learning process and benefitted from the innovative, collaborative teaching techniques.
- Rapport with parents has improved thanks to the teachers' efforts.
- The local school communities also benefitted by breaking some long-lasting biases and improving collaboration.

CATEGORY: SECONDARY EDUCATION  
 TOPIC: CREATIVITY


## Dynamic Citizens of Europe



Project Coordinator:

Gymnasio - L.T. Magoulas Karditsas



Project reference:

[2018-1-EL01-KA229-047870](#)

Country:

Greece



Project partners:

Istituto Comprensivo 1 Vasto (Italy)

Scoala Gimnaziala (Romania)

Ozel Oguzhan Ortaokulu (Türkiye)

CEIP Las Castillas (Spain)



### Topic(s) addressed

- raising awareness about active citizenship
- developing students' insight, perspective and abilities
- strengthening the concept of active citizenship as a lifestyle
- creating an e-toolkit for schools

### Target group(s)

- 250 students from primary schools (8-14 years old)
- 50 teachers

### Methodologies

A [tangible output](#) has been produced:

- "Active citizens and environment"- 5 multimedia presentations
- Exhibition of comic books
- A magazine containing students' stories
- "My school, city, country" 5 presentations
- A common garden named Erasmus+
- with the aim of raising social awareness and boosting the self-management and decision-making skills of the students
- The eTwinning platform was extensively used to search for potential project partners.

### Environments

Boosting the perception of active citizenship through:

- role-play
- group discussion and debates,
- simulations and multimedia presentations,
- inviting speakers

### Teachers

Using an interdisciplinary approach the teachers created 20 lesson projects which were subsequently integrated into the Active Citizenship e-toolkit

Through the lesson plans, the teachers helped students to:

- explore issues/ problems and raise their awareness
- develop positive attitudes and behaviours
- share the results of their study with the school and wider local community through presentations, material reports, publications and letters to the authorities and various organisations
- develop teamwork skills, material collection, synthesis of information
- hone their creative thinking, critical ability and imagination.

### Impact


This partnership was intended to:

- promote and support active citizenship and responsibility, boost cooperation between schools and local community institutions
  - support schools to use the SEL programs to increase students' academic achievements
  - boost networking and organization of activities linked to the project
  - broaden the school curricula and interdisciplinary teaching
- Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**




# The application of Geothermal Heating and Cooling Systems in homes, farming and industry: advanced skills for teachers and their students

 Project Coordinator:  
 1<sup>st</sup> EPAL of Stavroupolis

 Project reference:  
[2018-1-EL01-KA102-047039](#)

 Country:  
 Greece

 Project partners:  
 Moveu Professional Services S.L (Spain)  
 Alfombra Roja AB (Sweden)



## Topic(s) addressed

- Hands-on learning with experts
- Safety at work
- Starting a business
- Applying theory in real-life situations
- Geothermal Energy- Environmental Benefits
- Prospective and future developments in installations
- Maintaining methodologies

## Target group(s)

- 13 VET apprentices
- 13 VET students and 6 teachers

## Methodologies

- All teaching and learning actions were monitored using both on-site and distance support.
- “Cognitive Apprenticeship”- using the in-school developed App to monitor the interns in real-time
- Simultaneous training for teachers and students in the “Geothermal” flow,
- Including students from all school sectors, promoting cooperation and a dynamic active role

Key competencies developed:

- linking theory and practical skills
- Attitudes of self-adaptation
- Ways of informal learning

## Environments

- Providing students and teachers with learning space and tools, work placement and innovative energy-saving technologies.
- Creating good environment for cooperation and teamwork
- Supporting cross-sectoral cooperation in electrical and mechanical engineering.
- Collaboration of all parties- a revised approach to geothermal installation.

## Teachers

- By participating in training or assisting the interns the teachers advanced their professional skills.
- Their cross-sectoral cooperation enhanced their ability to discover different aspects of teaching and lifelong learning,
- They used new digital technologies and created an in-school network to share the results of the ongoing activities.

## Impact

- 95%- the level of satisfaction as expressed in participants’ feedback
- Students had the opportunity for networking with hosting companies in Spain.
- They built their professional portfolios which helped them find jobs at home.
- The teachers boosted their self-confidence, opened up to new ways of teaching,
- They gained enthusiasm for cooperating with schools in Europe.



CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE  
TOPIC: SUSTAINABILITY




## Green Holidays and Celebrations in Kindergartens with Project-based Learning and Experiential Education

 Project Coordinator:  
Szent Jácint Görögkatolikus Óvoda

 Project reference:  
[2017-1-HU01-KA219-035924](#)

 Country:  
Hungary

 Project partners:  
Gradinita Villanytelep (Romania)  
Cirkevna spojená škola Československej armády 15  
Moldava nad Bodvou (Slovakia)



### Topic(s) addressed

- Sustainability
- Environmental education

### Target group(s)

- children aged 3–6 years old
- around 360 families

### Methodologies

- Pioneering project-based learning in the relevant organisations
- Making the new methods an integral part of the everyday teaching
- Strengthening green thinking through the exploring the environment of villages and towns

### Environments

- Moving beyond the kindergarten walls- using outdoor activities
- Children created games and toys from natural materials and objects that can be found in their surroundings
- Making online presentations part of the learning process
- Bringing the project to children's families

### Teachers

- Teachers' aim was to learn new approaches and to implement innovative activities appropriate for use in the long term
- Teacher's role in fostering children's creativity

### Impact

- The wider public was presented with a summary of the project's activities, methods and tools.
- The network of kindergartens (of which the coordinator is a member) implements some of the project's outcomes in their practice.
- The summary has also been forwarded to all kindergartens in the country of the same profile as the coordinator (Greek Catholic pre-primary schools).

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**



## Green Skills for Social Agriculture



Project Coordinator:

Diósi Eötvös József Német Nemzetiségi Általános Iskola és Alapfokú Mvészeti Iskola



Project reference:

[2016-1-HU01-KA219-022976](#)



Country:

Hungary



Project partners:

26 Primary School of Kallithea, Athens (Greece)

ITCG Ferruccio Niccolini (Italy)

Zemedelska profesionalna gimnazia "Kliment Timiryazev" (Bulgaria)

IES Severo Ochoa (Spain)

Școala Gimnazială "Szacs vay Imre", Oradea (Romania)



### Topic(s) addressed

- Sustainability
- Environmental education

### Target group(s)

- 430 lower, upper primary students (6-15 y/o)
- 370 high school students (16-19 y/o)
- Teachers
- Local stakeholders

### Methodologies

- The project exploited creative implementation methods and cooperation.
- A campaign promoting local agricultural products has been run.
- Raising students' awareness about creating the future through respect for the past and the environment.
- Learning about how farms and the food industry work and the relevance of personal skills and education to the growth of European agriculture
- Learning about the use of new technologies and organic primary materials

### Environments

- Creativity and innovation to link the learning and work environment
- Choosing sustainable resources and paying attention to the side effects of technological progress in agriculture
- Using local resources to combat global climate change.
- The cross-sectoral cooperation (schools-stakeholders in agriculture) as a new way of teaching and learning

### Teachers

- Teachers developed new skills by playing the role of mentors and facilitators of innovation.
- They served as the link between the school and work environment.
- The teachers' international cooperation enriched the students' learning experience.
- They worked on new ideas for formal, non-formal and informal teaching by sharing their knowledge in meetings

### Impact

- Preparing students for employment in agriculture—giving them an understanding of different roles and responsibilities in the field,
- Developing soft skills such as problem-solving, self-confidence and perseverance
- Learning together in a new, creative way to build up green skills
- A long-term impact on teachers and students with fewer opportunities achieved through inclusion and cooperation—boosting motivation and helping deal with failure

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**



# Creativity and Innovation: Teachers of Information Society



Project Coordinator:

Klebelsberg Kuno Általános Iskola és Gimnázium



Project reference:

[2016-1-HU01-KA101-022589](#)



Country:

Hungary



Project partners:

N.A.



## Topic(s) addressed

- Sustainability

## Target group(s)

- school teachers
- students in secondary general schools

## Methodologies

- Creativity and innovation as the main elements of the project
- Emphasis was placed on the environmentally conscious approach and related methodology.
- Raising the quality of language teaching– the relevant methodology was implemented
- Combining environmental content in language lessons.
- Various extracurricular activities carried out and tenders submitted

## Environments

- Implementing cross-curricular activities and cooperation between students of different ages
- A whole school approach– peer learning, older students acting as mentors for the younger
- High school students held sessions on environmental awareness and sustainability for younger pupils

## Teachers

- Teachers developed new competencies and broadened their view on innovative teaching
- Applying an environmentally conscious approach to design new activities
- An unexpected result of the international cooperation between teachers– obtaining an EEA FUND and professional exchange with a school in Norway

## Impact

- With the new initiatives, lower and upper-grade students have also been Improving organisational efficiency
- Tightening cooperation between teachers and students boosting the motivation levels
- The 2016 program was the basis for KA2 projects implemented later to further deal with environmental issues.
- Involving students of all levels in gardening, composting and selective waste collection.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**



# Green Trends in Vocational Education in the South

 Project Coordinator:  
 Miskolci Szakképzési Centrum Martin János Szakközépiskolája és Szakiskolája

 Project reference:  
[2017-1-HU01-KA102-035718](#)

 Country:  
 Hungary

 Project partners:  
 Associação Intercultural Amigos da Mobilidade (Portugal)



## Topic(s) addressed

- Sustainability
- Inclusion

## Target group(s)

- SEN students aged 16-26 y/o

## Methodologies

- The green approach as the main feature- students working as carpenters and park caretakers
- Maintaining Mediterranean gardens- planting and park designing
- Studying farm building, automatised greenhouse system, operating a computer-controlled nutrient supply and automatised climate control and shading
- The carpenters learnt how to use eco-friendly or recycled materials, made components of cork, and used natural materials for surface treatment.

## Environments

- Travelling abroad proved challenging for some students
- However, the internships created a great opportunity for students to gain new professional skills

## Teachers

- The teachers learnt:
- new methodologies which, when used properly in SEN training, will reduce early school leaving
- new technologies
- using eco-friendly, natural materials
- They developed outcome-oriented training programs for all professions
- The crucial role of the teachers in the successful implementation of traineeships

## Impact

- Thematic days and weeks, career orientation programs and free-time activities as examples of the project outcome integrated into the school's training programme
- Students' attitudes changing towards an environmentally conscious life of better quality.
- The companies in Portugal reported their students returning home as more direct, communicative, and confident in their fields and excellent team players

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**

# Enhancing Visual Arts Education

 Project Coordinator:  
Scoil Mhuire Fatima

 Project reference:  
[2019-2-IE01-KA101-065649](#)

 Country:  
Ireland

 Project partners:  
European Cultural Academy, Venice (Italy)



## Topic(s) addressed

- Creativity– the inspiration of artists and artwork
- Sustainability– mutual learning (school staff, community and experts in Art Institutes)
- Transformation of spaces and well-being
- Inclusion of pupils of all ages learning together

## Target group(s)

- 140 pupils
- 28 school staff
- 600+ parents and community

## Methodologies

- Visual Arts identified as an appropriate means of addressing multiculturalism, diversity, inclusion and literacy (School Self Evaluation- SSE)
- Intensive training at the European level proved advantageous to all staff due to the high percentage of pupils needing English as an Additional Language (EAL) interventions.
- Various digital, creative, sustainable and mutual learning possibilities (the influence of the Architectural Biennale in Venice and Covid-19 limitations)

## Environments

The Walk-About Gallery:

- making the pupils' artwork accessible despite Covid-19 restrictions
- re-imagining and re-purposing the school corridors
- installing good quality notice boards and checking ventilation

The school will continue to hold five Walk-About Galleries annually, with nearly two hundred metres of accessible gallery space.

## Teachers

- Coming up with innovative ideas aptly reacting to the Covid-19 challenges (Walk-About Galleries)
- Teachers introduced paintings relevant to the themes of climate change and sustainability
- Pieter Bruegel's Hunters in the Snow used as an illustration of the potential effect of the sea level rise on the local area
- Discussion spurred by the painting led to creative problem-solving.

## Impact

- Building bridges between education and the wider community through contact with local galleries and Colleges of art
- Making visual arts a vehicle for change in the school through sharing information on the project with the wider school community
- Investigating the ways to promote students' environmental responsibility through artistic processes
- Pitching the arts as a viable career path to the parents via school-based creative careers talks & workshops programme.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**

# Exploring the potential of Content and Language Integrated Learning in an Irish Secondary School Context

 Project Coordinator:  
 Manor House School

 Project reference:  
[2018-2-IE01-KA101-051164](#)

 Country:  
 Ireland

 Project partners:  
 Lycée Richelieu (France)



## Topic(s) addressed

- Learning together – staff members through mobility and cross-curricular CLIL work, students learning language and content together.
- Sustainability – encouraging participation among staff focusing on Sustainable Development in CLIL modules.

## Target group(s)

- 2 teachers & Deputy Principal travelled & reported to the wider staff.
- 60 students of the CLIL module.

## Methodologies

- Including the observation of CLIL practices and collaboration with French partners in the planning and delivery of CLIL lessons.
- Looking at innovative and creative ways to address concerns about standards among language learners, while presenting them with opportunities to study a wide range of subjects.
- Integrating aspects of Maths, Geography, History, Politics, European Studies & Civics to present fresh modules to TY students, all through the medium of French, with further collaboration already underway in other areas.

## Environments

Sustainability as a key element of the project:

- building an in-school programme involving many staff members (& thus will be sustainable into the future)

- focusing on Sustainable Development Goals in modules taught & being planned
- Helping to make CLIL a viable & sustainable approach on a national level:
- project co-ordinator's work with Post-Primary Languages Ireland
  - designing & implementing teaching resources
  - supporting MFL teachers as they learn about CLIL

## Teachers

- Learning to learn as a particularly important competence identified for this project
- Introducing a completely new methodology into the school
- It is essential for potential CLIL programme teachers to be open to learning how to learn languages (and content at the same time) in the new approach.
- Task-related preparation was offered by the project coordinator to all participants.
- Sharing knowledge and prior experience of collaboration and job-shadowing to help new participants and teachers from the partner school

## Impact

- Sharing experiences of working with European colleagues through the involvement in the National Pilot Project for CLIL.
- CLIL was specifically mentioned in the Languages Connect-Ireland's Strategy for Foreign Languages in Education 2017-2026, as introduced by the Department of Education and Skills in December 2017,
- This pilot project intends to reach MFL Departments nationwide.
- The experience from this and previous projects will be shared and hopefully, have a positive impact on future national CLIL initiatives.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**


## Promoting wellbeing in pre-school through healthier lifestyles



Project Coordinator:

Istituto Comprensivo Ettore Guatelli



Project reference:

[2018-1-IT02-KA229-048034](#)

Country:

Italy



Project partners:

2nd Experimental Kindergarten School AUTH,  
Thessaloniki, (Greece)

Colégio do Sardão, Oliveira do Douro Porto, (Portugal)

Armbandet and KävSäVers förskola, Norrköping,  
(Sweden)

### Topic(s) addressed

- the holistic and multi-sensorial idea of well-being
- creativity- self-expression
- healthy food and relationships, living together
- the school environment- the “setting” as an essential element to feel good at school
- structured path of Mindfulness

### Target group(s)

Kindergarten teachers:

- 5-8 from Italy
- 3-5 from Sweden
- 2-3 from Portugal
- 2 from Greece

### Methodologies

- Every T&L activity meeting focused on a different topic.
- “Live” presentations of the hosting country’s system, tools and strategies (or by recordings, in the online meetings)
- Discussions, exchanging materials and ideas.
- At every meeting, we planned the next one.
- Using ITC- for communications
- Updating [the website](#) for keeping up documentation and dissemination
- Close progress monitoring

### Environments

- The learning environments support innovative teaching and learning activities– all the partners ensured functional “settings”
- Enabling the children to stay all the time together
- Facilitating outdoor activities “in natural surroundings”
- The use of self-made tools to foster creativity and relationships

### Teachers

- Teachers responsible for involving their colleagues and the pupils’ parents in the project
- Exchanging methods with European partners to try out new practices

### Impact

- The activities resulted in reaching the project’s objectives.
- The outcomes were then disseminated through meetings with teachers and parents.
- Each partner organised an academic lecture during the initial meetings, e.g. an Italian academic teacher about dealing with creativity in childhood.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**




## Do you speak green?

 Project Coordinator:  
Direzione Didattica “Roberto D’Azeglio”

 Project reference:  
[2017-1-IT02-KA101-036331](#)

 Country:  
Italy

 Project partners:  
N.A.



### Topic(s) addressed

- Sustainability and creativity
- Improving the outdoor learning experiences and the environmental context
- The use of spaces and- the *Turn area*

### Target group(s)

- Kindergarten and primary school teachers
- The school manager

### Methodologies

- Green education as a means of teaching the English language
- Promoting dialogue between disciplines within a vertical curriculum
- Favouring the development of citizenship skills from an ecological, social and cultural perspective
- Technology made crucial for a positive implementation of the project
- eTwinning as a go-to interactive and cooperative tool for sharing project work
- The training designed to make the students protagonists of their own learning through experiential teaching

### Environments

- The focus on environmental issues enhanced the educational tradition of our schools.
- An educational garden owned by each school- the result of a particular location (in the hills and near the river) and tradition of “Scuole nel verde”
- Outdoor and green education activities helping the pupils be more sensitive, attentive and committed to environmental sustainability

### Teachers

The teachers given an opportunity for intercultural exchange, upskilling and networking.  
In particular, they gained:

- improvement of language skills- encouraged to present the activities in English in the classroom,
- acquisition of tools and methodological approaches for implementing best practices observed abroad (e.g. safety, maintenance and use of spaces, equipment for children and teachers, communication with families etc.)

### Impact

- Improving the outdoor learning experiences, awareness of the environmental context of the school
- Strengthening the active participation of families in school life.
- As one of the Founding members of the Sustainable Schools Network and promoter of the GOALS IN RETE national network, the school aims to ensure “that all learners acquire the knowledge and skills necessary to promote sustainable development[...].”



CATEGORY: SECONDARY EDUCATION  
 TOPIC: INCLUSION

## The different colours of music



Project Coordinator:

Scuola Secondaria Statale di Primo Grado “G. Bianco- G. Pascoli”



Project reference:

[2017-1-IT02-KA201-036699](#)


Country:

Italy



Project partners:

AccordiAbili (Italy)

Etablissement Régional d’Enseignement Adapté aux Déficients Visuels Cité scolaire René Pellet (France)

EPAL Kalamarias (Greece)

Stowarzyszenie Pozytywnych Zmian (Poland)

Escola Artística do Conservatório de Música Calouste Gulbenkian de Braga (Portugal)

Agrupamento de Escolas de Maximinos (Portugal)

Denbigh Primary School (United Kingdom)



- Combating the prejudice of the “gifted” in learning an instrument
- giving the disabled a chance to learn and experience music
- The final show gathering on the stage people with various disabilities- blind and visually impaired, with Down’s Syndrome, the quadriplegic demonstrating the true inclusion

### Teachers

- All teachers shared the common vision of opening new opportunities for all students and fighting prejudices in their schools.
- Professional musicians taught music composition along with curricular subjects.
- Disabled musicians taught to build simple musical instruments adjusted to their physical disabilities.
- Teachers cooperated in activities involving the whole school community.

### Impact

- Teachers evolved on professional and personal levels.
- Teachers reinforced their skills in the field of inclusive education.
- [The project](#) improved the quality and efficiency of education in schools through innovative teaching practices.
- It increased students’ competencies in music and Braille music.
- Vulnerable students improved their chances to continue their education, gain a profession and integrate into society.
- The involvement of AccordiAbili association and Portuguese Conservatory emphasised the importance of an alternative way of teaching music.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Promoting inclusion through music
- Experiencing music in an active way
- Creativity and self-expression

### Target group(s)

Students from primary to high schools with social and cultural disadvantages and with disabilities

### Methodologies

- Multidisciplinary and cross-disciplinary approaches
- Creating a fairy tale as an important means to learn about cultural and social diversity through cooperative activities.
- Honing positive skills in the target group through a Maieutic method
- Generating students’ creativity, emotions, feelings and ideas through Music Therapy

### Environments

- Making music accessible for the many thanks to the activities carried out by 8 institutions
- Innovative cooperation between the music conservatory and music associations for disabled people involving students from various backgrounds

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**




## Green Thinking 2018

 Project Coordinator:  
 Istituto Tecnico Agrario “A. Trentin”

 Project reference:  
[2018-1-IT01-KA102-006551](#)

 Country:  
 Italy

 Project partners:  
 IIS Euganeo, (Italy)  
 IIS Lonigo, (Italy)  
 IIS S. Ceccato, (Italy)  
 IIS Marzotto-Luzzatti (Italy)  
 Italcontact (Germany)  
 International Horizons (France)  
 Semper Avanti (Poland)  
 Zavod za novodobno izobraževanje (Slovenia)  
 North West Academy of English (United Kingdom)  
 AIP Languages (Spain)  
 Conlan School Ltd. – (United Kingdom)



### Environments

The school has been innovating through:

- the use of new multimedia and laboratory technologies;
- foreign companies as learning environments: internships in e-waste companies (recycling/reuse), laboratories and research institutes.
- promotion of dialogue and civic, ecological and social sensitivity with the opening of school facilities for the community;
- the adoption of virtuous behaviours: separate collection, reduction of disposable plastic, dematerialization.

### Teachers

The teachers have:

- developed skills through the selection, preparation, evaluation and recognition of Los;
- developed suitable and personalized preparatory activities for disadvantaged participants;
- optimized the organizational internship procedures;
- made the project sustainable by bringing the know-how into the subsequent design experience.

### Impact

The project had an impact on:

- participants (and their families): raising awareness on environmental issues, stimulating the growth of key and professional skills, encouraging cultural openness, building trust in the School (highlighted by participation in initiatives);
- sustainability of the project: extending cooperation, re-using skills, increasing the number of applications in the next project, with 25% of ErasmusPRO;
- inclusion and social cohesion, with paths for disadvantaged participants, stimulating tolerance and cooperation in the other participants;
- local companies, which have been engaged in the ecological transition and continue to offer training interventions, scholarships, internships;
- consortium: the results pushed towards accreditation, obtained in 2020.

### Topic(s) addressed

- Sustainability
- Schools as vectors of innovation
- Cooperation between educational institutions and businesses
- Inclusion and equity

### Target group(s)

102 VET participants from the following sectors:

- industrial
- eco-sustainable agriculture
- social welfare

### Methodologies

- The multidisciplinary approach (technology/biotechnologies/ social disciplines/organic production).
- Work experience and training provided by companies abroad.
- Accommodation and workspace sharing stimulated peer learning.
- The internship programs were prepared according to ECVET procedures, with recognition of the LOs.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**

## The European Child: Learning by doing the 3 C's- Connect, Construct And Create



Project Coordinator:

Dobeles speciālā pirmsskolas izglītības iestāde "Valodiņa"



Project reference:

[2017-1-LV01-KA219-035456](#)

Country:

Latvia



Project partners:

Tendercubs - O&amp;M Partnership (United Kingdom)

Detska gradina "Zvanche" (Bulgaria)

Istituto Comprensivo "Militi" (Italy)

Risö skola (Finland)

Naciye Kabakci Anaokulua (Türkiye)



### Environments

Emphasis on the importance of the right learning environment for children's development

- Creative and innovative use of the learning environments (outdoor, natural environment, transformed environment, ICT)
- Sustainable use of resources (resource-saving, natural materials, reusing and recycling)
- Creating a sustainable environment relevant to the 21st century educational needs - safe, inclusive, developmental and innovative
- Collaboration of teachers, children, parents and politicians to create a friendly emotional and physical environment

### Teachers

- Teachers learned new methods and improved their competencies.
- They gained new partners abroad and are still actively sharing experiences at the European level.
- Institutions are gradually becoming places where everyone learns- schools as enablers of innovation.
- Teachers encourage children's curiosity, creativity, and foster research and problem-solving skills.
- They provide inclusive education.

### Impact

- The general public has been reached through surveys and meetings for the teachers, parents and politicians.
- Sharing the outcome via <https://www.learningbydoing.lv/>, eTwinning project and a local website.
- Teachers became motivated and continue to organize innovative, inclusive and child-centred learning activities.
- They continue their collaborative work on the national and European levels.
- The project involved the local community and set in motion systemic change in education.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Research and innovation
- Quality Improvement Institutions and/or methods (incl. school development)
- ICT - new technologies - digital competences

### Target group(s)

- 934 children aged 3-7 (85 with special needs)
- Teachers, parents and politicians from Europe

### Methodologies

Creating the *Active Learning* – a teaching/learning method and theory benefitting the teachers and students in numerous ways:

- preparing children for a global and inclusive society
- developing children's ability to construct knowledge by doing
- developing critical thinking, problem-solving, collaboration, creativity and language skills
- gaining life skills, flexibility and adaptability, initiative
- fostering self-direction, and social and cross-cultural interaction


Developing original teaching materials

Setting up an e-Twinning project


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**

# Interactive Gulbene Primary School environment and learning methods

 Project Coordinator:  
Gulbenes novada vidusskola

 Project reference:  
[2018-1-LV01-KA101-046885](#)

 Country:  
Latvia

 Project partners:  
DES Primary private Company (Greece);  
Anatolia Eğitim ve Danışmanlık (Türkiye)



## Environments

- Creating teaching materials to be integrated inside or outside the classroom to enrich the learning environment.
- All classes learned how to work in a group, take into account EVERY opinion and work together towards a common goal.
- Creating an outside classroom by taking chairs and tables outside
- The learning corners were developed and equipped with hand-made learning aid objects.
- A friendly environment for the primary school age group was created primary.

## Teachers

- The practical knowledge gained by the participating teachers passed on to their colleagues for the development of further ideas.
- Teachers created tutorial materials for their own use and gave an example of how new methods work in practice.
- Non-formal learning was integrated into the school curriculum enabling teachers and students to look outside the box and complement formal learning.

## Impact

- New indoor and outdoor activities as a huge step to make the school environment interactive for pupils.
- The learning process has been diversified by a non-formal approach.
- Independent learning skills were developed- the students did their own research before creating tutorial materials.
- The project involved every class in the school as well as the parents boosting the sense of school community
- The school has become a glaring example of innovation for all visitors.

## Topic(s) addressed

- Pedagogy and didactics
- New innovative curricula/ educational methods
- Quality improvement institutions and/or methods
- Inclusion – equity
- Learning outside the classroom

## Target group(s)

- Teachers and technical staff
- Pupils from 1st to 6th grade (14 classes)
- Parents and other visitors

## Methodologies

- In-class courses for teachers, demonstrating the methods/ approaches in practice
- Teachers developed a licensed program to share their knowledge with their colleagues on the local and regional levels.
- Methods descriptions were translated in order to understand them fully.
- Variety of teaching methods: flipped classroom, microlearning method; different STEM teaching approaches; gaming (table, digital, role, activity); experimental learning etc.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

## Digital Update on the Arts and Creativity in Education” (The ARTICS)



Project Coordinator:

Jāņa Eglīša Preiļu Valsts ģimnāzija



Project reference:

[2017-1-LV01-KA219-035422](#)

Country:

Latvia



Project partners:

12 Gymnasium of Peristeri (Greece)

Agrupamento de escolas Carolina Michaëlis (Portugal)

IES Isidro de Arcenegui y Carmona (Spain)

Utajärven lukio (Finland)

Istituto Statale d'Istruzione Superiore “Bonaldo Stringher” (Italy)



- Adapting teaching techniques to students' level of knowledge, skills and abilities

### Environments

The diversity of input from partner schools:

- Greece– Creative Classroom for students with dyslexia and Asperger's syndrome
- Spain - teaching foreign languages in large groups and to students with special needs
- Italy – language and cultural inclusion of immigrants, workshops on the use of eTwinning for Erasmus+ projects
- Latvia - robotics, programming, technical design, CNC, 3D printing
- Finland – the new CBE approach, individual support to all students
- Portugal - staff management, results, gender issues, equality

### Teachers

- Responsibility to help students acquire basic literacy, digital and transversal skills, develop their potential and self-confidence
- Teaching them to be responsible and active citizens
- [The project](#) encouraged creative collaboration between teachers of different subjects and provided a deeper insight into European education systems
- Teachers led masterclasses, often assisted by their students.

### Impact

- The development of students' basic and digital and transversal skills
- Opportunity for new experiences and networking
- Teachers shared good practices,
- Cooperation, advanced foreign language and IT skills and new solutions introduced in schools.
- Active cooperation with parents, experts, local communities, municipalities, schools, organizations, businesses and media

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Social inclusion and equal opportunities.
- Creativity and culture
- New technologies, tools and apps
- Active citizenship
- Gender equality
- Green living
- Sustainability

### Target group(s)

- Students, staff and parents
- Experts, local businesses and communities,
- Mayors, school boards and media

### Methodologies

- Pioneering the implementation of advanced use of IT in teaching arts, crafts and languages.
- The freedom of expression in a collaborative environment, interacting and learning from each other.
- The methodology included collaborative teamwork, creative writing, storytelling, drama techniques, crafts, dance, music and rhythm.
- Equal participation of all partners, tolerance and respect for differences, related either to culture or disadvantaged background.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**

# Best Practice of European Arts and Design Schools in Promoting Career Guidance

 Project Coordinator:  
 Rēzeknes Mākslas un dizaina vidusskola

 Project reference:  
[2019-1-LV01-KA102-060244](#)

 Country:  
 Latvia

 Project partners:  
 Vilniaus paslaugu verslo profesinio mokymo centras (Lithuania)  
 EPD - European Projects Development Unipessoal Ld (Portugal)  
 Berlink ETN GmbH (Germany)  
 ETN Training Vision (Ireland)



## Topic(s) addressed

- Creativity and culture
- Career education

## Target group(s)

- 16 learners
- 7 pedagogues of RMDV in 5 flows

## Methodologies

- Linking formal and non-formal forms of learning (classes “The role of the model in photography”)
- Developing key competences (career education for teachers and learners)
- Supporting inclusion (involving participants with fewer possibilities)
- The use of eTwinning and supporting learners’ active role in the learning process (Selection of highly motivated Participants)

## Environments

- Learning environments of the art and design school supporting innovative teaching and learning
- The use of sustainable resources
- Creative learning spaces
- Newest technologies and design thinking process

## Teachers

- Educators influencing the teaching and learning processes by acting as innovators
- Applying skills and competencies and welcoming positive and rational thinking towards enhancement of the quality of life of communities.

## Impact

The impact of the project is reflected in:

- Development of the goods with the quality sign
- Inclusion of participants with fewer possibilities
- Dissemination using the newest social channels

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**


# The Path of Creativity Development: From Educators towards Children

 Project Coordinator:  
Kauno Valdorfo darzelis Saltinelis

 Project reference:  
[2018-1-LT01-KA101-046895](#)

 Country:  
Lithuania

 Project partners:  
N.A.



## Topic(s) addressed

- Creativity and culture development
- Vivid community model
- Learning together in an international context
- Inclusive education in an educational institution
- Development of innovative learning methods

## Target group(s)

- 6 (+8) teachers
- 2 administrative staff
- 1 specialised pedagogue
- The kindergarten board, parents, kids

## Methodologies

- The aim was to update the Waldorf pedagogy method (a 100-year tradition) according to the challenges of today making it attractive to modern society.
- The emphasis put on an open mind, creativity and motivation, exploring different cultures and inspiration to adapt the curriculum so it meets modern-day challenges.
- Applying inclusive education strategies, being open to cooperation, improving rapport with the parents

## Environments

- The environment in our kindergarten encourages creativity and invites to act.
- It is in harmony and natural relationship with nature.
- We foster sustainability and a harmonious view of nature.
- The environment is adapted so children have the opportunity to observe, explore, and experiment.

- Following the example of our project partners, we arranged an outdoor classroom, water play areas, a weather station, an art area, weaving looms, and an oasis of natural plants and herbs.
- The whole school community was involved in all those developments.

## Teachers

- Teachers updated the training content with new topics.
- They applied more active teaching methods (learning to count through rhythm repetition, movement and games).
- They adapted team-building games with both parents and colleagues.


## Impact

- Improving practical skills and knowledge
- Raising cultural awareness, gaining intercultural competencies
- Our staff gained and strengthened a set of soft skills (e.g. personal, socio-emotional, self-development etc.)
- Improvement of foreign languages allowed for the admission of foreign interns to the kindergarten, as well as inviting guest learners (from Türkiye, the Netherlands, Romania, Austria) and later extending cooperation with them.
- Enriching and improving the learning environment (increased indoor and outdoor spaces)

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**




# Think Inside the Box! A Methodological STEAM Toolkit for Schools

 Project Coordinator:  
Vsi Robotikos mokykla

 Project reference:  
[2020-1-LT01-KA201-077987](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/opportunities-2020-2024/2020-1-LT01-KA201-077987)

 Country:  
Lithuania

 Project partners:  
Panevėžys Education Center (Lithuania)  
Vilnius Gedimino technikos universiteto inžinerijos licejus (Lithuania)  
Kuressaare Gümnaasium (Estonia)  
Colegiul Tehnic “Gheorghe Asachi” Botosani (Romania)



### Topic(s) addressed

- Sustainability (using available materials and reusing them after)
- Aesthetics (creating solutions that are beyond functionality)
- Inclusion (involving pupils with special needs)

### Target group(s)

- More than 1200 pupils from grades 5 to 12 in 3 countries
- 100 teachers in 3 countries

### Methodologies

- Methods used: PBL, Design Thinking, Engineering, learning-by-doing and IBSE - core elements of STEAM education.
- [Gaminu.eu learn=play](https://gaminu.eu/learn=play)
- Using knowledge of programming, maths, physics, electronics, engineering, etc.
- Using creativity and critical thinking, teamwork and presentation skills
- Non-formal learning approach– alternative project evaluation (no marks)
- emphasis was on creative solutions, cooperation and reflection.
- Supporting role of the teachers (not leading)
- The inclusion of students with special needs

### Environments

- Creating an environment for experimenting and cooperating, at the same time promoting the efficient use of available human, technical and material resources.
- Bringing non-formal activities to a formal education environment
- The school environment proved to be creative in addressing digital and green challenges and connecting science, technology and creativity.

### Teachers

- Involved teachers received training about the project's methodology, got a chance to experience non-formal learning methods in practice.
- Developing skills in using innovative tools, such as programming with micro: bit, 3D modelling and printing, laser cutting,
- Gaining skills in the application of Design Thinking, IBSE, PBL, Engineering and other STEAM methods.
- A long-term teacher qualification programme was initiated as an effective method of collecting and sharing best practices among fellow teachers.

### Impact

- Pupils gained new knowledge and skills as well as an opportunity to think, feel and act as inventors.
- Youngsters with special needs were equally involved in the activities thanks to the practical and hands-on type of hackathon.
- Teachers gained more confidence in STEAM activities and also demonstrated motivation, dedication and creativity in adapting the methodology to the needs of their students.
- The transferability of the methodology has already been proven in 3 countries, in formal, non-formal and informal learning environments.



**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

## Creation and Integration of STEAM Model in General Education



Project Coordinator:

Vilnius Gedimino technikos universiteto inžinerijos licejus



Project reference:

[2019-1-LT01-KA229-060526](#)

Country:

Lithuania



Project partners:

Escola Secundária Campos de Melo, Covilhã (Portugal)

Gaziantep Kolej Vakfi Özel Fen Lisesi (Türkiye)

Colegio PioXII-Fundación Escuela Viva (Spain)



Numerous activities carried out abroad:

- Portugal– visiting a plastic factory with a focus on recycling of collected used plastic
- Turkey– visiting recycling factory, learning how biomass from household waste can be used for heating homes
- visiting The Green House in Turkey to explore innovative solutions facilitating plant irrigation, and the production of electricity from solar panels.

### Teachers

The teachers' active participation involved:

- creating and implementing lessons based on STEAM methodology,
- visits to partners' educational institutions (Turkey, Portugal, Lithuania),
- cooperation and peer learning.
- sharing best practices

By being actively involved in STEAM model project our teachers had a possibility of updating and augmenting their skills and competencies.

### Impact

- The students benefited considerably by actively participating in the STEAM-based lessons.
- The students were encouraged to reconsider their attitudes, dispositions and behaviours. They increased their motivation, self-assessment, self-efficacy and autonomy, as well as communication, collaboration, engagement, and learning productivity.
- Easy access to the created [project website](#) STEAM model enables
- The whole community has the access to and makes use of the outcomes of the project and other useful resources via the STEAM model project website.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Circular economy
- Zero waste society
- Sustainability
- Rational use of natural resources
- Environment and climate change issues

### Target group(s)

- 1-12 grade students (approx.1400)
- Teachers (approx. 100)
- Teachers and authorities of other schools pursuing to implement STEAM model

### Methodologies

- Using multidisciplinary approaches- coupling the subjects (e.g. English+Geography, PE+Music, Math+Lithuanian etc.) to foster creative problem solving and proactive attitudes
- Facilitating peer collaboration and students' engagement, improving personalized learning through the use of a wide range of IT technologies e.g. Classflow, Nearpod, Mentimeter, Quizizz, Answer Garden etc.
- Taking advantage of thinking maps and other graphic organizers
- Prioritizing group working

### Environments

- School activities in STEAM learning surroundings such as Bio Lab, IT classroom, Engineering Lab, Science Lab, etc.
- Visiting Vilnius tech university, its laboratories, libraries, and other facilities and workshops at Panevėžys STEAM center

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**




# BALTIC VET Skills competition in catering and food industry sectors

 Project Coordinator:  
 Kauno maisto pramonės ir prekybos mokymo centras

 Project reference:  
[2019-1-LT01-KA202-060530](#)

 Country:  
 Lithuania

 Project partners:  
 Tartu Linn (Estonia)  
 VSIA Rigas Turisma un radosas industrijas tehnikums (Latvia)



### Topic(s) addressed

- Quality assurance
- International relations and cooperation
- Cooperation between educational and business institutions

### Target group(s)

- VET students in catering and food industry
- VET teachers

### Methodologies

- Skill competition was created using the shared knowledge and expertise of the project partners.
- Teachers' collective experience was compiled into a set of materials: "Manual for Organizing Competitions", "Competition Rules" and "Participant's Evaluation Guidelines".
- The competitions comply with the requirements of EUROSILLS and WORLDSILLS.
- 18 students were selected to take part in blended mobility (an online meeting and a week of practical activities).

### Environments

- All partners are active in the ERASMUS+ program.
- The project innovation at an international level focuses on how to enhance professional skills in the VET sector through skills competition.
- The project offers the chance to share ideas and best practices and provides lessons and inspiration for developing vocational skills and training systems.

- the international network between experts from VET and industry on the European level
- Increasing the quality of local/national/international skills competitions
- The project as an instrument for organizing competitions

### Teachers

- 11 VET teachers participated in creating intellectual outputs and increased their skills and competencies.
- They created a Manual for organizing competitions for VET students in catering and food industry,
- prepared Competition rules,
- developed Participant's evaluation guidelines.

### Impact

The project:

- contributed to the prestige of VET and the self-esteem of learners, boosting their motivation to master their skills,
- helped to improve students' employability and competitiveness,
- created close cooperation with industry experts
- raised the public awareness of VET as a valuable career choice
- encouraged students of general education to choose vocational qualifications.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**



# Pioneers of green knowledge

 Project Coordinator:  
 Lycée Technique Agricole

 Project reference:  
[2017-1-LU01-KA116-023884](https://ec.europa.eu/info/programmes-and-initiatives/european-innovative-teaching-award/2017-1-LU01-KA116-023884)

 Country:  
 Luxembourg

 Project partners:  
 Europea - Europe de l'Enseignement Agronomique (Belgium)



## Topic(s) addressed

- Sustainability
- Learning together
- Creativity
- Regional, interregional and transitional learning

## Target group(s)

- 111 VET pupils
- 25 teachers

## Methodologies

- Developing activities and working methods by exploring Luxembourg green spaces
- Presentations of learning results by pupils for groups of experts (teachers and representatives of companies)
- Peer learning experience on the national level and beyond.
- Building up students' soft skills and language competencies and developing a stronger European spirit

## Environments

- Taking learning outside the classroom to explore specialised and innovative farming methods as well as environmentally responsible cultivation methods abroad
- The students were introduced to niches in their professional fields– a crucial experience in a small country like Luxembourg with a limited diversity of natural environments.

## Teachers

- The teachers have contributed to the adaptation and innovation of learning programmes and single lessons.
- They have also built contacts with teachers, experts and researchers abroad that will benefit their school facilitating further exchanges.

## Impact

- The pupils participating in the activities abroad received in-depth training beneficial for their future work– very important in the national and regional context of the Greater Region (SaarLorLux, Rhineland-Palatinate, Walloon Region).
- Through presentations given to the school community, they motivated their peers to take up similar training abroad.
- The connections of the Lycée Technique Agricole (part of the EUROPEA network) have been strengthened by the exchange between pupils, teachers and companies.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**



## Broadening Perspectives

 Project Coordinator:  
St Margaret College, Zabbar Primary B

 Project reference:  
[2019-1-MT01-KA101-051084](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/european-union-programme-references/2019-1-MT01-KA101-051084)

 Country:  
Malta

 Project partners:  
Internationales Forum für die Bildung der Zukunft (Austria)  
Europass Berlin Beratungsbüro GmbH (Germany)  
Europass SRL (Italy)  
Euromind Projects SL (Spain)  
European Academy of Creativity (Spain)



### Environments

- Our vision is to transform the school into a hub of professional excellence and innovative practices.
- At the core of this vision are educators as enablers and facilitators of learning.
- The project helped the rethinking of school spaces and available resources to create “new” inviting spaces where diverse activities can take place.
- Some of these spaces are also open to outside entities that promote inclusion within the wider community.

### Teachers

- The project encouraged educators to bring about change in the classrooms.
- It owes its inception to a motivated group of Learning Support Educators who expressed an interest in attending professional development courses.
- Through this project, we wanted to provide “support for teachers and other staff through specialist services that focus on upskilling school personnel” and through the cross-fertilisation of ideas across contexts and networks.

### Impact

- The project has spurred enthusiasm across the board.
- It broadened participants’ perspectives and offered new insights into the teaching and learning process.
- Dissemination activities were organised at the school level through informal networking and through focused initiatives.
- It created more awareness, assimilation of new methodologies and a renewed vigour to invest in professional development, including opportunities for networking.
- The project raised a sense of openness spilt over to students and the wider community.

### Topic(s) addressed

- Diversity
- Inclusion
- Continued professional development
- Transversal competences

### Target group(s)

- 1 Head of School
- 2 Assistant Heads
- 1 Inclusion coordinator
- 4 Teachers
- 4 Learning Support Educators

### Methodologies

- This project was about creating a fully inclusive classroom helping learners benefit from diversity, while ensuring equal access to learning.
- The project supported a more comprehensive understanding of methodologies including the use of digital tools.
- It encouraged participants to look beyond subject content to develop transversal competencies.
- Participants fluidly moved between formal and non-formal methods.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**

## Evolving Patterns of Diversity

 Project Coordinator:  
St Theresa College Secondary School

 Project reference:  
[2018-1-MT01-KA229-038472](#)

 Country:  
Malta

 Project partners:  
RG Modellschule Graz (Austria)



### Topic(s) addressed

- Creativity: artistic, digital and communication skills.
- Learning together: teamwork and inclusion
- Green sustainability: promoting digital interactive learning and less paper;
- Life sustainability: a lifetime experience for all.

### Target group(s)

- Students of all mental and physical abilities, including disadvantaged and at-risk learners.

### Methodologies

- Prioritising project-based learning.
- Enriching the 5Cs of education, mainly creativity, critical thinking, collaboration, communication and cooperation
- The project adopted a holistic approach to the learning process.
- Boosting artistic skills by making posters, presentations and various publications.
- Improving scientific skills through workshops, research and fieldwork.
- Increasing the students' digital competencies through the usage of innovative tools.
- The eTwinning platform was used to showcase all the results in local councils and libraries.
- All activities were modified to include the less able and disadvantaged students.

### Environments

- The ongoing support of the senior management team
- Throughout the project duration.
- Building an atmosphere of trust and self-learned discipline following examples of partner countries

- Teachers of different curricular subjects worked closely together to plan hands-on workshops building stronger relationships.
- The project proved that a cross-curricular approach is possible, making learning interactive and fun.
- In the school development plan, it was encouraged that other teachers adopt the project-based learning approach.

### Teachers

- Avoiding the “one-size-fits-all” philosophy
- Teachers promoted proactive involvement of the students.
- They strived to improve academic outcomes, address individual personal issues and ensure equal learning chances.
- Promoted collaboration, problem-solving
- Inspired the student by demonstrating a culture of innovation and creativity


### Impact

- Building the project on experimenting- to give the opportunity to safely make mistakes
- Students found their voice through working in teams, boosting communication skills, self-confidence and self-esteem.
- They developed critical thinking and the ability to find possible solutions.
- This project fostered tolerance for differences such as students with special needs and difficult backgrounds.
- It proved that project-based learning helps fight absenteeism, improves cooperative learning, and boosts student achievement.
- A meaningful change was observed in all participants.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**




## Connect2018

 Project Coordinator:  
 Malta College of Arts, Science & Technology

 Project reference:  
[2017-1-MT01-KA202-026975](#)

 Country:  
 Malta

 Project partners:  
 Obshtinska fondatsia Plovdiv 2019 (Bulgaria)  
 Stichting voor Algemeen Voortgezet Onderwijs, Beroepsonderwijs en Volwasseneneducatie (Netherlands)  
 Fondazione di partecipazione Matera-Basilicata 2019 (Italy)  
 Stichting voor Christelijk beroepsonderwijs en volwassen educatie Friesland/Flevoland (Netherlands)  
 Stichting Nordwin College (Netherlands)



### Topic(s) addressed

- EU Citizenship, EU awareness
- Sustainability & Entrepreneurship
- International Cooperation

### Target group(s)

- Staff

### Methodologies

- Students cooperated on various real-life projects included in their curriculum.
- The activities were carried out on-site and virtually using diversity (culinary traditions, customs) as valuable teaching tools
- Fostering entrepreneurial skills
- Teachers as learners gaining new knowledge and skills (water treatment, beer brewing)

### Environments

- The project provided multiple platforms for innovative endeavours.
- The design for Sustainable Seating encouraged students to use sustainable materials and resources.

- The Water Treatment project was directly concerned with sustainability.
- A whole-school cross-sectoral approach was adopted e.g. in the Opera Aida where students from multiple programmes were involved (costume/interior/stage design; media audio-visual production; performing arts -backstage, make-up/ hair).

### Teachers

- In VET the teacher takes on the role of mentor and facilitator, while students take an increasingly self-directed approach to learning.
- Teachers' skills must focus on guidance more than instruction and support more than direction.
- Various cross-institutional mobilities exposed educators to alternative methodologies and approaches in VET.
- Peer learning was demonstrated in the Water treatment training programme.


### Impact

- The project has had a very positive impact on participants, particularly through the innovative linking of formal and non-formal learning achieved through collaboration with various stakeholders.
- Projects and activities supported learning in line with the curriculum for both, students and teachers.
- Through pre-planned mobilities, participants had also the opportunity to develop a sense of community beyond their own country's borders and within a broader European framework.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: SUSTAINABILITY**

## Learning for a sustainable future

 Project Coordinator:  
CBS de Rietzanger

 Project reference:  
[2019-1-NL01-KA101-060098](#)

 Country:  
Netherlands

 Project partners:  
Finnish Sustainability Education Services (Finland)



### Topic(s) addressed

- Sustainability
- Learning together
- Inclusion
- Environment
- 21st-century skills

### Target group(s)

- Primary education teachers
- Pupils aged 4-12

### Methodologies

- Besides the focus on the 2030 Agenda, the school used a multidisciplinary approach for future-proof teaching.
- Themes such as poverty, health, education, gender equality, clean and affordable energy, peace and justice fitted perfectly into the project.
- All new insights and knowledge has been spread throughout various subjects, such as citizenship, geography, biology, and history.
- The school now has adopted an overarching method of world orientation.

### Environments

- Using the whole school as the learning environment.
- The whole team took part in the mobility to Finland, and therefore they could work together towards one future-proof curriculum.
- The Education for Sustainable Development Goals (ESD) has been integrated into the daily practices of all teachers.
- A pilot on outdoor learning has been introduced as a result of this project.

### Teachers

- The teachers not only learnt about future-proof and sustainable education through this KA101 project but simultaneously a KA229 project called 'Earth Stories' was implemented for their pupils.
- In this way, the learners had an active role in the learning process.
- The school used the 2030 Agenda for Sustainable Development as a common thread throughout the project.

### Impact


- The new skills and knowledge of the teachers have been gained and disseminated in the school changing the daily educational practice.
- Daily school learning is now based around the ESD goals and all pupils are exploring the topics related to the 2030 Agenda and the SDGs.
- The project results have been disseminated to the schools in the region and the municipality.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**




## Sustain

 Project Coordinator:  
Rijksuniversiteit Groningen

 Project reference:  
[2017-1-NL01-KA201-035284](#)

 Country:  
Netherlands

 Project partners:  
EUSEA- Europäische Gesellschaft für Wissenschaftsveranstaltungen (Austria)  
Forum Private Greek School (Cyprus)  
EDEX- Educational Excellence Corporation Ltd. (Cyprus)  
The Heritage Private School (Cyprus)  
Piter Jelles Leeuwander Lyceum (Netherlands)  
Provincie Fryslan (Netherlands)  
RSG de Borgen (Netherlands)  
Institut Educacio Secundaria El Saler (Spain)  
Universitat De Valencia (Spain)  
Universitat Politecnica De Valencia (Spain)  
Centro Integrado Publico de Formacion Profesional Misericordia (Spain)



- The learning ecosystems used recognized Inquiry-Based Science Education (IBSE) techniques, guaranteeing meaningful teaching materials, freedom of choice for learners, supervision and coaching.
- The IBSE approach provided the pupils with an insight into the process of Responsible Research and Innovation.

### Environments

- The online modules included offline and outside classroom activities to
- combine both formal and informal learning.
- Materials on academic skills to support both pupils and teachers were included in these modules.
- Caretakers, students and regional stakeholders (without differentiation) created the target groups for further impact.
- Among the regional stakeholders were nature conservation organisations, local authorities and providers of science education and/or communication, such as museums and science centres.
- In the three regions (Northern Netherlands, Valencia (Spain) and Cyprus), stakeholders developed initiatives to support the regional STEM learning ecosystem.

### Teachers

- The teams of scientists, teachers and providers of science education and communication in the three countries contributed to the development of the different intellectual outputs. After the development of the modules, the teachers of the secondary schools tested and evaluated these modules in the classroom.
- They were coached by the local experts in formal education.

### Impact

- With the [SUSTAIN project](#), the consortium sparked dialogue on sustainable landscapes between secondary schools, universities and other educational providers to articulate a sense of urgency for regional sustainable development goals.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Sustainability
- Learning together
- Biodiversity
- Environment
- 21st-century skills

### Target group(s)

- Secondary education teachers
- Secondary school pupils
- Municipalities
- Science and sustainability networks

### Methodologies

- The consortium actively built STEM learning ecosystems on sustainable landscapes.
- In each country, the learning ecosystem/hub consisted of a university, two secondary schools and other providers of science education and/or science communication.
- EUSEA - an international knowledge-sharing platform and accelerator of innovation in public engagement was included.



**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: INCLUSION**


## Claim your Future



Project Coordinator:

Friesland College (Stichting voor algemeen voortgezet onderwijs, beroepsonderwijs en volwasseneneducatie)



Project reference:

[2017-1-NL01-KA202-035245](#)



Country:

Netherlands



Project partners:

Hamburger Stiftung für Mirganten (Germany)

Verikom - Verbund für interkulturelle Kommunikation und Bildung e.v. (Germany)

Kauno sta tybos ir pa slaugu mo kymo centras (Lithuania)

INOVA+ - Innovation services, SA (Portugal)

Fundacio privada servei solidari per la inclusio social (Spain)

Bridging to the Future LTD (United Kingdom)



### Topic(s) addressed

- Learning together- learning about entrepreneurship and becoming active in society
- Creativity- students were challenged to innovate.

### Target group(s)

VET students

### Methodologies

- An innovative methodology has been developed in which young people take the lead in the social issues of their region.
- [The project](#) and the tools that have been developed are a huge added value to what already exists in this field.

### Environments

- The project was a unique multilevel and cross-sectoral collaboration between regions and on a European level.
- Innovation took place initiated and executed by students themselves.

### Teachers

- Throughout multilevel collaboration teachers were connected regionally and internationally and were able to learn from each other.
- They further developed their skills in entrepreneurship and were challenged to work innovatively using a method in which students were placed in the lead.


### Impact

- The project had a significant impact at all levels within the institutions that formed the consortium.
- Not only the supervisors but especially the young participants themselves have shown that they have grown enormously in their social skills as entrepreneurs.
- The sustainable collaboration of students, educational institutes, regional social entrepreneurs and government created new infrastructures that allow young people to get involved and create an ongoing impact.
- They influenced the process of local /regional policy- and decision-making.

Practical & reusable resources for the practitioners can be found [here](#).


**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: SUSTAINABILITY**

## Our children, our world, our future.

 Project Coordinator:  
 Przedszkole Nr 60 im. Jana Brzechwy w Gdańsku

 Project reference:  
[2019-1-PL01-KA101-063424](#)

 Country:  
 Poland

 Project partners:  
 Executive Training Institute (Malta)  
 JUMP Association International Teachers Training Academy (Italy)



- Organising activities outside of the kindergarten (outdoors)
- The natural environment becomes a teaching aid.
- Undertaking activities involving children with special educational needs
- Teachers share their knowledge and experience to learn from each other.

### Teachers

- Teachers developed their skills and competencies (the ability to make contact, teamwork, negotiation skills, conflict management, assertive behaviour, empathy, patience, understanding, work planning, anticipation and dealing with stress).
- They cooperated by sharing good practices, exchanging experiences and teaching materials, joint organization and carrying out various activities.
- Together they planned, organised, implemented and modified educational processes.
- They worked with each other using the Scrum method.

### Impact

The project affected:

- Sending organization– modification of the concept of work, enrichment of the kindergarten base
- Children– learning through action, research and discovery (in teams and groups), making hypotheses and testing, the possibility of making mistakes and drawing conclusions from them.
- Teachers– teamwork, using activating and problem-based methods and informal methods, creating conditions for independent actions and decision making.
- Parents– increasing awareness of key competencies
- Local community– through a series of events, consultations for teachers of other institutions related to writing Erasmus + projects, sharing good practices with the directors of Gdańsk-based educational institutions, implementation of eTwinning projects.

### Topic(s) addressed

- Education for sustainable development
- Outdoor education
- Informal education
- Learning from each other
- Promoting creativity
- Using activating and problem-solving methods
- Development of key competencies for children and teachers

### Target group(s)

- 12 Teachers
- 100 children
- 15 with special education needs
- 200 parents

### Methodologies

- Teachers individualized the educational process.
- They used the Dalton plan that introduces children to self-sufficiency, responsibility, cooperation and reflection.
- Informal education– activities outside of the classroom and projects
- Natural science education as the basis for building integrated knowledge about the world,
- Combining different branches of education: linguistic, social, mathematical, technical, artistic, musical and physical.
- Carrying out an international project Amazing children, Amazing nature on eTwinning.

### Environments

- Expanding the educational space of the kindergarten outside of the kindergarten room– creative play corners

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**

## Europe full of innovation. Educational innovations at St. John de La Salle School in the context of the perspectives and challenges posed by the pedagogy of the 21<sup>st</sup> century.



Project Coordinator:

Szkoła Podstawowa im. św. Jana de La Salle



Project reference:

[2018-1-PL01-KA101-049309](#)


Country:

Poland



Project partners:

Atempo Betriebsgesellschaft mbH (Austria)  
 Olokirosi Single Member Private Company (Greece)  
 Pms Erasmus Plus (Spain)  
 English Matters S.L. (Spain)  
 Colegio La Salle En Cordoba (Hermanos De Las Escuelas Cristianas, Sector Andalucia) (Spain)  
 Quarter Mediation (Netherlands)  
 InterCultural Ísland (Iceland)  
 Executive Training Institute Ltd. (Malta)  
 Agrupamento de Escolas Emídio Navarro (Portugal)  
 Associação Educativa para o Desenvolvimento da Criatividade (Portugal)  
 Outdoored, s.r.o (Czech Republic)  
 JUMP - Gioventù in riSalto (Italy)  
 EuropassSRL (Italy)  
 International Study Programmes (United Kingdom)  
 Language Link London ltd (United Kingdom)



### Methodologies

- Acting outside the box in response to an ever-changing world.
- Elaborating methods addressing the needs of e-learning (ICT tools, applications and eTwinning platform and CLIL)
- Psychological consequences related to social isolation (mindfulness as prevention of anxiety, depression and stress reduction, relaxation training).
- The multidisciplinary approach and increased involvement in both formal and non-formal education.

### Environments

- Teaching methods outside the classroom, such as running dictations, multidisciplinary city games or escape rooms.
- A relaxation room with hammocks and mats for mindfulness and learning activities, surrounded by plants, nature images and an atmosphere supporting effective learning

### Teachers

- Innovative ICT tools (Wordwall, MovieMaker, Trello, WordArt, Socrative, Genial.ly)
- New methods (gamification, storytelling, outdoor, running dictation, escape room, city game, Mind-mapping)
- Educational trends (critical thinking, neurodidactics, mindfulness).
- Workshops on coaching and mentoring, conflict management and mindfulness
- Creating interesting educational processes, learning from each other and sharing good practices.

### Impact

- Establishing numerous international relationships
- Breaking linguistic and digital barriers, maintaining collaboration with foreign partners and joining new initiatives.
- The coordinators have conducted numerous outdoor and mindfulness workshops, including the ones at the FRSE national conference which has contributed the cooperation with the educational press.

### Topic(s) addressed

- The harmonious intellectual and emotional development
- The enhancement of digital and linguistic competencies,
- Creativity and cooperation skills
- Promoting mindfulness and outdoor activities

### Target group(s)

- 19 teachers

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**

# MOST “Bridges Between Openness, Respect and Identity”



Project Coordinator:

I Spoleczne Liceum Ogólnokształcące im Unii Europejskiej w Zamosciu



Project reference:

[2017-1-PL01-KA219-038326](#)



Country:

Poland



Project partners:

Lycée général Claude Gellée (France)

1st Epa.L Orestiadass (Greece)

Gewerbliche Schule Schwäbisch Hall (Germany)

Istituto d'istruzione superiore “L. Da Vinci - Nitti” (Italy)



## Environments

- Comprehensive development of students with respect for their dignity, outlook and individuality as the project's and the school's objectives.
- Involving the local community in project activities
- An innovative (content, form) and holistic nature of the project: workshops, excursions, lectures, extracurricular activities and their inclusion in the educational programme

## Teachers

- Teachers and pupils swapped roles (mutual learning).
- Teachers designed educational space for pupils, triggered their creativity and encouraged them to search for the answers to their own questions boosting motivation.
- They strengthened cooperation, including that between pupils and teachers.
- Strove for continuous development and showed an attitude of critical thinking.
- They developed pedagogical competencies in the implementation and dissemination of intercultural education and ICT skills.

## Impact

- All participants learnt:
- about how cultural differences determine behaviour and how to work in a multicultural environment
- how to cope with ambiguous and problematic situations
- how to react to “hate speech” cases,
- to respect the values of other people and cultures while caring for their own identity established positive intercultural relations
- Institutions acquired methods to promote the idea of intercultural education adding it to their curricula,
- They built a network of contacts and international cooperation.
- The local community became involved in the school's life promoting multiculturalism, which now translates into attitudes towards war refugees.

## Topic(s) addressed

- Identity crisis in EU societies
- Inclusion and exclusion mechanisms
- European values and their role in identity building
- Identity boundaries and transgressions
- Intercultural communication
- Hate speech
- Stereotypes and prejudices

## Target group(s)

- over 75 secondary school students aged 16-19
- over 20 teachers
- different cultural backgrounds

## Methodologies

- Combining multiple disciplines (psychology, sociology, history, foreign language, globalisation, IT).
- Using group work, simulation, role play, discussion, brainstorming, material analysis, case study, games
- Coaching elements: gaining knowledge through experience, referring to realities, open problems, reflecting, analysing
- Presentation methods: film, demonstration combined with experience.


**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**

## European Professionals

 Project Coordinator:  
Zespół Szkół Technicznych w Częstochowie (ZST)

 Project reference:  
[2017-1-PL01-KA102-036903](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/opportunities-2014-2020/2017-1-PL01-KA102-036903)

 Country:  
Poland

 Project partners:  
Universal Mobility SL (Spain)  
Associação de Mobilidade Intercultural Euromob (Portugal)  
Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e.V. (Germany)



- projects in cooperation with local authorities and institutions
- adjusting teachers' timetables for teaching in the school garden
- making use of school premises for plant and tree keeping and setting up planters, benches, boxes etc.

### Topic(s) addressed

- Learning through practice
- Non-formal education
- Modern school facilities
- Innovative vocational training
- Maintenance of urban green spaces
- Renewable energy training and promoting
- Developing Key Competencies

### Target group(s)

Students:

- 20 landscape design
- 20 construction
- 12 renewable energy
- 2 HVAC
- 12 vocational training teachers

### Methodologies

- The participants (teachers and students) set up a didactic garden.
- Students learnt teamwork, task planning and time management and tried out their landscape design ideas.
- They started a vegetable garden and vertical gardens - green walls covered with creeping plants. Students also modelled a small green roof and opened a plant shelter.

### Environments

Supporting innovative learning by:

- adding subjects on ecology to the curriculum (Sustainable buildings in cities, Circular Economy)

### Teachers

- ZST team of teachers initiates a lot of projects in and outside the school.
- By sharing their knowledge acquired during mobility they aim to perfect vocational training methods and improve school facilities.
- 60% of our teachers have had experience in international cooperation, which resulted in the following initiatives:
- acquiring funds for teaching equipment (Fuel Cell Sets, plumbing equipment, drawing tables)
- organizing practical training in cooperation with employers and higher education institutions
- doing landscaping projects for the local community
- running ecological contests for local schools (My Energy, Energy-efficient House, Colors of Spring)

### Impact

- In the school garden students work in a professional team and they practice all aspects of their job: designing, planting, placing boxes etc.
- Teachers use their skills to run projects outside the school. <https://zst.czyst.pl/przedzskolaki-maja-ogrod-dydaktyczny/>
- They also created a sensory garden for children with special educational needs. <https://zst.czyst.pl/ogrod-sensoryczny-w-zespole-szkol-specjalnych-nr-23-w-czestochowie/>
- Guided by their teachers, students share their knowledge with the youth from primary schools during workshops (solar panels demonstrations, connecting pipes, cutting plants, bricklaying).

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**




# MLO - Moving and Learning Outside

 Project Coordinator:  
 Município de Torres Vedras

 Project reference:  
[2017-1-PT01-KA201-035784](#)

 Country:  
 Portugal

 Project partners:  
 Faculdade de Motricidade Humana (University of Lisbon) (Portugal)  
 AE Madeira Torres – JI/EB Conquinha, Torres Vedras (Portugal)  
 NGO Playing, Athens (Greece)  
 Queen Maud University, Trondheim (Norway)  
 OÜ Naba, Eralasteaed Naba (Estonia)  
 Djecji vrtic Matije Gupca, Zagreb (Croatia)



- Extending activities into a broader local community (e.g. repairing a playground in one of the schools, invitations to conduct training in the other)
- Endorsing outdoor learning activities while playing NGO in Greece

### Teachers

- Preschool teachers:
- emphasised the importance of physical and outdoor activities (despite different weather conditions)
- applied new methods and tools for outdoor activities
- increased ability to contribute to the child's physical and motor, social, emotional and cognitive development
- raised awareness of the right atmosphere inside and outside the classroom leading to new ways of organizing the school year
- improved schools curricula
- developed good rapport with parents and encourage them to be more involved in the school life
- raised awareness of teamwork developed in a multicultural and multidisciplinary context

### Impact

- Empowering teachers, caretakers and educators to transform their daily practice with children
- Providing the preschool and its staff with the necessary tools and skills to improve and Promote playing outdoors
- Promoting a better and healthier lifestyle for the children
- Contributing to preventing early school leaving and improving children's future academic results

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Inspiring play culture to help the development
- In harmony with nature and the environment
- Inclusive and encouraging dialogue across cultures

### Target group(s)

- 7 partners
- 5 countries
- 5 kindergartens

### Methodologies

- [MLO project](#) approached a methodological framework constituted by four approaches:
- Conceptual- related to the conceptualization of data collection materials and subsequent training activities.
- Descriptive- related to portraying children's perceptions and behaviour in the socio-physical environment.
- Participant- related to the active involvement of teachers and children as active co-researchers in the project.

### Environments

- Making contact and attracting interest outside the project circle, from schools and local universities.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**


# Achieve+ “Around Cultural Heritage Investigate European Values with Erasmus+”

 Project Coordinator:  
Agrupamento de Escolas de Idães

 Project reference:  
[2018-1-PT01-KA229-047257](#)

 Country:  
Portugal

 Project partners:  
Gymnazium, Ceske Budejovice, Jirovcova 8 (Czech Republic)  
4o Gymnasio Komotinis (Greece)  
Istituto Comprensivo Camera (Italy)  
Scoala Gimnaziala Mihail Sadoveanu Braila (Romania)  
Naiden Gerov (Bulgaria)



## Topic(s) addressed

- The social and educational value of European heritage: European architectural diversity
- Historical personalities
- Different cultures, tolerance and respect for other peoples and cultures
- Sense of belonging to a common Europe; - Social, cultural and linguistic diversity

## Target group(s)

- 3000 students aged 11-15 (including students with learning difficulties, social and economic obstacles and immigrants)
- 300 teachers.

## Methodologies

- Linking different subjects.
- A variety of skills addressed e.g. logical thinking and problem solving, critical and creative thinking, etc.
- Using IT games (web 2.0 tools) and the eTwinning (informal learning).
- Students participated actively and monitored their learning process themselves.

## Environments

- IT Games promoted the use of cultural heritage in learning environments.
- The cross-curricular learning was implemented.
- The social and educational value of European cultural heritage was highlighted.
- Promoting the acquisition of skills and competencies and education open to innovation in a digital era
- Highlighting the importance of cooperation with parents, local governments, libraries, and different local and national institutions

## Teachers

- Teachers attended training on how to create learning scenarios using cultural heritage, testing them and integrating them into their classrooms.
- They provided project activities and exchanged good practices at partners' schools and took part in discussions, interviews and questionnaires.

## Impact


- The project was implemented and disseminated through Achieve+ Days, project exhibitions and project workshops, and also through meetings, training, a school newspaper, press and school websites articles, a radio broadcast and a TV interview.
- It reached a large target group including teachers and students also from other schools and workers from different institutions, parents, local governments, libraries and Route of Romanesque Centre.
- Students, teachers and other participants got not only knowledge about cultural and architectural heritage diversity but also gained social and intercultural competencies.
- They learnt tolerance of other cultures, religions and languages.
- participants improved also their English and IT skills.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**




# Training makes good professionals

 Project Coordinator:  
 Sredno Opshtinsko Uchiliste so Uchenichki Dom "Dimitar Vlahov"

 Project reference:  
[2019-1-MK01-KA102-060063](#)

 Country:  
 Republic of North Macedonia

 Project partners:  
 IVEM Life (Bulgaria)



### Topic(s) addressed

- Agriculture, forestry and fisheries
- Labour market issues incl. career guidance/youth unemployment
- Key Competences (incl. mathematics and literacy) - basic skills

### Target group(s)

- Students in the field of:
- Farming Technician
- Horticulture Technician
- Agricultural Management

### Methodologies

- Project-based learning- Under the supervision of professionals.
- Combining cooperative learning, flipped classroom and problem-based learning by working in groups.
- Facilitating daily meetings to discuss and evaluate the day, and plan the activities and measures they would take the next day.

### Environments

- The students had the opportunity to face a real-life work environment. The workplace became a classroom and the supervisors- teachers.
- The cultural program included in the project encouraged the students' curiosity about their surroundings and raised their awareness of lifelong learning.
- The project has a long-term goal to support the modernization of education and training systems in the agrarian sector and increase the cooperation between the school and the businesses, so the students can be trained to fit the needs of the sector.

### Teachers

- The accompanying teachers were the main contributors to the development of the project idea and its implementation. They also monitored and evaluated the students' overall performance
- The teaching experience of the participants has been improved and the new teaching approaches and methodologies will be implemented in their daily practice.
- The knowledge was disseminated through presentation sessions and collaboration so the other teachers of the school could benefit from the project results.
- The school's entire staff became more interested in participating in EU projects in the future.


### Impact

- Students became more interested and involved in the learning process.
- Their overall self-esteem was noticeably boosted.
- Other students were motivated to participate in future projects.
- The schools' visibility and attractiveness increased on a national level.
- The project contributed to linking vocational education with businesses and to the transfer of internationally gained experience and good practices in the organization of practical training.
- It also sparked interest in training and a desire to use cutting-edge technology in practical training.
- It was a life-changing experience for everyone, especially participants from secluded rural areas, with low economic status and those belonging to minority groups.



**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**

## Telespa (teaching learning spaces competence from early childhood education)

 Project Coordinator:  
Universitatea Alexandru Ioan Cuza  
Din Iasi

 Project reference:  
[2018-1-R001-KA201-049545](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/opportunities-2018-2020/2018-1-R001-KA201-049545)

 Country:  
Romania

 Project partners:  
Școala Primară EuroEd (Romania)  
Grădinițacu Program Prelungit Nr. 26 (Romania)  
Instituto Politécnico de Bragança (Portugal)  
Latvijas universitāte (Latvia)  
Rigas 275. PII "Austrina" (Latvia)  
Ege Üniversitesi (Türkiye)  
Anafartalar İlkokulu (Türkiye)



### Topic(s) addressed

- Pedagogy and didactics
- New innovative curricula/educational methods/development of training courses
- Early School Leaving / combating failure in education

### Target group(s)

- 295 educators and teachers from kindergarten and primary schools
- 1500 children
- 50 students

### Methodologies

- Instruments created for analysing and monitoring learning practices and competence of teachers.
- A holistic approach and interdisciplinary integration
- Focused on learning spaces study
- Large-scale dissemination of the project's results
- Broad multicultural context

### Environments

- Creating adequate teaching materials to modify learning spaces appropriate to students' age.
- 5 Sensory Learning Outdoor Gardens were created acting as Research Laboratories of Applied Didactics on Learning Space, facilitating 141 activities for over 1500 participants.

### Teachers

- More than 300 teachers were challenged to create new indoor and outdoor learning spaces for very young and young learners,
- They created new learning materials and developed various teaching scenarios.
- They shared experiences with their colleagues at home and internationally.

### Impact

- The teachers strengthened at least 4 professional skills.
- Their training focused on lifelong learning and improving the quality of early education.
- The desired impact at local, regional, national and European level was the
- Applying the project's output in the partner nurseries and kindergartens

Practical and reusable resources for the practitioners can be found [here](#).

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

# Everyday creativity – boosting the internal creative resources of european schools with finnish models for education for creativity

 Project Coordinator:  
Fundatia Centrul Educational Spektrum

 Project reference:  
[2017-1-R001-KA201-037185](#)

 Country:  
Romania

 Project partners:  
Scoala Gimnazială Jozsef Attila (Romania)  
Jyvaskylan Yliopisto (Finland)  
Stichting Business Development Friesland (Netherlands)  
M-Around Tanacsado es Szolgaltato Korlatolt Felelossegu Társaság (Hungary)  
Borgorete Societa Cooperativa Sociale (Italy)  
Inthecity Project Development B.V. (Netherlands)



- The main development areas:
- Learning space and multi-sensory teaching
- Applicable skills through teaching
- Interaction and technology in the school
- Linking different subjects in learning and teaching

### Environments

- Developing learner-centred indoor and outdoor environments
- Re-designing the classrooms after the on-site training in Finland:
- creating more educational spaces in schools
- making the learning environment welcoming and user-friendly
- designing a “family school holiday” and learning laboratories

### Teachers

- Teachers were involved in designing all learning tools ([self-assessment tool](#), [training course](#), follow-up projects, multiplication workshops).
- Their commitment was celebrated at “creativity fairs”.
- Teachers have gone through a complex professional development process as shown in the Teachers’ Handbook.

### Impact

- The local development projects presented in the follow-up reports (see the Teachers’ Handbook)
- The 20 impact activities/projects, reported from 4 countries and over 30 classes, can be put into one of these categories:
- Pedagogical thinking (student autonomy, role of student)
- Pedagogical change (student-centred pedagogy)
- Learning space and environments, educational spaces;
- Pedagogical tools (apps, materials)
- Pedagogical approach (collaboration, co-teaching, cooperation, interdisciplinarity, learning by doing)

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Students’ autonomy and critical thinking
- Exploratory learning, multidisciplinary approaches, experimental learning
- Rethinking the use of space
- Supporting children with learning difficulties

### Target group(s)

- 20 school teachers
- over 500 learners
- 447 teachers and educational stakeholders

### Methodologies

- [Being “everyday creative”](#) as a new objective set for teachers and students
- Reading and getting inspired by positive examples, peer-learning
- Changing classroom settings, redefining the school’s role
- Varied teaching methods to inspire creativity and new ways of cooperation inside and outside schools
- Creating [the Teachers’ Handbook](#)

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**

# Flip your classes through multimedia enriched apprenticeship simulations and develop e-skills for VET teachers and students to enhance youth employability



Project Coordinator:

Liceul Tehnologic de Mecatronica si Automatizari



Project reference:

[2017-1-R001-KA202-037344](#)

Country:

Romania



Project partners:

Fundatia EUROED (Romania)

Confederación Española de Centros de Enseñanza  
Asociación C.E.C.E. (Spain)

Centro Superior de Formación Europa Sur (Spain)

Association "IT World BG" (Bulgaria)

Bulgarian Association of Networking Academies  
(Bulgaria)

CIPAT (Italy)

PIXEL - Associazione Culturale (Italy)



- [Innovative educational materials - The Flipped Guide, the Online Course for Flipped Classroom](#), The best practice model e-classes, the career videos for students

## Environments

- Transforming conventional learning spaces into new environments to accommodate the flipped class model
- The use of flipped classes methodology and ICT and OER to break the routine in the classroom
- Learning innovative ICT-based content and services
- Enhancing cooperation between students and teachers across all the schools involved in the project

## Teachers

- The teachers were inspired to re-energize their careers and for continuous professional development.
- They were directly involved in producing the flipped lessons and attended staff training.
- They participated in the in-class and online workshops, training and workgroup sessions.
- teachers gained more confidence and proficiency, and expanded their knowledge of how to use the ICT resources.

## Impact

Shifting the teaching approach (supported by trained tutors):

- from a teacher-centred to a student-centred learning environment
- to a blended environment based on the integration of technology into instructional practices
- the flipped methodology guide and flipped lessons, knowledge and resources were shared through local dissemination events and workshops
- The newly developed methods enhanced students' creativity, motivation and interest.

Practical & reusable resources for the practitioners can be found [here](#).

## Topic(s) addressed

- New innovative curricula/educational methods/development of training courses
- ICT - new technologies - digital competences
- Labour market issues including career guidance/youth unemployment

## Target group(s)

- 80 VET teachers
- over 2500 students/learners


## Methodologies

- Innovative methods of teaching- upgrading teaching practices to the new digital era
- Guiding VET teachers to strengthen their digital competencies and students in STEM disciplines.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**




# Connection of Fairy Tales and STEAM

 Project Coordinator:  
 Predškolska ustanova „Naša Radost”,  
 Subotica

 Project reference:  
[2019-1-RS01-KA229-000810](https://ec.europa.eu/eawards/award/2022/2019-1-RS01-KA229-000810)

 Country:  
 Serbia

 Project partners:  
 Vrtec Dobrna (Slovenia)  
 Kindergarten “Detelina” (Bulgaria)  
 18th Kindergarten of Rhodes (Greece)



### Topic(s) addressed

- Multidisciplinary approach
- Integrative learning
- Active learning
- Developing 21st-century skills

### Target group(s)

- preschool teachers
- children
- associates and parents

### Methodologies

- The innovative use of STEAM approach in preschools in Serbia resulted in promoting a multidisciplinary method and the development of 21-century skills.
- New web 2.0 tools used due to COVID-19 limitations.
- Peer learning and collaboration with the parents
- Sharing knowledge and involving other teachers at the school
- The use of eTwinning for exchanging ideas and uploading materials.

### Environments

- The STEAM approach was focused on exploring, experimenting and self-learning process, not only in classrooms but also outside (e.g. in a library or museum) and outdoors in nature (park, lake etc.)
- During COVID isolation parents were sending photos and videos helping the children to carry out planned activities (in their home gardens, and other available places).

- eTwinning members shared their knowledge on the Facebook group we opened during.
- We were sharing our knowledge with other preschool institutions by organising online learning events and disseminating our project activities.

### Teachers

- STEAM was the new approach for almost all teachers who participated in the project.
- During this project, teachers improved their language, communication and collaboration and digital skills.
- At the end of the project, a Guide for preschool teachers was created.
- Other teachers can learn from our experience through the links to teachers’ platforms and to websites of our institutions.
- One of our products is a short Moodle course on the STEAM in preschool institutions theme.

### Impact

- The project contributed to the popularisation of the STEAM methodology.
- A STEAM team was created to organise 4 training courses for all interested teachers.
- At the end of the project, 80% of teachers were introduced to the approach.
- Many teachers improved their digital skills and language skills
- Children and parents developed their digital skills, parents became partners in the learning process of their children creating one learning community which cooperated to find interesting ways to learn.


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**


## Dare to be different - creative drama in education

 Project Coordinator:  
Primary School "Olga Milosevic"

 Project reference:  
[2018-1-RS01-KA201-000427](#)

 Country:  
Serbia

 Project partners:  
Kapatan Adnan Ortaokulu (Türkiye)  
Zabbar Primary School (Malta)  
Demenika Primary School (Greece)  
Bazaart (Serbia)



- Association of drama pedagogues, local authorities and national and international institutions supported the schools in this learning quest and in the dissemination of the project results.

### Teachers

- Trained by experts in the pedagogical usage of creative drama in education, the teachers from the partner schools started thinking out of the box.
- Teaching and learning became an engaging process in which the students were shown the path of searching, asking, finding out, feeling, creating, understanding one another and learning by doing.
- The teachers also learned about themselves and about their students along this way. They became real partners in the learning process.

### Impact

- Through the creative process, the students could identify with the characters they played: a bullied person, an ancient mathematician, a chemical element or a fish dying in a polluted river.
- In the play "The Tokens of Friendship" the main role was played by a Romani girl who magnificently presented the feelings of many underprivileged groups of children.
- The main benefit was that the students themselves wrote all scripts expressing their true thoughts and feelings about the respective topics.
- The method used enabled the students to share their skills and outcomes with a wider audience by performing the plays locally and internationally.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Creative drama used to deal with the issue of sustainability, tolerance and inclusivity.

### Target group(s)

- 20 teachers of the partner primary schools
- 400 students aged 7 to 14

### Methodologies

- Drama as a pedagogical tool allows for a multidisciplinary approach.
- It raised the level of intercultural and environmental awareness, acceptance and tolerance.
- The eTwinning project and the usage of various web 2.0 tools contributed to valuable outcomes and learners' autonomy.


### Environments

- During the Covid 19 pandemic, the creative drama activities were shifted to Google classrooms using creative tools such as Pixton to create digital stages, props and lines.
- The play "Nature will say thank you" was partially created on the banks of the town river Jasenica unfortunately very polluted. The idea for the play was born there during a school trip.
- The schools themselves became "stages" where educational escape rooms, treasure hunts, Chess boards, and other activities were carried out.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: SUSTAINABILITY**




## A Little Antenna

 Project Coordinator:  
 Materská škola, Rožňavská 29/854,  
 Rimavská Sobota

 Project reference:  
[2018-1-SK01-KA229-046288](#)

 Country:  
 Slovakia

 Project partners:  
 Tallinna Lasteaed Kiikhobu (Estonia)  
 Materska skola Dracek Lysa nad Labem – Litol, Mírová  
 430 (Czech Republic)



### Topic(s) addressed

- 2 topics (the environment and its problems and protection)
- Waste and recycling,
- Trees and plants

### Target group(s)

- 250 children
- 30 teaching staff
- 5 non-pedagogical staff
- 200 other participants

### Methodologies

- Developing key competencies:
- prosocial field (good and bad behaviour, forming attitudes)
- man and work (materials and waste used for creating new things)
- man and nature (observation of plants, their life, identification, usage)
- learning English (communication language)
- ICT competencies (creating videos, photos, FB group, online chatting, Zoom)
- Employing a variety of activities (discussion, drama, dances, songs, rhymes, workshop, experiments) working individually, in pairs or in groups using learners' active role
- Engaging children with fewer opportunities and disabilities
- The supportive role of teachers in working with different children groups, promoting tolerance for other cultures and acceptance of diversity

### Environments

- Indoor (classroom, Erasmus+ corners) and outdoor (yard, summer house, street, nature, outdoor teaching) activities

- Teachers co-working with children, parents and family members, experts, educational institutions, town representatives and civic associations
- Involving all classes with children aged 3-7 and all teachers and assistants
- Project topics included in the standard curriculum
- using sustainable teaching resources: books, web pages, songs, DVDs and methodical guard, growing plants, building an ant house

### Teachers

Teachers developed new teaching methods and revisited old ones, exchanged best practices and applied peer learning. They gained new and reinforced existing skills:

- knowledge about the participating countries
- ICT skills
- English language
- Further, the teachers developed:
- support for each other's work with diverse groups of children
- tolerance and acceptance of cultural differences
- collective work of target groups

### Impact

- Didactic materials created remain in use in all kindergartens e.g. [methodical guard](#) and DVDs.
- The trees, bushes and flowers planted during the project keep adorning the schoolyards.
- Sustainable practices e.g. waste separation, recycling became part of everyday routine for families involved in the project.
- The kindergarten became a good example and influenced other schools.
- The project included children with fewer opportunities and disabilities (ADHD, autism, diabetes etc.)


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**


## Edu- paths


 Project Coordinator:  
 Súkromná základná škola Giraltovce


 Project reference:  
[2018-1-SK01-KA229-046300](#)


 Country:  
 Slovakia


 Project partners:  
 College Notre Dame - OGEC (France)  
 Fjölbrautaskóli Suðurlands (Iceland)  
 Colegio Salesiano San Vicente Ferrer (Spain)



### Topic(s) addressed

- European Year of Cultural Heritage
- ICT - new technologies - digital competences
- Teaching and learning foreign languages

### Target group(s)

- 400 students
- 24 teachers
- Tourists/ visitors in the area
- 10 small enterprises

### Methodologies

- Moving teaching outside the classroom and enabling active and engaging learning with a strong emphasis on history and culture.
- Working in multinational teams resulted in open-mindedness towards cultural differences.
- Using peer teaching on an international level supported by digital tools.

### Environments

- Facilitating outdoor learning by working with multiple partners of various geographical and cultural backgrounds.
- Various didactic units such as cultural heritage, environmental issues and sustainability were implemented by using digital tools and creative solutions (e- magazines, mobile applications etc.).
- The project included both virtual and physical learning environments
- Using eTwinning to share project materials

### Teachers

- The teachers assisted the students in preparing the project results, creating and exchanging innovative teaching materials and tools, and participating actively in project mobilities.
- They expanded their intercultural knowledge and multimedia skills.
- They improved the quality of teaching.
- New devices and apps were developed and new methods were tried out, in the peer learning process.

### Impact

- Participating in a European project and using innovative teaching and learning processes:
- Building the prestige of the school.
- Encouraging a larger range of curricular activities and multidisciplinary programming.
- Emphasising the importance of natural sciences and humanities
- Improving the quality of teaching
- Giving each school an additional European dimension.
- Strengthening teacher-student relationships.

Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: SUSTAINABILITY**




# Portable Water Power Station

 Project Coordinator:  
Gymnázium Ľudovíta Štúra

 Project reference:  
[2017-1-SK01-KA219-035330](#)

 Country:  
Slovakia

 Project partners:  
Kauno r. Akademijos Ugnės Karvelis gimnazija (Lithuania)



## Topic(s) addressed

- Natural Science
- Peer learning
- Creativity support
- Sustainability
- Sustainable energy sources

## Target group(s)

- 12 students from the local
- 12 partner school students aged 16-18.

## Methodologies

- Students were provided with primary materials and had to find solutions on how to build a portable water power station.
- The students took the role of teachers.
- During [the project](#) meetings, they discussed the laws of physics, rules and information about inventors.
- They set the tasks to be solved by applying the laws and theory.
- Solving the tasks served as proof that they correctly grasped the theory.

## Environments

- Our school supports environmentally based activities, exploratory teaching methods and linking theory and practice.
- Students worked not only in class building the model of the water power station but also tested it outdoors on water courses and rivers.
- Publishing a Handbook of Physics presented at the conference for teachers and students of basic and secondary schools which is still used in teaching Physics.

## Teachers

- The teachers' role was mentoring, coordinating and organizing project meetings.
- The teachers of Physics from partner countries had a chance to compare teaching methodologies.
- Teachers of the German language - project coordinators - improved their organizational and digital skills and learned a lot about the partner country's history, culture and educational systems.

## Impact

- The participants learned teamwork, practised time management, presented the results of their work and honed the skill of logical argument and conclusion.
- Increasing students' interest in natural science in theory and practice.
- In the laboratory, students proved the possibilities of electrical energy production from sustainable sources.
- In practical testing, they could observe demonstrations of particular laws of Physics.
- Project participants gained confidence in foreign language communication.

Practical & reusable resources for the practitioners can be found [here](#).



**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: INCLUSION**


## Work for an Inclusive School Heritage



Project Coordinator:

 Súkromná stredná odborná škola  
 Pro scholaris


Project reference:

[2017-1-SK01-KA201-035313](https://ec.europa.eu/education/projects/2017-1-SK01-KA201-035313)


Country:

Slovakia



Project partners:

Institut Guillem Catà, Manresa (Spain)

West University of Timisoara, Timisoara (Romania)

Gaziantep University, Gaziantep (Türkiye)

I.I.S. Grandis, Cuneo (Italy)



### Topic(s) addressed

- Social Inclusion of the disadvantaged students
- 21st-century skills (e.g. creativity, collaboration, critical thinking, leadership, responsibility)
- Problem-Based Learning and Project-Based Learning

### Target group(s)

- Students and teachers of the partner and pilot schools
- Future teachers at the universities

### Methodologies

- Joint Staff Training and Short-Term Student Exchanges
- Social Inclusion Projects operated by students in Prosocial Behavioural Clubs
- Visits to pilot schools and institutions working with refugees or disabled students
- Visits to NGOs, local and regional partnerships, presentations of project results
- Using digital ICT tools in order to share project results
- Project website: <http://www.wish-project.eu/>

### Environments

- Introducing innovation in the teaching process by the use of 21st-century skills in project-based learning.
- Activities resulting from the PBL approach as part of updated university syllabuses and pilot school curricula
- Learning environments of Vocational Education and Training fostered cooperation, critical thinking and collaboration as well as the development of ICT skills.

### Teachers

Teachers' key role in educational innovative approaches:

- developing 21st-century skills,
- applying project-based learning into the educational processes,
- raising awareness about social inclusion.

Teachers shared their experiences with their colleagues in internal school training.

They also supervised the Social Inclusion projects.

### Impact

- Improvement of the different and innovative online, student-centred pedagogical methodologies e.g. Problem-Based Learning.
- The teachers learned how to address social inclusion.
- Producing outputs, also students-made, e.g. bulletin, short movie, banners, etc.
- Linking with local or regional authorities contributed to increased awareness about inclusion.

 Practical & reusable resources for the practitioners can be found [here](#).

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**




## With open arms

 Project Coordinator:  
 Vrtec Antona Medveda Kamnik

 Project reference:  
[2018-1-SI01-KA101-046979](https://ec.europa.eu/erasmus-plus/en/erasmus-plus-projects/2018-1-SI01-KA101-046979)

 Country:  
 Slovenia

 Project partners:  
 Leikskolinn Raudholl (Iceland)  
 Europass SRL (Italy)



### Topic(s) addressed

- Learning together (social inclusion)
- Creativity (impact of spaces on learning)
- Sustainability (natural learning environment)
- Didactic and pedagogy
- Methods to improve quality

### Target group(s)

- Preschool teachers and staff
- Children, including those with special needs and fewer opportunities
- Parents

### Methodologies

- Combining observation, knowledge exchange and professional courses– developing competencies through a multidisciplinary approach.
- The gained knowledge combines various pedagogic techniques (forest pedagogy, other alternative approaches) and different environments.
- The teachers gained new theoretical knowledge and practical skills
- All the used methodologies support inclusion, participation and cooperation.
- eTwinning was used in the project as an online classroom.

### Environments

- The project endorsed the whole school approach.
- Teachers participating in mobilities shared their experiences and provided support to other colleagues.
- They created a more modern, professional and dynamic environment in the organisation.
- The kindergarten also aims to offer outdoor activities so they use learning spaces in a creative and sustainable way.

### Teachers

- The influence of teachers through the exchange of practices, job shadowing, observation and a critical approach
- Participating teachers contributed to raising the competencies of their colleagues and increasing their interest in international projects.
- They established a European dimension of cooperation by promoting abroad good practices developed in their school.

### Impact

- The participating teachers shared their experiences with co-workers and also other local kindergartens.
- Through presentations, they encouraged other kindergartens to apply for Erasmus+ projects.
- The information about the project was published in the local newspaper.
- Some of the methods seen in Iceland were included in Slovenian kindergarten.
- Some biases and apprehension about international projects were effectively eradicated.
- The project raised understanding of social, linguistic and cultural diversity.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: INCLUSION**


# Individual with Disabilities Education Aim: Together we can!



Project Coordinator:

Osnovna šola dr. Ljudevita Pivka



Project reference:

[2018-1-SI01-KA229-047001](#)

Country:

Slovenia



Project partners:

Elementary School Oton Iveković (Croatia)

Istituto Comprensivo Giuliano Giorgi (Italy)

Special Primary School no.40 (Poland)

TSCV Metin Sabanci CP Egitim ve Arastirma Enstitusu Iktisadi Isletmesi (Türkiye)

Agrupamento de Escolas de Aver-o-Mar, Póvoa de Varzim (Portugal)



## Topic(s) addressed

- Empowering children with special needs
- Strengthening teachers' competencies
- Learning Together

## Target group(s)

150 participants:

- Teachers and professional staff
- Children with special needs

## Methodologies

- [The project](#) brought together professionals of different pedagogical profiles making it a multidisciplinary endeavour.
- The multicultural dimension as a significant characteristic of the project.
- Applying methods that produced the output in line with the project proposal:
- creating the Memory Book, Brain Gym e-book, the Book of Best Practices
- A/V materials and reports presented at Erasmus Open Door days
- Using a variety of digital tools: blog, Twinspace, Padlet and Media.
- Giving the utmost importance to inclusion, participation and cooperation.

## Environments

- The supportive role of the local community
- Sustainable use of available resources
- Fieldwork in the area of special needs education
- Creative use of learning spaces
- Schools recognised as enablers of innovation
- Cooperation with the broader local environment and strengthening the inclusive community profile

## Teachers

- The project was a guideline for teachers for upskilling and upgrading school activities.
- Teachers introduced innovations in some of the materials and shared innovative ideas.
- They showed a high level of motivation and resolve in overcoming obstacles.
- They demonstrated an open mind in sharing their knowledge with peers.

## Impact

- Project results impacted the school staff, participating organizations, students' families and the local community.
- Some of the good practices were integrated into the curriculum
- The produced materials, documents, and A/V media are available through the open licence, and applicable in future projects.
- The results of the project are suitable also for other contexts.

Practical & reusable resources for the practitioners can be found [here](#).


**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: CREATIVITY**

# OPEN IT! (Open your technological skills)

 Project Coordinator:  
Šolski center Slovenske Konjice – Zreče

 Project reference:  
[2018-1-SI01-KA229-047106](#)

 Country:  
Slovenia

 Project partners:  
Gymnázium, Hranice (Czech Republic)  
Gimnazija Eugena Kumicica (Croatia)



## Topic(s) addressed

- Learning together (inclusivity)
- Creativity in using and building learning spaces
- ICT - new technologies - digital competences
- Cooperation between educational institutions and business
- Entrepreneurial learning

## Target group(s)

- 40 students
- 15 teachers
- Local, regional and national institutions
- General public

## Methodologies

- The emphasis on experiential learning, practical work and cross-curricular integration.
- A multidisciplinary approach: developing mathematical, technological and digital competencies, learning about equal opportunities and inclusion.
- Due to Covid-19, some activities had to be carried out virtually.
- eTwinning was used for communication and dissemination.

## Environments

- Creating “escape rooms” as an innovative way to raise awareness about the living environments of people with special needs ( e.g. “escape room” for the blind, where those who can see enter blindfolded)
- All “escape rooms” are based on local stories, the students reached out to local community for information necessary for creating the “escape rooms”.
- The result is an innovative contribution to the learning environment and local, regional and national communities.

## Teachers

- The teachers’ main role as students’ mentors
- Teachers of mathematics, physics, history and IT were most actively involved.
- Apart from the supporting role, the teachers of the partner schools exchanged good practices with the partner schools and developed professional competencies.

## Impact

- The output is meant for long-term use after the [project](#) is completed.
- Participants will be able to use and upgrade the acquired competencies in future projects and in the home and school environment.
- Escape rooms will be used to enrich lessons in different classes. They will remain open to other educational institutions and the general public.
- There is a potential for upgrading projects.
- The materials, documents and presentations created in the project are available for free on [the E+PRP portal](#) and eTwinning.

**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: INCLUSION**


## Farming as an employment opportunity for people with Mild Intellectual Disability

 Project Coordinator:  
Biotehniški center Naklo

 Project reference:  
[2017-1-SI01-KA202-035535](#)

 Country:  
Slovenia

 Project partners:  
Grunt, zavod za socialno podjetništvo (Slovenia)  
Chance B Holding GmbH (Austria)  
Union de Agricultores y Ganaderos-Jovenes Agricultores de Jaén (Spain)  
On Projects Advising SL (Spain)  
Confederazione Italiana Agricoltori Regionale Umbria (Italy)  
European Landowners Organization (Belgium)



- Using digital tools to manage [the project](#) (a web-based project-managing platform),
- eTwinning as a dissemination tool

### Environments

- Except for the theoretical part, the activities took place mostly out of the class (farms, agriculture fields, centre for people with special needs).
- Online availability of materials ensured sustainable use of resources, at any time and any place.
- A whole school approach was on a very high level, as well as cross-sectoral cooperation.
- The multidisciplinary approach brought together farms in the region, local community, municipality, rural entrepreneurs, Ombudsman Cabinet and agricultural schools in the country

### Teachers

- Teachers, involved in the project developed sustainable teaching methods (applicable on a daily basis).
- They proved to be highly motivated while working with PMIDs who form 10% of the BC Naklo student community and who face many difficulties with job searching after finishing school.

### Impact

- Several people with mild intellectual disabilities found employment on farms or in farm-related jobs.
- Designing curriculum and training content applicable in all participating organizations
- The project led to new related schemes such as [Farcura](#) (Fostering inclusion through social farming), [REWARD](#) (Raising Employability of Women through entrepreneurial activities fostering rural development) and MILK-ed.
- ICT-based training is accessible in rural areas, available in 5 languages and covers 65% of EU citizens (before Brexit).

### Topic(s) addressed

- Encouraging farmers to employ people with Mild Intellectual Disability
- Social inclusion of people with special needs (Learning Together)
- Sustainability

### Target group(s)

- Farmers, Landowners, Rural Entrepreneurs, Farming Trainers
- PMIDs and their caring families
- Methodologies
- Applying a multidisciplinary approach regarding the topics: agriculture, employment, inclusion, and digitalization; and regarding the staff involved: pedagogical staff, farming trainers, therapists for young people with MID, and social workers.
- Gaining knowledge of employment opportunities for PMIDs on farms, basic knowledge of MID, and development of social, entrepreneurial and marketing skills.
- Inclusion, participation and cooperation exerted to the utmost,
- Inviting learners to play an active role in the project (e.g. in filming the promotional video)

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**



## Learning together

 Project Coordinator:  
 CEIP Las Cumbres

 Project reference:  
[2018-1-ES01-KA101-048030](#)

 Country:  
 Spain

 Project partners:  
 Mereside Primary Academy, Blackpool (United Kingdom)



### Topic(s) addressed

- Methodologies focused on phonics and on the project-based learning process in Preschool Education.
- Management and school organization models to integrate these methodologies.
- Attention to diversity strategies

### Target group(s)

- 450 students
- 12 teachers

### Methodologies

- A multidisciplinary approach involving the whole school
- Three bilingual projects (Spanish and English) accomplished every school year fostering experimentation, discovery, research, etc.
- Flexibly organised spaces, using all school facilities equally
- Relying on family collaboration and participation
- Cooperation and teamwork building as the focus for Preschool teachers
- eTwinning platform as a tool for communication with other European schools (17 national eTwinning quality badges awarded thanks to our eTwinning ambassador)

### Environments

- Learning environments are essential in any educational stage.
- Aiming for outdoor learning spaces to boost the learning process, using the school garden, chess area, fun playgrounds
- Improving indoor learning spaces through the decoration of the school library, the music classroom, the first and second-grade classrooms, the school entrance, making them attractive and comfortable for the whole school community

- Transforming the classroom learning corners to create flexible spaces suitable for the project the children are working on (e.g. a circus, a cinema, an aeroplane, an art museum, a cave, an igloo etc.)

### Teachers

- Teachers' linguistic skills have been essential to enable more fluent exchanges.
- Their innovation, adaptive capacity, wish to learn and motivation have been of great importance to accomplish not only this project, but also the following ones.
- We have promoted the dissemination of the experience among colleagues, peer observation, implementation of new methodologies, teamwork, etc.
- Teachers' talent has been fostered so that our Educational Project incorporates everything we have learnt from this experience.

### Impact

- Adopting productive thinking routines such as WALT (We Are Learning To) or WIL (What I am Learning).
- The teachers created a resource bank from websites (known by teachers in the UK) which provide highly interesting and useful materials.
- More experiential activities are carried out in Science enhanced by going beyond the textbook and using some alternative teaching materials.
- This project was also submitted to the local call of "good practices" in Education in which our school obtained the funding for further development and it was presented in the annual competition of "good practices".


**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**


## Take the e-train


 Project Coordinator:  
 Escola Joan Sanpera i Torras


 Project reference:  
[2017-1-ES01-KA219-038105](#)


 Country:  
 Spain


 Project partners:  
 3rd Primary School of New Ionia (Greece)  
 Istituto Comprensivo Santa Margherita Ligure (Italy)  
 Jonavos Justino Vareikio progimnazija (Lithuania)  
 Szkola Podstawowa nr 86 im. (Poland)  
 Zakladna skola Jana Kollara (Slovakia)



- Cross-sectoral cooperation was established with the local train track association, train museums, local libraries, Krakow's University of Science and Technology and the refugees' association Open Cultural Centre.

### Teachers

- Teachers from different areas shared their knowledge in order to reach the objectives.
- [The train songs](#) concert needed the collaboration of the music teachers and [the e-train story](#) had input from the language teachers.
- Teachers shared their skills and played a key role in developing collaborative learning. They exchanged their professional experience in peer learning developing new approaches and methodologies.

### Impact

- Pupils gained knowledge of the partner countries and other cultures.
- They improved language and problem-solving skills, and knowledge of science, maths and art.
- Teachers learnt about other educational systems, became more competent with cooperative learning and incorporated good practices into their lessons.
- Our institutions improved the climate in schools.
- Stronger relationships developed between students and teachers.
- An increased number of families wanted to cooperate with all the schools.
- Strong links were created and kept with all partner schools and the local associations.

Practical & reusable resources for the practitioners can be found [here](#).

### Topic(s) addressed

- Creativity,
- Collaboration
- Ecological consciousness
- Social inclusion

### Target group(s)

- Students, families and teachers,
- Local associations and educational and local authorities

### Methodologies

- All the activities were embedded in the curriculum and mapped in the different subject areas (interdisciplinary work and the development of the key competencies).
- Cooperation between schools, within schools and with local associations was essential to develop the activities and extend the project to our communities.
- Students from all backgrounds worked together in collaborative groups.
- They took part in TwinSpace Challenges and in eTwinning video conferences.

### Environments

- A whole school approach was needed to develop the project.
- The learning spaces were designed in order to promote peer interaction, collaboration and creativity connecting students and teachers in a meaningful way.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**




## safe.netizens@eu

 Project Coordinator:  
IES Santiago Apóstol

 Project reference:  
[2017-1-ES01-KA219-038003](#)

 Country:  
Spain

 Project partners:  
Százhalombattai Arany János Általános Iskola és Gimnázium (Hungary)  
Novida- ammattiopisto ja lukio (Finland)  
IIS "Via Dell'Immacolata 47" (Italy)  
Solski Center Slovenske Konjice-Zrece (Slovenia)



### Topic(s) addressed

- EU citizenship
- Digital competencies
- Social, linguistic and cultural diversity
- Teaching best practices and an inclusive approach

### Target group(s)

Students aged 16-17 from different backgrounds

### Methodologies

- Extracurricular classes involving teamwork techniques under teachers' supervision or field trips
- Using non-formal learning and the learning by doing method.
- Sharing acquired knowledge through mentoring, peer-teaching and workshops, regular and combined classes through the cross-curricular approach.
- The exchange meetings complemented by online tasks, with the use of digital tools e.g.TwinSpace.

### Environments

- [The project](#) strengthened relationships within the school community.
- Exhibitions and project-related activities such as Europe Day or Erasmus Days helped raise European awareness. These events are held every year.
- International cooperation and the European dimension created new synergies with other organisations

### Teachers

- The teachers revised and strengthened their skills by sharing their best practices in multicultural classes.
- They took part in peer learning activities and team-building drama activities with students working in mixed-nationality groups.
- Strong cooperation between teachers of different subjects

### Impact

- Increased awareness of social, linguistic and cultural diversity and building multicultural relationships.
- The exchange meetings were open to other students and teachers to extend the impact of the project.
- The dissemination events of the project held in each school were arranged not only for the school community but also for local and regional authorities, partners and foundations involved in the activities directly or indirectly.

Practical & reusable resources for the practitioners can be found [here](#).




**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: SUSTAINABILITY**


## Growing knowledge

 Project Coordinator:  
IES Luces

 Project reference:  
[2018-1-ES01-KA102-047684](#)

 Country:  
Spain

 Project partners:  
IIS Vincenzo Dandolo (Italy)  
EPLEFPA Lot et Garonne (France)



### Topic(s) addressed

- Fostering the personal and professional growth of socially disadvantaged pupils
- Rediscovering the values of the rural environment.
- Dignifying work in the sector.
- Sustainable agricultural production in the Mediterranean

### Target group(s)

8 intermediate VET students (17-22 y/o) with a history of school failure and special educational needs

### Methodologies

- Learning modern production and marketing techniques.
- Using available technological resources (computer, internet)
- Consolidating links between the young participants from France, Italy and Spain
- Prioritising inclusion over academic success
- Attending practical classes at the host centres and visiting local companies
- Keeping a travel diary and a practice notebook to share the information with fellow students

### Environments

- The space of our institute emulates the working conditions of an Asturian farm.
- Making the open-air spaces the essence of the training
- Transforming the spaces to accommodate new activities
- Applying ecological production techniques based on sustainability and respect for the environment (coordinated by the agricultural department)

### Teachers

- The initiative to apply inclusion to agricultural vocational training came from all teachers of different specialities.
- Self-training and collaboration with other departments resulting modifying the attention given to pupils and enriching teaching techniques.
- First-hand experience of similar circumstances in other countries
- Highlighting our own initiatives as well as good practices

### Impact

- Improvement of the academic record and the integration of pupils more prone to drop out
- Bringing Erasmus+ closer to disadvantaged pupils with experience of school failure
- The results of the activities were evaluated and presented by the participants to their peers which helped transform the initial suspicions into an appreciation.

**CATEGORY: EARLY CHILDHOOD EDUCATION AND CARE**  
**TOPIC: CREATIVITY**



## Project oriented working methods in preschool

 Project Coordinator:  
 Hulta Ängars förskola

 Project reference:  
[2018-1-SE01-KA101-038935](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/opportunities-2014-2020/2018-1-SE01-KA101-038935)

 Country:  
 Sweden

 Project partners:  
 Associazione Progettifanzia Bassa Reggiana (Italy)



### Topic(s) addressed

- Pedagogy and didactics
- Intercultural/intergenerational education and lifelong learning
- Quality improvement Institutions and/or methods (incl school development)

### Target group(s)

- approx. 120 pre-school children
- caretakers and the pre-school staff

### Methodologies

- The children take initiative in developing their skills in new areas.
- They gained self-confidence, communication and social skills.
- The teachers reinforced their professional development- the new methods are documented and shared.
- The mutual support among the staff has been strengthened and the educators gain more insight into their own roles and boosted their confidence in children's abilities.

### Environments

- The project involved the whole staff which showed in planning, preparing the mobilities and follow-up.
- Learning and development of the project was continuously shared at staff meetings.
- New learning spaces were created, installed, developed and changed according to the children's interests.
- New co-operation with a local technical centre was established as well as with a textile museum on reusable materials.

### Teachers

- The project was the teachers' initiative as they wanted to develop a working method based on a common value and to support the children's second language skills.
- Inspired by two courses in the Reggio Emilia they developed a new work plan for the organization.
- The teachers also found a more self-reflective way of working.
- The project and the experiences are shared at monthly meetings at the preschool and with all the preschools in the municipality every semester.
- The project was shared via social media, created for the project.

### Impact

- The children's motivation to learn the second language grew noticeably,
- Peer learning among the children was established.
- A proactive attitude was promoted- choosing the subject of the current project and influencing the process.
- The staff built a common value base for understanding their work and an ongoing exchange of experiences and insights.
- They developed a more reflective and self-critical work method.
- The caretakers were involved in the project and constantly kept up to date about the current projects and
- They were encouraged to take a more active role in teaching their children.
- The preschool started co-operations with local organizations and welcomed visits from other preschools, implemented teacher training programmes and invited politicians.

**CATEGORY: PRIMARY EDUCATION**  
**TOPIC: CREATIVITY**



## Ways to enhance motivation in a European perspective

 Project Coordinator:  
Nyhemsskolan

 Project reference:  
[2018-1-SE01-KA101-038795](https://ec.europa.eu/education/innovative-teaching-award/2022/2018-1-SE01-KA101-038795)

 Country:  
Sweden

 Project partners:  
College Terres Rouges (France)  
Bohunt School (United Kingdom)  
Istituto Comprensivo E. D'Arborea Castelsardo (Italy)  
Städtisches Gymnasium Kamen (Germany)



### Topic(s) addressed

- Creativity
- Inclusion
- Sustainability

### Target group(s)

- A total of 35 both teaching- and non-teaching staff participated in the job-shadowing activities.

### Methodologies

- Three questions concerning ongoing project activities and three follow-up queries were posed for further investigation bringing inspiration from the answers.
- Knowledge, skills and attitudes developed during job shadowing through non-formal and informal learning, acting as complements to participants' formal learning and current curricula.
- Nyhemsskolan used the opportunity given by the diversity of partner organisations to implement best practices.
- Digital tools, such as eTwinning, were a part of the project.

### Environments

- Spatial and methodological changes were implemented thanks to the job shadowing activities and follow-up discussions.

### Teachers

- As participants included both teaching and non-teaching staff, the whole organisation could act as agents of innovation whilst increasing skills and competencies.
- With 70% of the staff participating in an activity, the whole organisation was impacted, increasing both cooperation and peer learning.
- Using the same model for all activities ensured transferability within the organisation.

### Impact

- The participants were given tools to develop practices in their profession whilst increasing self-motivation.
- The pupils have benefited directly both in terms of inclusion and higher motivation, as shown in feedback.

**CATEGORY: SECONDARY EDUCATION**  
**TOPIC: INCLUSION**



# Promoting Inclusion and Motivation Through Peer Support

 Project Coordinator:  
Sandagymnasiet Jönköpings kommun

 Project reference:  
[2017-1-SE01-KA219-034589](#)

 Country:  
Sweden

 Project partners:  
Gymnasium Beekvliet (Netherlands)  
Kooperative Gesamtschule Waldschule Schwanewede (Germany)  
Trinity Academy (United Kingdom)



- Since the project is based on concrete needs at each school the results will be maintained and continued beyond the scope of the EU funding as part of nuanced pedagogical methods used at the schools.
- The activities undertaken do not require any special funding, most of them require only an adaptation to a new way of thinking and acting which makes the results sustainable.

### Teachers

- The teachers discussed and developed their ability to meet the pupils' needs through workshops focusing on motivation and inclusion issues.
- They attended lectures by guest speakers and organized visits to organisations in the field that helped them significantly develop their skills and competencies.
- The teachers together evaluated all the activities undertaken in connection with the project. They continue working towards closer and more efficient cooperation.

### Impact

- A product from the project is a methodological toolkit used by the participating organisations.
- The schools started cross- and/or extracurricular activities and have expanded the curriculum with more creative subjects.
- At Sandagymnasiet they created a platform for integration between the pre-national and the national programmes by having joint activities such as project days, outdoor activities and the buddy system.
- The peer-to-peer-support is currently in place for the 17–18-year-olds preparing them for the last year of secondary education.
- The pupils learnt to identify which type of learning method works best for them.

### Topic(s) addressed

- Integration of refugees
- Inclusion - equity
- Early school leaving/combating failure in education

### Target group(s)

- 17 pupils- pre-national and special aid programmes
- 70 pupils with diverse backgrounds

### Methodologies

- A significant focus on inclusion, both concerning the topic for the project and the participants involved.
- Problematic transition between schools and the feeling of exclusion addressed by developing a system of peer support.
- Linking formal, non-formal and informal learning.
- eTwinning was effectively used in the project.
- The active learning approach was used in the project.

### Environments

- The results of the project have been implemented in the whole school.
- They regarded the transition between different levels of education.
- They also initiated extracurricular activities to foster possibilities for different ways of learning.


**CATEGORY: VOCATIONAL EDUCATION AND TRAINING**  
**TOPIC: CREATIVITY**


## Vocational Education and Training in the Construction programme II

 Project Coordinator:  
Bräckegymnasiet Lindholmen

 Project reference:  
[2017-1-SE01-KA102-034309](#)

 Country:  
Sweden

 Project partners:  
Bildungszentren des Baugewerbes e.V. (Germany)  
ROC Midden Nederland (Netherlands)  
Centro di studi cultura sviluppo associazione (Italy)  
Etelä-Savon Koulutus Oy (Finland)



- Deepening knowledge of company culture and the involvement of the headmaster of ADU in job shadowing.
- The cross-sectoral cooperation between VET and ADU.

### Teachers

- The project contributed to teachers' increased knowledge and experience concerning tasks, techniques, materials, tools, processes etc.
- It led to increasing knowledge within special fields of construction.
- A certain emphasis was put on the assessment and the Assessment Grids in connection with the Learning Agreements.
- The project fostered cooperation and real peer learning.
- The new experience and competencies of headmasters and teachers became the ground for systemic quality work in school.
- The job shadowing gave an increased experience that was further discussed at the political level in the municipality
- Internationalisation continues to be strategically promoted in the school.

### Impact

- Wider and deeper competence in the profession of construction within the different steps through the WBL and the expert area of the host organization.
- The participants gained experience of working with people from many different cultures and with different backgrounds, increased responsibility and willingness to deal with bigger tasks in the curricula.
- The project led to the increased interest of other student groups in the school as well as other teachers, parents, the local community and the municipality.
- The project becomes a foundation for further transforming processes and the systemic quality work of the school.
- The students came closer to the objective of reaching employability.

### Topic(s) addressed

- Creativity
- Structured use of Learning Agreements. Assessment Grids
- Introduction of linguistic and cultural lessons
- Learning together

### Target group(s)

- Students
- Teachers
- Headmasters
- Pedagogical staff
- Tutors, organisations and schools

### Methodologies

- Internationalisation (integrated into schools' programmes).
- Broadening professional competencies, improving language skills and understanding of different cultural backgrounds
- Introducing ECVET, Europass, Assessment Grid, peer-learning and Work-Based Learning (WBL) abroad.

### Environments

- The teaching and learning needs of disadvantaged learners.
- The theme of how immigration and immigrants influence the whole school.
- Learning new techniques, new construction methods, tools, materials and recycling.







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