



Lifelong  
Learning  
Programme



# A Milky Way of Educational Best Practices



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# European Shared Treasure: A Milky Way of Educational Best Practices



## Acknowledgements

This publication is borne from an idea of Sara Pagliai, coordinator of the Italian LLP National Agency Indire, and was further developed thanks to the joint efforts of the Astronomers group (see page 11).

Samuele Borri - assisted by Renato Massaroli and Matteo Nenci - is the technical responsible, developer and coordinator of the EST database: he is the person without which EST would not be the “treasure” that is today. Elisabetta Mughini has in recent years coordinated the communication of EST, with her staff: Lorenzo Calistri, Francesco Mugnai and Miriam Guerrini.

Donatella Nucci has given a precious contribution revising and checking the texts.

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# Foreword

## Educational partnerships in Europe: working together and learning from each other

**António SILVA MENDES**, Director for Education and Vocational Training  
**DIRECTORATE-GENERAL FOR EDUCATION AND CULTURE**



**Partnerships play a key role in fostering innovation and accelerating improvements in national education and training systems by facilitating international exchange of practice and knowledge transfer.**

**School partnerships feed into and enrich national education policy agendas**, on topics such as the internationalisation of schools, upgrading teachers' competences and career development, enhancing the acquisition of key competences, widening participation/community cohesion and tackling disadvantage. In several countries, teachers' participation in partnership projects are even included in the national recognition systems for their career development.

Participating schools report that their involvement in the **partnerships** has a strong **positive impact not only on the staff, pupils, teaching methods and school environment but also on the local community**. Indeed, the events organised as part of the projects often involve the families of pupils and are frequently reported in the local media, thereby making the school involved in **Comenius**, as well as the EU, more visible on the ground in communities. Furthermore, the projects provide an opportunity for parents to get further involved in their children's education and life of the schools and the partnerships contribute to strengthen the links between schools and the local community. In addition to this, the participating pupils report increased self-confidence and motivation to study and the future teachers feel an increased motivation to enter the profession. Teachers often update their teaching methods, renew their interest in teaching and make contacts with teachers abroad, often triggering new activities.

**Leonardo da Vinci partnerships in the area of vocational training** aim in particular to **boost cooperation between vocational education and training institutions and the world of work**. Common topics are the development of common training contents or concepts, the integration of skills and needs of the labour market into VET, as well as how to reinforce links between education and working life. Partnerships in the area of vocational training often focus on career guidance and counselling, cooperation on the transparency of VET instruments (ECVET, Europass, etc), development of training courses, the qualification of teachers and trainers in VET, and testing and applying common European approaches to VET.

In the field of adult education, recent impact studies have shown the **high impact of Grundtvig learning partnerships on the personal and professional development of participants**.

The exchanges and activities carried out through Grundtvig with European adult education partners constitute a laboratory for active European citizenship and set the scene for intercultural dialogue. Both adult learners and staff improve their language skills. Communicating in a foreign language in a new and realistic context leads many participants to overcome previous difficulties and develop greater self-confidence, which in turn may be beneficial to their professional futures. Use of Information and Communication Technologies (ICT) enables learners to activate informally acquired

skills, and may help renew motivation among struggling learners. Teachers and learners alike become accustomed to working in cross-cultural and interdisciplinary teams, and to overcome obstacles of communication or organisation. These “learning to learn” skills can be fed back into other kinds of learning activities, and help make learners more self-sufficient. In this way, partnerships seem particularly well-suited to develop initiative and entrepreneurial skills.

Partnerships play a crucial role in exchanging best practices and innovative methods of teaching in various areas of education/learning. Learners take part in new kinds of learning activities and benefit from newly introduced pedagogical methods. By working together for a common goal, teachers and trainers in different European countries learn from each other, and they learn together. This on-the-job peer learning is perhaps the most efficient and effective professional development there is, because the new competences are eminently relevant and put to immediate use.

By bringing together different education and learning systems, and by encouraging interdisciplinary and project-based work, partnerships may contribute to improving the offer and flexibility of education and learning across Europe. For example, school projects require modifications to the timetable, time to be set aside for dialogue between teachers, and suitable adaptation of available school space. Comparing the way learning is organised in different countries encourages discussion and re-thinking of practices, for example as regards the inclusion of disadvantaged groups or the issue of recognition and validation of knowledge and skills obtained as a result of informal and non-formal learning.

**Partnerships will continue** to be one of the main instruments **in the Erasmus+ Programme in 2014-2020**, bringing together education and training organisations, students, learners, volunteers and others and serving as one of the main vehicles towards the accomplishments of the Programme’s objectives. **They will also contribute to better mutual understanding in Europe, of the variety of our culture, history, society and economy as well as our common features.**



# European Shared Treasure: A database for the promotion of good practices in European dimension

Giovanni BIONDI, President of INDIRE

National Institute of Documentation, Innovation and Educational Research



## Partnerships: a precious experience

Partnerships are a special form of European cooperation: educational institutions such as schools, universities, vocational training organisations or adult education providers,

but also partners from the “real” world such as companies, foundations, associations, NGOs, etc., work together focussing on topics of common interest, each doing their share, contributing to the creation of something new and unique, with a real European “added value”.

To mirror this form of cooperation, EST has been so conceived that each partner contributes, adding a tessera to the mosaic, a leaf in the EST flower, and accounts for an extraordinarily rich experience.

## Why a European Shared Treasure?

From the mid 90s onwards, with the start of European cooperation programmes such as Socrates and Leonardo da Vinci, all these education and training organisations have been sharing their experience, cooperating, innovating, but unfortunately the results of their engagement have initially been dispersed, wasted.

It was necessary to stop this “loss of memory” and to valorise these results and share them with the rest of Europe: this is the true spirit of freedom of movement for ideas!

## A bit of history...

In 1999, Indire - the Italian National Institute for Documentation and Educational Research

hosting the Italian National Socrates Agency, created GOLD, the Global On Line Documentation, a national database to collect information on school projects, with the aim of monitoring projects and disseminating best practices.

In 2004, thanks to a pilot project with three other National Agencies - ÖAD, Österreichischer Austauschdienst, Austria; YKY, Ίδρυμα Κρατικών Υποτροφιών, Greece and the Fundacja Rozwoju Systemu Edukacji, Poland - the database was further developed on a European plan.

From 2006 onwards, more and more countries joined the project to reach a total of 20 partners, until in 2008 the European Commission officially adopted the **European Shared Treasure** as the official database for partnerships in the Lifelong Programme.

## A distributed database

EST is not a centralised database, rather it is composed of national databases, which are physically located and managed in all European countries, interacting in a network and searchable thanks to a common metadata model.

Information is input at national level directly by project coordinators and partners, each in their own language version, so the experience is “seen” through the eyes of all partners, each with his or her own language version, shaping a truly multilingual and multicultural environment. Being based on the most advanced technological achievements and composed of different complementary facets, the system can be used for European and national purposes: the motto “unity in diversity” is then respected, giving the possibility to implement national characteristics of the system.

Each National Agency then takes care of checking and managing the information, thus remaining owner and responsible of the national data.

In the search phase, a centralised search systems allows the user from any access point to search simultaneously all the databases, as if it were a *virtual European space of education*.

### **Common metadata and multilingual interface**

The common metadata has been developed on widely acknowledged standards, such as: **ETB -European Treasury Browser**, the European multilingual Thesaurus developed by EUN, the international partnership of 26 European Ministries of Education; the **Metadata Initiative Dublin Core**, the International Standard for the documentation of digital resources; to **ISCED - International Standard Classification of Education**, the statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the **NUTS classification** (Nomenclature of territorial units for statistics), a hierarchical system for dividing up the economic territory of the EU.

Information is provided on the project, the participating institutions, the main topics and subjects addressed, the results obtained and their target audience.

The common interface is created in English and then translated by the experts of the National Agencies in all the 24 official European languages: Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish.

### **Efficiency**

The data are retrieved from the management tool of the Lifelong Learning Programme, 'LLP-Link' and are made public as soon as the partnership are approved, while the results of cooperation are input by the protagonists of the experiences.

### **Mission**

There is a real demand for innovative material and best practices. As pointed out, the mission of EST is to collect and share the work done by tens of thousands of teachers, trainers and educators, making it available to the entire educational community, in order to:

- Gain knowledge
- Document
- Monitor
- Evaluate and assess quality
- Trace products
- Quantify
- Networking

### **For whom is EST useful?**

**Potential applicants** of European programmes, such as Erasmus+ 2014-2020, can get inspiration and check on existing material and can identify experts in particular fields, interested in cooperation.

For **beneficiaries of running projects**, the input of data helps reflect and self-evaluate even in relation with other European realities.

**Teachers, trainers and educators** can gain direct access to didactic materials developed within partnerships

**Decision makers** can trace progress made by schools, VET institutions and adult education organisations through European cooperation and get numerical indicators on the critical mass of co-operation.

**Politicians** have an indicator of LLP's contribution to the European dimension in the field of education and training and to the extent of work completed in relation to Education and Training 2020.

### **EST a meeting point**

EST is also a meeting place for new and completed projects, where new ideas take off. It is food for thought for the accomplished projects and a source of inspiration for the new ones. The aim is to transfer best practices, to avoid "reinventing the wheel". Last, but not least it stimulates the networking of all parties with common interests.

## Quality

EST is an important cultural container, recording the totality of the partnerships funded by the Lifelong Learning Programme: at present more than 10.000!!

But EST also works as an incentive to quality and for the transfer of good practices.

A pool of international experts in the 37 National Agencies all over Europe selects every year the best projects coordinated by their country and marks them as Star Projects. At present there are 962 Star Projects.

The selection of Star Projects is done using a common grid agreed by the experts at the European Commission and at the National Agencies, based on common criteria referring to the contents and activities of the partnerships, its outcomes and results and its dissemination and sustainability.

## Study Group

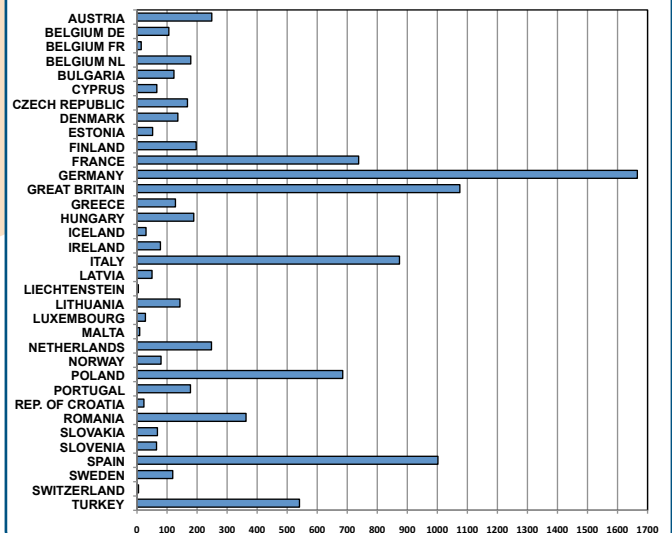
In 2012, the LLP National Agencies set up a study group in charge of further researching and analysing the repertoire of Star Projects both from a statistical and content point of view, to investigate what are the most discussed topics such as teaching methods, the priorities addressed and what are the main features of the best experiences, thereby capitalizing on the immense treasure of European cooperation.

## EST Statistics

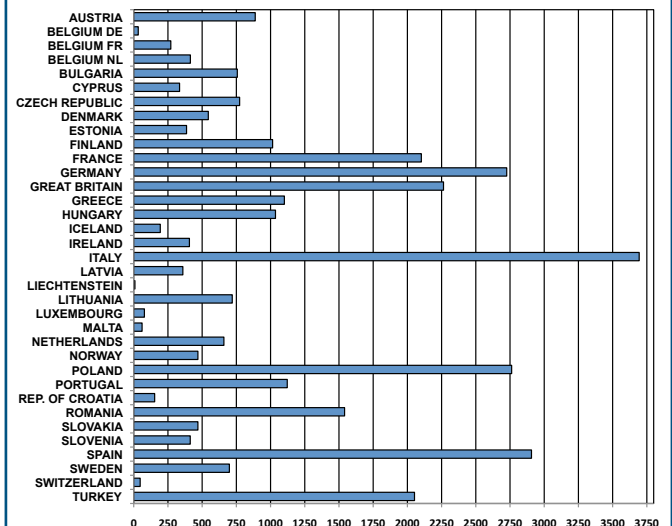
Data as of September 2013

By Matteo Nenci and Donatella Landi.

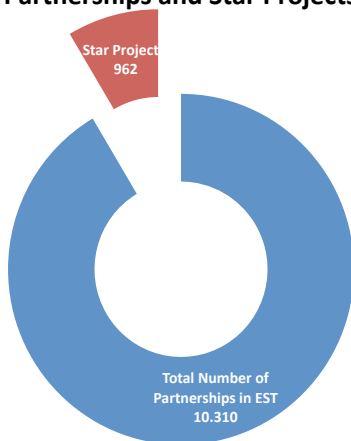
Number of Coordinators



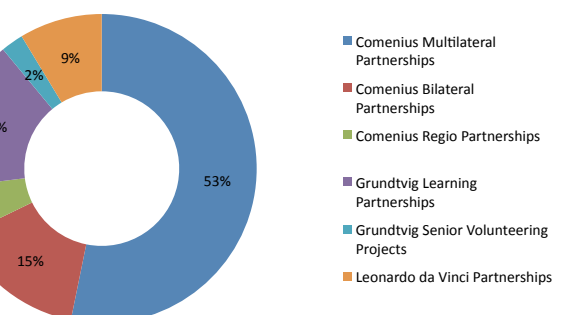
Number of Partners

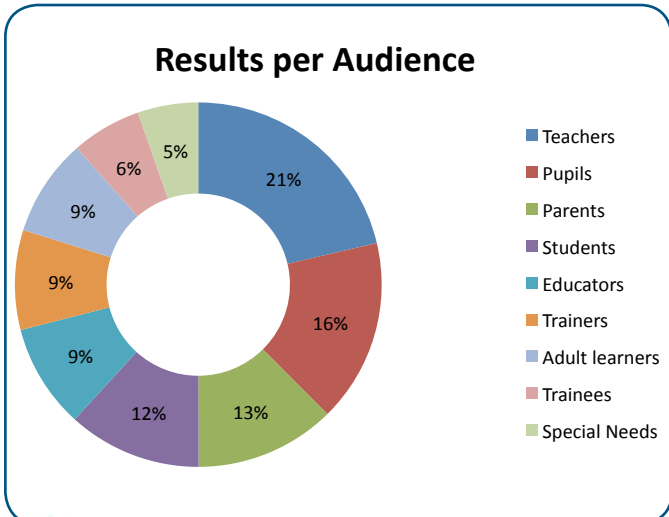
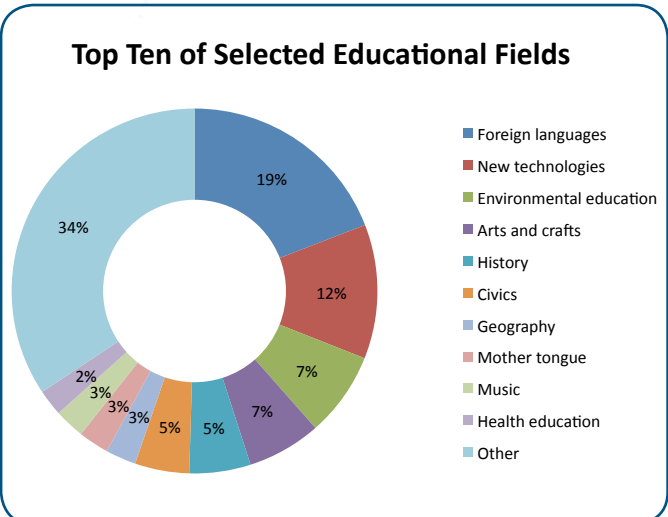
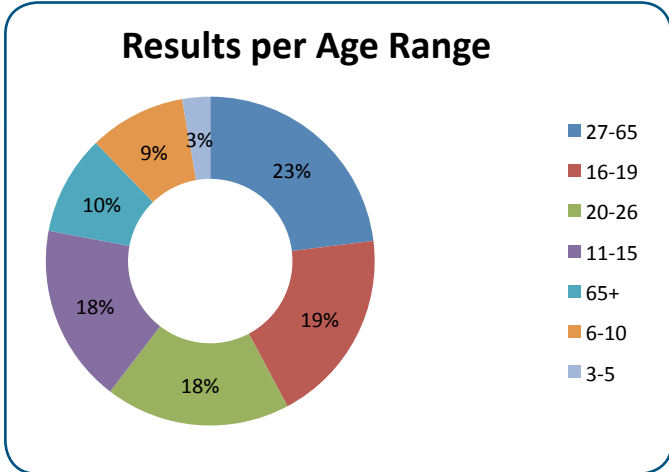
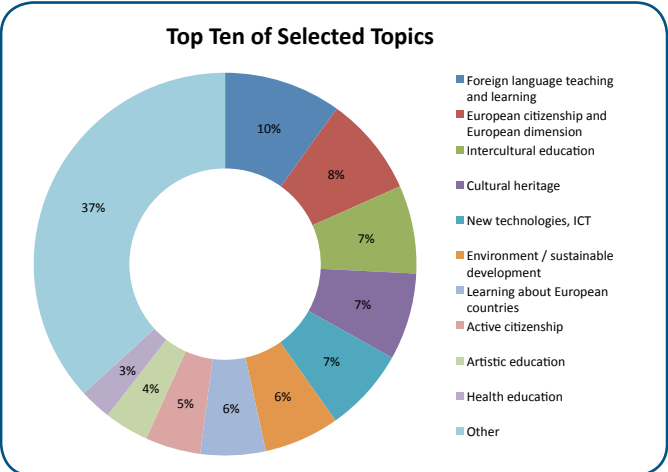
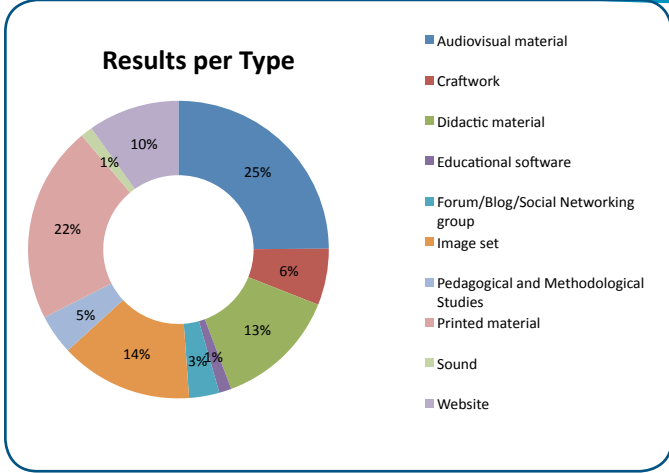
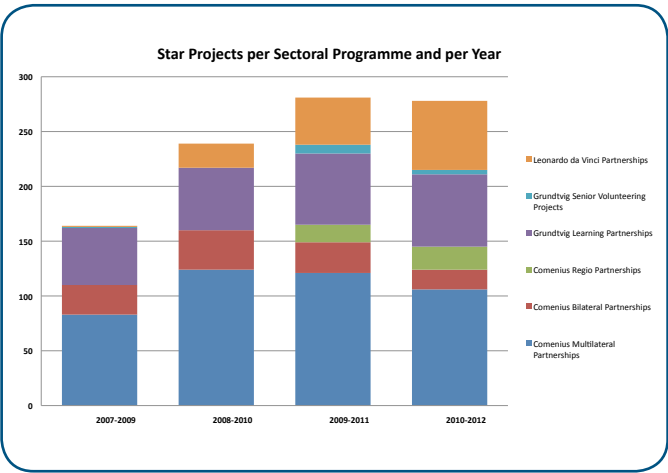


Partnerships and Star Projects



Number of Partnerships per Sectoral Programme





# A Study Group on Star Projects: the Astronomers

Lorenza VENTURI, Communication Unit, Italian LLP National Agency, INDIRE



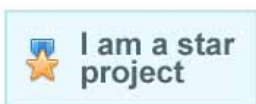
## Why this publication?

The aim of this publication is to propose to a wider audience a set of educational best practices developed within partnerships of the Lifelong Learning Programme and documented in the European Shared Treasure.

As was said, EST contains the totality of LLP partnerships created since 2007 to today which sums up to **more than 10.000!**

If this is already a remarkable figure in itself, we only need to quote another detail, i.e. that **the institutions involved are a total of 43.140** - of which 9.679 coordinators and 33.461 partners - with an average of more than 4 partners per project (4,18 to be precise) to realise that **educational cooperation across our continent has by now reached a critical mass**. And let us not forget that in each institution there is a “project team” that is normally formed by at least two, but more often five-six teachers/trainers/educators and that at least a group of 20-30 pupils/trainees/adult learners is normally involved, but more often the whole institution participates in at least some of the activities, which e.g. for large schools may mean about 1500 pupils. And so on multiplying, until we reach hundreds of thousands of individuals: if not yet the totality - this is still an objective for the future! - at least a meaningful percentage of the educational community.

But the aim and the role of the European Commission and of the LLP National Agencies, besides spreading cooperation to the grassroot level, is also **to promote quality and innovation** and to select the best projects in order to “valorise” them and exploit their results.



**So each year, each participating country selects an average of 20 Star projects:** 10 Comenius Multilateral, Bilateral or Regio, 5 Leonardo da Vinci and 5 Grundtvig Learning Partnerships.

**The selection is performed by the national experts**, referring to such aspects of the partnership as its contents and activities, its outcomes and results, its dissemination and sustainability.

It is done using **commonly agreed criteria forming an evaluation grid:**

## 1. PARTNERSHIP CONTENTS AND ACTIVITIES

- 1.1** Is transnationality evident throughout the project? Are the achievements from European cooperation relevant/of added value for the partnership as such? (enriched the partnership)
- 1.2** Are the activities in line with the objectives and well documented?
- 1.3** Have the project made a relevant impact upon the identified target groups and upon the involved organisations?

<sup>1</sup> 2007 was more precisely a pilot year for partnerships in EST and only star projects were input in the database, by National Agencies and not by projects participants. From 2008, documenting in EST became a contractual obligation for projects, so the coverage is complete.



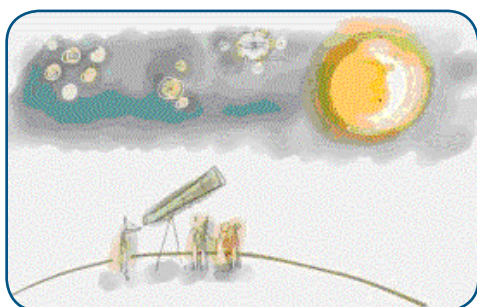
## 2. OUTCOMES AND RESULTS

- 2.1 Are the results easily available?
- 2.2 Do they give a clear idea of the partnership and its activities?
- 2.3 Are the products attractive and do they have a good communicative impact?
- 2.4 Are they creative and innovative?
- 2.5 Are they the result of a real European cooperation? Are they joint products? Are they multilingual?

## 3. DISSEMINATION AND SUSTAINABILITY

- 3.1 Were the results efficiently disseminated?
- 3.2 Are the results transferable into practice and/or to other contexts/networks/sectors/organisations (e.g. commercialisation, mainstreaming)?

At present out of more than 10.000 partnerships, a total of 962 projects have been selected as Stars.



At the end of 2012, national agencies decided to set up a **group of volunteers** in charge of studying this collection of Star Projects, in order to single out the main elements and to promote them as examples to be followed. Due to this activity of observation of Star projects, the group **was called “the Astronomers”**.

In a meeting in Florence in December 2012, it was decided that the first step would be to produce **a publication with some exemplary projects**, that could encourage teachers, trainers and educators all over Europe to set up a partnership in their turn and develop their profession on a new, wider scale. So the present publication presents a selection of the latest Star Projects selected all over Europe.

The **members** of the Astronomers group are:

- Oliver Schubert, PAD - Pädagogischer Austauschdienst der KMK, Bonn, Germany
- Merike Talli, Archimedes Foundation, Tallin, Estonia
- Jérôme Broustaut, Agence Europe Education Formation, Bordeaux, France
- Barbara Marino, ISFOL - Istituto per la Formazione dei Lavoratori, Rome, Italy
- Sara Pagliai, Donatella Landi, Lorenza Venturi, Valentina Riboldi and Elena Maddalena, INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, Florence, Italy
- Agnieszka Fijałkowska and Michał Chodniewicz, Fundacja Rozwoju Systemu Edukacji, Warsaw, Poland
- Julia López Giraldez, OAPEE - Organismo Autónomo Programas Educativos Europeos, Madrid, Spain
- Ewa Gustafsson, Swedish Council for Higher Education, Stockholm, Sweden
- Rebekka Gex-Fabry, Ch Stiftung, Solothurn, Switzerland
- Ilknur Bayrak and Onur Aydemir, The Centre for EU Education and Youth Programmes, Ankara, Turkey
- Maria Geronymaki, DG EAC - Coordination of the Life Long Learning Programme, European Commission

The following colleagues from LLP National Agencies also actively contributed to this publication, by selecting the best experiences in their country, drafting the texts and sharing their ideas:

- Wim Cloots, Marc De Vlieger - Belgium NL
- Andriana Georgieva, Kalin Baichev, Marchela Mitova - Bulgaria
- Lars Kolind Jensen - Denmark
- Sirli Taniloo - Estonia
- Antoine Bienvenue, Maude Sire - France
- Michael Marquart, Pia Breitenstein, Christin Cieslak (BIBB) - Germany
- Nota Kalomiri, Maria Xarhoulakou, Georgia Sarri - Greece
- Csenge Tóth, Bettina Cseke, Andrea Fernbach, Flóra Várterész, Fintáné Hidy Réka - Hungary
- Þorgerður Eva Björnsdóttir - Iceland
- Lisa Fox, Denise Shannon, Lorraine MC Dyer, Siobhán Wallace, Neil Maher, Weronika Gasior, Pat Halley, Ivanna Darcy - Ireland
- Kristina Kuzmaite - Lithuania
- Sacha Dublin - Luxembourg
- Wanda Burdecka, Julia Płachecka, Michał Łuzak, - Poland
- Madalina Soveja, Sorana Vlad - Romania
- Renata Mezeiova - Slovakia
- Robert Marinšek - Slovenia
- Belén Caballo Blázquez - Spain
- Franka van de Wijdeven - The Netherlands
- Graham Weeds and Jeanette Odisseos-Nilsson (British Council), Ieva Mais and Corrina Hickman (Ecorys) United Kingdom

For a complete list of LLP National Agencies that are part of the EST network and for the contact persons in charge of EST for each sectoral programme see also on page 63.

**The Astronomers group wishes you a pleasant reading of this brochure, in the hope that the experiences shared will sparkle new ideas and light up bright stars in the European sky!**



The “Astronomers” meeting in Florence, from left to right: Jérôme Broustaut, Rebekka Gex-Fabry, Agnieszka Fijałkowska, Ilknur Bayrak, Ewa Gustafsson, Barbara Marino, Merike Talli, Onur Aydemir, Lorenza Venturi, Julia López Giraldez, Oliver Schubert, Michał Chodniewicz, Donatella Landi

# Name the Game

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-BE3-COM06-02405



Do you want to play with us? Children do! They learn by playing! This fundamental children's right was the starting point of the Name the Game project, which mainly focussed on pre-primary children but involved also older children.

With the assistance of the Centre of Informative Games (Leuven/Belgium), several informative games about different European surroundings were developed - actively involving children in evaluating and naming the games - for example:

Throw the Dice - an indoor game which includes tiles, info cards in two languages, a dice and... a shopping list. Competition is combined with sharing information.

F.E.W.A. - which challenges children to choose task cards about Fire, Earth, Water or Air, thus focussing on the four elements of nature and children's impact on it.

5 Stars Shopping - focussing on the five participating countries, to let children discover, without prejudice, differences and similarities, encouraging them to speak in other languages.

Two 'European Game Nights' were organised, where children played simultaneously throughout Europe, connected via Skype.

A fantastic way of getting children involved was filming puppetries: during project meetings, children were represented by mascots and, back home, they told them everything they did and saw during their visits in partners' schools and countries. They became also the characters in 4 short puppetry videos



## Motivation:

*An exceptionally strong project, in which the development and playing of own games and puppetries were combined to enhance competences of pupils and teachers, both in English and in the languages of the participating countries. ICT, social and intercultural competences were also developed, by integrating technologies in project activities and by putting children in direct contact with schoolmates of the same age from other countries, after careful preparation. Great attention was given to the visibility of, and involvement in, the project of the whole school population.*

## Coordinating body:

Primary School "Vrije Basisschool - De Graankorrel", Blaubeergsesteenweg, 172 – Herselt, Belgium

## Contact:

Herwig Schroijsen, [schoolblauberg@degraankorrel.be](mailto:schoolblauberg@degraankorrel.be)

## Activities and results:

Interactive games developed

Short videos of puppet theatre performances

My way to school - Children got a camera from the school and together with their parents took pictures of their way to school, explaining it to pupils of our partner schools. Documenting everything they consider important, no judgement by adults was involved

To give access to all parts of this great experience, a "one stop shop" website was created: <http://namethegame1.wordpress.com/>.



## Partner countries:





# Our treasures

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-BG1-COM06-03028



Schools should prepare children for success in life; but, though **it is the 21st century, our schools are not ready!** Our challenge is to reinvent them, for the sake of our students. It is well worth investing in such talented and responsible, engaged and active, self-confident, unique and reliable people as young Europeans.

The aim of this partnership was to help pupils **acquire the necessary competences for their personal development and for an active European citizenship.** The project focussed on enabling and promoting pupils' participation in the social process, so that they can act as creative, talented and active European citizens.

Pupils were first made aware of their unique local and national heritage and their value in the modern world; they were helped to understand that education is a treasure, and they were inspired to develop a lifelong love of learning. Their efforts to become truly global and active citizens were supported, by motivating them to express and improve all their abilities and talents and make them achieve their full potential as individuals.

This large partnership stimulated them to open their minds to a better life in a diverse and multicultural world with no discrimination, violence and social exclusion. The multicultural atmosphere helped them to explore universal living values and implement them in relation to themselves, others, the community and Europe.

Effective oral and written communication skills in mother and foreign language(s) were developed. Collaboration and team work were encouraged, critical thinking and problem solving stimulated, as well as curiosity and imagination.

The strong and successful cooperation among partners, actively involving pupils in all phases of the project, is a good preparation for pupils to take their place within a democratic society.



## Motivation:

*The strongest point of the present partnership seems to be the active involvement of the target group in all stages of the project. This partnership demonstrates a significant and authentic grasp and implementation of the project. There is a nice correspondence between objectives, means and outcomes. This large partnership is a good example of nicely expressed multiculturalism.*

## Activities and results:

- Set up of the Moodle e-learning platform and of the common project web site
- Lesson plans-to be used by other teachers as study materials
- Eco audit of our schools
- The school of our dreams-art work and poster displays
- Tourist guides of our towns/regions
- Joint "Survival kit" - a multilingual dictionary of useful phrases
- Articles in school newspapers and local media
- Europe Day-performances and displays
- European Day of languages, promoting linguistic diversity; pupils learned some words from the "Survival kit"

## Coordinating body:

Sveti Sedmochislenitsi Secondary School, 22, Kapitan Danadzhiev Street – Targovishte, Bulgaria

## Contact:

Boryana Boteva, <http://our-treasures.weebly.com/contact.html>

[our-treasures.weebly.com/index.html](http://our-treasures.weebly.com/index.html)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-BG1-COM06-03028](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-BG1-COM06-03028)

## Partner countries:



# New European Challenges in Life Sciences: “The Game of Proteins”

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-DE3-COM06-10704



After deciphering the human genetic sequencing, in 2003, a new era in biology began, paving the way to research on the interaction of gene products: proteins. Research in this innovative branch of molecular biology is called *proteomics*. The results of the research of proteomics promise major advances in the treatment of scourges of mankind like cancer and cardiovascular diseases.

The aim of the project was to develop - through cooperation of all partner schools - practically oriented teaching modules in the field of proteomics. These modules were developed in the partner schools, both in their theoretical and practical aspects. They were then evaluated in small international groups in the joint experimental work during the project meetings. Finally, after being didactically optimised, the modules were integrated into the curriculum at the partner schools.

## Motivation:

*“The Game of Proteins” project is brilliant in many respects: it is a showcase for high-quality international cooperation, continuously involving all 11 partners of the project. The results, which are all easily accessible and well-documented in EST, are of high quality. Pupils worked independently in an international context and developed practically oriented teaching modules in the field of proteomics, which were then put into practice in the partner schools. The project was well supported by research institutes and companies. Results were disseminated in research magazines and educational books and the evaluation of the project was done professionally.*

## Activities and results:

The evaluation results in production of multimedia handout materials in form of CDs or DVDs. They contain the experimental protocols, video-digitalised experimental steps as well as background information on the simple experiments in the field of proteomics in English. These handout materials are to be multiplied in the partner countries at schools; for example, in teacher training or mentoring events with guest school groups outside the scope of the individual partner schools. The pupils, who were trained as mentors in the course of the project, will act as multipliers.



## Partner countries:



## Coordinating body:

General Secondary School Niels-Stensen-Gymnasium, Hamburg, Germany

## Contact:

Horst Rupprecht, [leitung@niels-stensen-gymnasium.kshh.de](mailto:leitung@niels-stensen-gymnasium.kshh.de)

[www.modernebiotechnologie.de](http://www.modernebiotechnologie.de)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-DE3-COM06-10704](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-DE3-COM06-10704)

# Living by the Sea

COMENIUS MULTILATERAL PARTNERSHIP

2009-1-DK1-COM06-00717



This partnership aimed to demonstrate that our daily life, culture and traditions are connected to the sea and that pollution and climate change can have an impact on our way of living. We wanted our pupils to be aware that there are no borders when it comes to achieving a common goal - in this case working actively to save the environment - and that we are all responsible for preserving our planet.

It was also the aim of the project to demonstrate that our countries have always been connected by the sea and that they have always had guests/immigrants, who have influenced our cultures and our way of living. We wished to motivate the pupils to learn and speak foreign languages, to understand, respect and appreciate other cultures, to work together toward shared goals, to examine their own values and learn to value diversity.

The aim was to make everyone aware that it is not only very easy, but also rewarding, to develop common activities with other schools in Europe and that pupils are more committed and motivated to learn whenever they have the opportunity to experience new challenges.



## Activities and results:

- Multilingual dictionary with words connected to sea from all participating countries
- Art project with sculptures, drawings and handicrafts with themes from the sea
- Seven Newsletters with project activities and feedback from meetings
- Visits to the harbours and interviews with local fisherman in the participating towns



## Motivation:

*Living by the sea is an example of a well-run project that actively involved the pupils in common activities. The partnership's starting point is the immediate environment of the schools, namely the sea, and how it influences people's daily life, culture and traditions. This common ground led on to a more general discussion about how the environment impacts the way of living. The pupils carried out various activities within this framework, e.g. dictionaries, visual arts, recipes, weather charts and historical research. The partnership has successfully applied different interactive platforms for exchange of information and communication and has produced newsletters, blogs and a website.*

## Coordinating body:

Primary School Gug Skole, Solhøjvej 2 – Aalborg SØ, Denmark

## Contact:

Niels Brusgaard, [hjelm@gug-skole.dk](mailto:hjelm@gug-skole.dk)

[livingbythesea20092011.blogspot.it](http://livingbythesea20092011.blogspot.it)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-DK1-COM06-00717](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-DK1-COM06-00717)

## Partner countries:





# Colours, Sweeteners and Calories in Food Products

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-EE1-COM06-01422



Are you really sure of what you eat? Have you read the label? In this project, food additives like artificial/natural colours, sweeteners, calories, fats and proteins in sweets, drinks and milk products were studied. Pupils were made aware of the dangers of additives. Subjects like science, chemistry, English, mother tongue, ICT, art and domestic science were involved.

Questionnaires concerning sweets and yoghurt preferences and consuming habits were elaborated and administered to students. Studies and lessons were carried out in sweet shops, factories and labs. An advertisement about favourite yoghurt/ice-cream was created. An audio book with national recipes was recorded, educational games were created. An e-book about all works was created. Food from partner countries was made. For Christmas gingerbread was baked. At every meeting agreements about the tasks for the next meeting were made. At the meetings, tasks were presented, workshops were carried out. After meetings pupils and teachers filled evaluation forms. Comenius days with different workshops were organised; representatives of NA and local press were invited. Logo contest was organised, it was used on every presentation. This project had also been awarded with eTwinning quality label by Estonian and Italian NA.



## Activities and results:

Blog:

<http://www.sweetenerscomenius.blogspot.com/>

eTwinning project:

<http://new-twinspace.etwinning.net/web/p34747>

E-book:

[http://issuu.com/medproducts/docs/sweets\\_and\\_drinks](http://issuu.com/medproducts/docs/sweets_and_drinks)

Wiki:

<http://colours-sweeteners-and-calories-in-food-products.wikispaces.com/>

## Motivation:

*The project is well documented – almost every step is visible in the blog / twinspace. The results are available in the EST, eTwinning and video blog. The information about the project is easy to find on school's webpage and the results are transferable to other institutions. The European cooperation is visible and, last but not least, the topic of the project is crucial to the health of young people today.*

## Coordinating body:

Väätša Põhikool – Väätša - Estonia

## Contact:

Anneli Tumanski : [kool@vaatsa.ee](mailto:kool@vaatsa.ee)



## Partner countries:



[www.sweetenerscomenius.blogspot.com](http://www.sweetenerscomenius.blogspot.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-EE1-COM06-01422](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-EE1-COM06-01422)

# Connecting Europe through Mathematics developing New Teaching Strategies

COMENIUS MULTILATERAL PARTNERSHIP

2009-1-ES1-COM06-09878



There is, at present, concern across Europe regarding the results achieved by children in different curricular areas, especially in mathematics. An impulse must be given to the teaching of this subject. After a careful analysis of the teaching methods used by each of the participating schools, the partnership have made teachers more aware of their pupil's needs and difficulties in mathematics and have developed a new teaching method.

This project compared the teaching methods used in the different partner countries. It also focussed on methods in different countries concerning the use of different methods of assessment in relation to the acquisition of different mathematical concepts. Partners shared new creative materials to improve mathematics classes: all this in a European dimension. This project has contributed to improve the international links in the knowledge of Sciences.

The staff of each school has been involved in a pedagogical innovation process. The involvement in this project implied the use of the new technologies and different European languages and hence increased the feeling of belonging to the European Union.



## Activities and results:

A well structured web site which contains:  
The activities done in the schools during the project:

- A multilingual dictionary of mathematical terms
- A selection of manipulative and virtual resources
- A selection of articles related to mathematics teaching

## Motivation:

*The project injects greater comprehension into Mathematics classes, making them come alive and real for the pupils. Teachers have opened up their practice to new ideas and ways of teaching, besides improving their communication skills in English and their digital competence.*

*The web site not only serves as a tool of dissemination - due its functionality and magnificent documentation; but is a useful repository of transferable didactic material*

*Mathematics has been integrated with other areas of the curriculum such as Music, Art, Physics, English, Geography; specific strategies for working with pupils with special educational needs have been developed.*



## Coordinating body:

Primary School Escola Sadako SI, Barcelona, Spain

## Contact:

Carme Torralba Llopis, [escola@escolasadako.com](mailto:escola@escolasadako.com)

## Partner countries:



[xtec.cat/centres/a8005072/index.html](http://xtec.cat/centres/a8005072/index.html)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-ES1-COM06-09878](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-ES1-COM06-09878)

# Cross perspectives on exile

COMENIUS MULTILATERAL PARTNERSHIP

2009-1-FR1-COM06-07236



The Comenius multilateral partnership «Cross perspectives on Exile» between secondary schools from France, Turkey, Italy, Romania, and the Czech Republic focussed on a major issue in the European Union political framework: migration and exile.

Pupils and teachers worked together for two years on various interdisciplinary activities in order to raise cultural awareness, develop tolerance, and help to know and understand the challenges of migration in the construction of Europe.

In order to fight xenophobia and discrimination, the main goals of the project were: to develop the tolerance and respect that each culture deserves in the new European context and to raise the public awareness on the fact that social integration of migrant communities mostly reveal an ethnicised discourse on social problems.



## Activities and results:

- A website:  
<http://www.ac-grenoble.fr/comenius/berges/index.html>
- A common blog:  
<http://comeniusonexile.blogspot.fr/>
- A study about the social impacts of migration:  
<http://www.ac-grenoble.fr/comenius/berges/Documents/Impacts/ImpactMigration.pdf>
- A report about European migrations history including a glossary on the topic

## Motivation:

*The results were disseminated through various channels, such as a common website, a blog, a travel diary, project exhibitions in the schools, and more, reaching a large audience: schools, parents and the whole educational community. All the activities and results were of good quality. The project is well-documented and available in various languages in the European Shared Treasure valorisation platform which gives an added value. This well balanced and successfully coordinated partnership is a very good example of a Comenius project.*



## Coordinating body:

Lycée Aristide Berges, 30 rue Aimé Bouchayer, Seyssinet Pariset, France

## Contact:

Alain Vidon, ce.0382780r@ac-grenoble.fr

## Partner countries:



[www.ac-grenoble.fr/comenius/berges](http://www.ac-grenoble.fr/comenius/berges)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-FR1-COM06-07236](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-FR1-COM06-07236)



# Art for Learning, Art for Peace, Art for Nature, Art for Life

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-GR1-COM06-03896



*A coloured pen in the hands of a child is a key which unlocks thoughts and feelings from the child's world.*

With love and respect towards children's tender age (3-6 years old) and giving special emphasis to the development of their creativity and personality, nine pre-schools from nine countries decided to use Comenius as an exploratory vehicle and art as a means to get to know each other. Since art is a universal language, the "mother tongue" of humanity, they adopted it as their guide, so they could speak the same language, feel like children of the same mother, citizens of the same motherland, citizens of Europe, citizens of the Earth.

In all the participating pre-schools, art and nature became a source of inspiration for drawing, singing, dancing and acting. Children got to know the most important artists, legends and traditions of the partner countries, studied them in depth, discovered their interrelationship, were inspired by their colours, learned about them, loved them and promised to become the protection shield of our Earth.

Through this cooperation, the local community participated in a festivity of tradition and civilization, experienced days of knowledge, cooperation, brotherhood and peace; posters, educational games, photographs, works of art, fairy tales, songs, dancing, music, exhibitions, contests, as well as culinary moments that rewarded all those who responded to the invitation.



## Activities and results:

Posters, educational games, photographs, works of art, fairy tales, songs, dancing, music, exhibitions, contests, as well as culinary moments

Modules for teaching mathematics through art

## Motivation:

*The focus of the activities of this Multilateral School Partnership was to raise the awareness of pre-school children to the potential of art for learning and for personal self-development, as well as for bringing peoples together in peace. The activities implemented are easily transferable to other school environments and the project impact is reported as very significant not only for the children and their teachers but also for their parents, the local community and other schools.*



## Partner countries:



## Coordinating body:

Pre-primary school 7o OLOHmero NHPIAGOGEOIO NAOUSSAS, Βενιζέλου 4 – Νάουσα

## Contact:

ΔΟΜΝΑ ΕΛΕΥΘΕΡΙΑΔΟΥ

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-GR1-COM06-03896](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-GR1-COM06-03896)

# Parents are Partners

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-HU1-COM06-00105



The coordinator of the Comenius School Partnerships cooperation is a Hungarian school that has been providing pre- and primary school education programmes for physically challenged and physically and mentally disabled children for over 100 years.

The project was carried out together with five special schools for physically disabled pupils from five partner countries. It focusses on the role of parents and how they communicate and work with the special school in each country, for the mutual benefit of the pupils.

The main aim of the project was to point out how special institutes could encourage and enhance the cooperation between the partners: pupils, their parents and professionals. By conducting a survey in each partner country among parents and also school staff, they managed to investigate the needs of both groups, and by considering the results, they have built the activities of the project on the existing needs and requirements. The partnership developed special ways of cooperation and communication between families, pupils and schools: thanks to this, all partner schools have collected their best practices on the subject.

## Motivation:

During the whole project cycle, the project has gained very positive assessment from national experts. Through a great variety of very well-organised activities and outstanding motivation and professionalism of participants, the five partner countries successfully reached their goals during the two years of the cooperation. This partnership was successful in creating the right conditions for the active participation of all partners and as a result staff were motivated. It also produced creative activities. The documentation of the project is well elaborated - a prerequisite for effective dissemination and sustainability.

## Activities and results:

A handbook, a brochure and the video/photo documentation of the project activities.

**FLEMING FULTON SCHOOL**  
SMAA R.T targets established in Germany were used to implement the following communication methods:

- Use of testing through test activities
- Communication via the website
- PSA (Parent and Staff Association)
- Counselling
- Individual Communication Methods e.g. coffee meetings for parents, Memory club group, and participation in activities such as sports day.

**WIERKENRODE SCHOOL**  
A communication plan was made between the parents and the school members. This agreement will be written down in each educational plan and carried out

- For all the new pupils and their parents, the school organises an introduction evening.
- During the first three years, the school organises a parents' day.
- For the parents of the older pupils, the school organises an information market about the different possibilities for the pupils, concerning further education, work, daycare facilities and living.

**ANNA FREUD SCHULE**  
An internet site helped and an internet link were installed for international project. A short video documentation was produced regarding the parents' involvement in school life.

Best practices:

- admission of new students
- parents representative
- special parents meeting

**MOZSÁSJAVÍTÓ Általános Iskola, Szakközépiskola, Egységes Gyógypedagógiai Módszertani Intézmény és Diákotthon**  
Local activities:

- family weekend with a training programme on subject cooperation
- family evenings
- professional discussions
- family visits
- best practices

**VZM SINT-EDENWEIJ**  
The following best practices were created:

- pupils' questionnaire
- parents working group - how the school can communicate
- Information Day of the new pupils and their parents
- photo list per class
- This school tries to inform parents, pupils and staff in an attended way
- Subsidised activity plan

The pupils' meeting was supported by social networks.

## Coordinating body:

Mozsásjavító Általános Iskola, Szakközépiskola, Egységes Gyógypedagógiai Módszertani Intézmény és Diákotthon

## Contact:

Rita Révész mozsasjavito@mozsasjavito.hu

[www.mozsasjavito.hu](http://www.mozsasjavito.hu)

## Partner countries:



[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-HU1-COM06-00105](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-HU1-COM06-00105)



# Respect: Think Globally - Act Locally

COMENIUS MULTILATERAL PARTNERSHIP

2009-1-IS1-COM06-00267



This partnership has brought together five countries in Europe and five participating schools. The main focus was on developing understanding of citizenship among pupils; making pupils aware that they make a difference in the world and helping them understand that RESPECT is the pillar of communication.

During the first project year, the pupils acquired knowledge of how important it is to RESPECT oneself and from there on how important it is to respect family, friends and schoolmates.

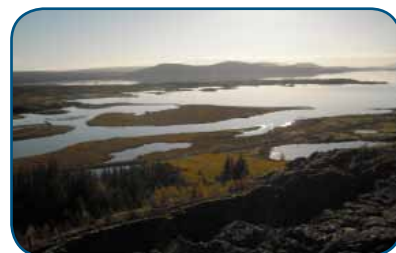
Activities were based on art, technology, drama, language, arts and life skills - in short most aspects of the curriculum.

During the second project year the term RESPECT was expanded and the focus turned to how important it is for us to respect nature and the world we live in and that every little thing we do does make a difference to the environment.



## Activities and results:

Comenius Club, Comenius Garden, Comenius Concerts and Exhibitions, Comenius Calendar, Comenius Wall



## Motivation:

*The project is an example of good practice since it focussed on two crucial themes among families, school staff and classmates: respect for each other and respect for nature and the environment. The partner schools worked closely during the project meetings and developed together a wide range of activities. Finally the partnership produced a rich and interesting list of final products, such as a DVD, a Comenius Concert, Exhibitions of other teachers, a Comenius Calendar, a Comenius Wall and a Comenius Garden.*



## Partner countries:



## Coordinating body:

Primary School Vatnsendaskóli, Funahvarf 2 – Kópavogur, Iceland

## Contact:

Björk Hlökkversdóttir, vatnsendaskoli@vatnsendaskoli.is

[twiiger.wordpress.com](http://twiiger.wordpress.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-IS1-COM06-00267](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-IS1-COM06-00267)

# European START: Solutions through Tales and Art

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-LT1-COM06-02854



This project involved schools from seven countries - Lithuania, the UK, Hungary, the Czech Republic, Italy, Romania and Turkey- in order to share good practice and work toward the common goal of solving teenagers' problems. Pupils were encouraged to find solutions themselves and help each other. They produced drawings and performances by transforming popular tales to show how to handle problems such as bullying, addiction, demotivation and dangers in social networks. To ensure long-lasting results, the partners uploaded material on eTwinning, made a video of pupils' performances, organised a pupils' drawings exhibition, created a CD of drawing, a multilingual brochure with best solutions and a monolingual leaflet about dealing with problems.

Communicating via video conferences and exchange of project materials on the eTwinning platform increased learning motivation in pupils, provided them with foreign language practice and developed their IT skills. The project gave opportunities to pupils and teachers to travel abroad, experience European diversity and establish personal contacts with foreign project participants.

The whole community - i.e. parents, representatives of other schools and municipality members - was invited to project activities to raise awareness around the project topics. The partners spread information about the project at school and local events : pupils became ambassadors of their own country, gained experience in undertaking transnational partnership and promoted the values of a common Europe in their countries.



## Activities and results:

The schools created a brochure «Comenius solutions» with advice for tourists and promoted learning of partners' languages, produced a Language Poster and a multilingual brochure «Troubleshooting for tourists». A Comenius Diary was used to document Comenius events and activities, to collect comments about the project and self-assessment of participants. Questionnaires were created to evaluate project quality. All the partners produced videos of drama performances.

## Motivation:

*The project focussed on solving teenagers' problems. Pupils were encouraged to find solutions themselves and help others while participating in different project activities. Communicating with foreign project participants and taking part in local project activities increased pupils' learning motivation, provided them with foreign language practice and developed their IT skills. This project gave pupils, teachers and parents the great opportunity to cooperate together and search for new ways of solving their problems. Wide dissemination of the project results among other local schools and community members brings significant added value to the project as a whole.*



## Coordinating body:

Vilniaus r. Nemencines Konstanto Parcevskio gimnazija, General secondary school – Nemencine, Lithuania

## Contact:

Inesa Rusecka, nem1mok@takas.lt

## Partner countries:



[www.parcevskio.vilniausr.lm.lt/?cat=10](http://www.parcevskio.vilniausr.lm.lt/?cat=10)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LT1-COM06-02854](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LT1-COM06-02854)

# Transit @School

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-LU1-COM06-00397



The project is based on the work "TRANSIT" by the German photographer and teacher Jörg Heieck, who, in 2005, undertook a journey along the 50th parallel North - from Normandy to Poland - and documented it with impressive panoramic photos.

Since all partners of the project are situated, more or less, on 50°N, and since this has been identified in 2007 as the central line of the EU - which is located precisely

on 50°10'21"N, 9°9'E, near Gelnhausen in Germany - we decided to choose it as an apt, even if rather unknown, symbol of European unity. A journey along this parallel leads us straight through the heart of the EU - from northern France through Belgium, Luxembourg, Germany and the Czech Republic to Poland - and hits different scenarios, cities and people associated with European history and culture. At the same time, the line does not only cross fine landscapes of Europe, but also touches on the darkest chapters of our history.

The pupils shoot photos of four subjects: the own city or region, the people of this region, two photos from the TRANSITs to the partner schools. Thus for every partner school two visits to two other partners were included. The photos were then collected, put in a media gallery and made accessible via the web.

Each school selected the best two works in each category. This led to the final exhibition TRANSIT@school, in Clervaux/L on 50th N, in collaboration with The Family of Man and Clervaux-Cité de l'Image.

The exhibition is conceived as a touring exhibition, so that it can be in "TRANSIT" to all partners and interested institutions. Until the autumn 2013 it will be shown to the public in the partners' towns.



## Activities and results:

The partners developed a catalogue, a project website, a guide and established a collaboration with Cultural Centres. The main result is the final exhibition.



## Motivation:

*TRANSIT is a very impressive project, which highlights effectively the motto of the European Union "United in diversity". On its way along 50th N it demonstrates on the one hand the differences throughout the EU from Normandy to the south of Poland. On the other hand, it illustrates the similarity between the regions along this line. Thus it shows both a "Europe of nations" as well as a "Europe of regions".*

*Despite certain difficulties encountered by the partners, it is a very good project in many ways. The photographic approach to make pupils aware of to cultural diversity is out of the ordinary and the final results are of exceptional quality.*

## Coordinating body:

General secondary school École Privée Fieldgen, Luxembourg

## Contact:

Alwin Geimer, alwin.geimer@epf.lu

## Partner countries:



[www.transitatschool.eu](http://www.transitatschool.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LU1-COM06-00397](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LU1-COM06-00397)



# Let's Share Memories. Europeans about the 60ties

COMENIUS MULTILATERAL PARTNERSHIP

2009-1-PL1-COM06-05287



The project's goal was to understand contemporary Europe, its culture and diversity, through travelling in time to one of the most complex period in XXth century history of the old continent.

Project participants reflected on what it meant to live in a Europe divided by the Iron Curtain: they watched films, listened to music, attended lectures, worked together on products - such as a common website, articles, presentations, photo exhibitions - but also talk with their peers from foreign countries, as well as with their own teachers and parents,. They also extended their knowledge on political, historical and socio-cultural factors that influenced Europe to reach the point where it is now.

The project developed active citizenship skills among pupils coming from 'old' and 'new' Europe and showed them, how many things they have in common and how important it is to remember their common past.

In terms of results, most of them were developed jointly, and a major part of this collection is still available on-line via the project's website. Transferability of results and project sustainability are assured as there was quite a lot of didactic material developed that can be used in future not only in partner schools but also as an interesting complement to teaching programmes across Europe. Project impact on schools and local communities was significant, many activities undertaken by its participants required active involvement of local community, as well as of other and teachers.



## Activities and results:

- A project's website developed by project's participants;
- films, photos and presentations about the 60ties made by project participants;
- didactic materials to be used during workshops and classes in partner schools;
- common collection of objects from the 60ties, assembled by all partner schools..



## Motivation:

*The project was based on the revision of the idea of Europe and different approaches towards its history, therefore the European as well as the multilingual dimension of the partnership were crucial to reach its goals. The strongest asset of this perfectly managed partnership was its attractive topic, well integrated into school activities; this gave a wide range of opportunities to develop pupils' knowledge and skills, at the same time triggering their interests and desire to learn. The fact, that the partnership was established by partners coming from Eastern and Western Europe, led to an interesting exchange of good practices and testimonies from both sides of the former Iron Curtain.*

*High quality didactic material, developed together by pupils and teachers, ensures the project sustainability. A questionnaire for comparing history books from partner countries, as well as observation sheets for film and art analysis can serve as tools in history, art or language class.*

## Coordinating body:

II Liceum Ogólnokształcące im. Mikołaja Kopernika, Kedzierzyn Kozle, Poland

## Contact:

Koryna Warzecha, School dyrekcja@lo2kk.edu.pl

[www.comenius.lo2kk.edu.pl](http://www.comenius.lo2kk.edu.pl)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-PL1-COM06-05287](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-PL1-COM06-05287)

## Partner countries:



# Art of Reading, Power of Creativity

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-PL1-COM06-11248



In the high-tech 21st-century society in which we are living, literacy has become more essential than ever before. This raises the importance and urgency of ensuring that European pupils acquire effective reading and writing skills from an early age.

Six schools participated in the "Art of Reading, Power of Creativity" project, from England, Iceland, Italy, Poland, Spain and Turkey. The main objective was to increase pupils' reading literacy and introduce them to the world of literature for pleasure and education. The school libraries were one of the key players in the project and helped to promote and advertise what can be effective in order to reach children and turn them into active readers.

The aim was to encourage pupils to read more and to share experiences with others by reading, writing and networking with use of the Internet. This was carried out by doing common projects on short stories, literature events, trips, and visits to authors. Working together with younger students and even elderly persons, many results were achieved: creations, competitions, plays, research. Library clubs and reading teams were established. International short story writing was organised and a special homepage was opened where everything regarding this project is collected.



## Activities and results:

Twinspace, <http://new-twinspace.etwinning.net/web/p34228/welcome> for the cooperative exchange of materials

Library clubs and reading teams, reading challenges, meeting with authors

International story writing, animated story  
<http://www.youtube.com/watch?v=wAAcVP2gZUg&feature=youtu.be>

Friendship, anti-violence songs

## Motivation:

*Reading and reading interest of students has decreased in recent years. Many reasons may lie behind.*

*The aim of this project was to encourage students to read more for pleasure. The project tackles literacy in a very successful and interesting way for students and throughout the project the students improved their reading competences e.g by organizing reading circles and reading competitions and by involving older students to read to younger students.*

*The project was clearly constructed and well organized and was also exemplary for a good cooperation between its partners in the local community; the school, the parents and the municipal library."*



## Coordinating body:

Primary School, Szkoła Podstawowa nr 7, z Oddziałami Integracyjnymi, im. Królowej Jadwigi, Wołomin, ul. Poprzeczna 6

## Contact:

Hanna Wilk, [sp7@data.pl](mailto:sp7@data.pl)

## Partner countries:



[flataskoli.is/skolinn/comenius/skopunarkrafturinn-listin-ad-lesa](http://flataskoli.is/skolinn/comenius/skopunarkrafturinn-listin-ad-lesa)  
[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-PL1-COM06-11248](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-PL1-COM06-11248)

# H.E.L.P for Healthy Energetic Living People

COMENIUS MULTILATERAL PARTNERSHIP

2010-1-TR1-COM06-16064



Health is the greatest asset of life but it has two faces: it is like a strong warrior fighting against enemies (viruses); but it is also a very vulnerable creature - in short, this is the essence of life. A healthy lifestyle in childhood and adolescence favours a lifetime of health, growth and intellectual development.

This project aimed to promote health education, including all aspects of sharing feelings, ideas and as well as medical information. With the H.E.L.P of this project, the interest of pupils, teachers and their environment in other cultures, customs, languages, lifestyles and health education increased.

An online and a printed newspaper, with four editions and two school year calendars with the monthly topics related to health was published. Understanding of each other's healthy lifestyles was gained by having the opportunity to visit European partners also discovered current lifestyles and shared information through e-mails and web based resources, including creating a website for all participant schools to access. Pupils were invited to focus on a healthy way of life, including nutrition and exercise, to sustain physical, mental and emotional health, resistance against epidemic diseases and bad habits such as smoking, drug taking and Internet overuse.

Sports and health-enhancing physical activities were promoted in participating schools by organizing exercises and sports tournaments.



## Activities and results:

- 2012 calendar
- Project newspaper, 4 editions
- Creativity workshop
- Short film: Acnes
- Health TV film
- Healthy song
- Brochure: Let's say No to Drugs
- Questionnaires evaluating the project
- Project Website

## Motivation:

*The project successfully achieved the aim of promoting health education. Outcomes and activities, were innovative, versatile and interesting for pupils. The involvement of pupils in project activities was visible. Throughout the project teachers increased their pedagogical skills and pupils improved their social and linguistic abilities. Most of the outcomes of the project can be visible in its web-site. Communication and cooperation between partner schools' teachers and pupils were ensured effectively and all partners in the partnership were equally involved in the project.*



## Coordinating body:

Primary School Ord. Prof. Cahit Arf İlkogretim Okulu, Istanbul, Turkey

## Contact:

Emel Doğan <http://www.healthyhelp8.com/>

[www.healthyhelp8.com](http://www.healthyhelp8.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-TR1-COM06-16064](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-TR1-COM06-16064)

## Partner countries:





# PICARO Key Words in the European Year for Combating Poverty and Social Exclusion:

Participation in the fight, Integration of each individual, Commitment by all actors, Active citizenship, Responsibilities sharing, equal Opportunities for all.

COMENIUS BIILATERAL PARTNERSHIP

2010-1-IT2-COM07-13954



Poverty is often associated with developing countries, where lack of food and drinking water represent a great challenge for daily survival. But poverty and social exclusion affect approximately 18% of European citizens that are not able to afford the bare necessities.

The main aim of this project - launched during the European year for combating poverty and social exclusion - is to draw the pupils' attention to poverty and social exclusion in Europe and to change their possible preconceived mentalities and wrong behaviours, to renew their commitment to solidarity, social justice and total integration.

Starting from their own experiences, the young learners shared their perceptions about the existence and the causes of poverty, then they analysed and compared their attitudes towards homeless and socially marginalised people in different countries and finally they studied and compared different welfare systems. They studied how countries – above all Spain and Italy – have legislated on this matter through the years and how international organisations, such as UNO and different NGOs, combat these problems. They also concentrated on some literary texts, as for example Lazarillo de Tormes, the picaro par excellence, or Cuore and Oliver Twist, in order to explode myths referring to poverty and social exclusion, very often related to the problem of bullying at school.

The project has been developed according to the CLIL methodology.



## Motivation:

*This Bilateral partnership concerning discrimination is considered a best practice because it tackled an important topic, whose relevance becomes every day more urgent, and has involved the pupils in every step: from the initial idea, to the organisation of different activities, to performances and dissemination activities. They gradually developed a new sensibility to solidarity, integration and social justice, and developed a new idea of Europe, much closer to reality.*



## Coordinating body:

Istituto Comprensivo Casteller, Paese (TV), ITALIA

## Contact:

Daniela Degano, clbacc@tin.it, tvic868002@istruzione.it

[sites.google.com/site/comeniusitalypv/home](https://sites.google.com/site/comeniusitalypv/home)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-IT2-COM07-13954](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-IT2-COM07-13954)

## Activities and results:

- Singing and fighting against poverty and discrimination - The pupils of both partner schools worked together on two songs: "We are the world" and "Imagine". They were given background information on each song and were asked some questions to make them aware of their relevance for fighting against discrimination. The lyrics of both songs give a positive message related to our topic, integration. Of course, all the pupils and teachers sing together, creating and sharing an atmosphere of active collaboration and friendship.
- Poverty and Exclusion in literature - schools have analysed the topic of Poverty and Social Exclusion through different literary works: El Lazarillo de Tormes, Pinocchio and Oliver Twist; moreover Italian pupils have performed Oliver Twist and the Spanish pupils Pinocchio.
- Convention of the Rights of the Child in English - work in pairs
- Visiting Venice.... city of people reflecting on the "Ghetto" as an example of exclusion and compared with the "Barrio Gotico" in Barcelona.

## Partner countries:



# Spot Spotting - Improving Digital and Multimedia Skills In Order To Enhance Citizenship

COMENIUS BILATERAL PARTNERSHIP

2010-1-IT2-COM07-14051



We are witnessing an expansion of mass communication technologies: PC, multimedia, TV, Web and so on. In everyday life the new media convey global information and exercise a wide-ranging influence over our experience and opinions.

On the one hand, we notice that public opinion is not formed through rational discussion but through manipulation and control, on the other hand the new communication tools increase dissemination of information and knowledge and expand relations. The culture industry produces standardised products undermining the capacity for critical and independent thought, inducing decadence of the public sphere which is more limited, narrow, one-way. Parallel to that, digitisation, TV, the Net and all the new media allow people to actively participate in what they see or hear, reaching a greater consciousness of worldwide problems. In conclusion a critical approach to the language of media communication is necessary to avoid their downsides and to be conscious in using them.

In the project, pupils were asked to become international "spot hunters" in order to improve their digital and multimedia skills. They collected and analysed advertising spots, to discover the underlying strategy, to understand the power of multimedia, to master the employed communication technologies. They also met experienced seniors on communication from their local background. These helped them to refine the field of their research and to discover dangerous simplifications, stereotypes, prejudices which are drawn by mass communication. Eventually, pupils produced their own advertising spot campaign to promote positive practices on sustainable lifestyle. This enhanced their active citizenship.

## Motivation:

*This Bilateral partnership concerning new media and communication is a best practice because it focussed on a very relevant topic: risks and opportunities of advertising, the Internet and social networks. The critical approach adopted by teachers and pupils during the project's activities enhanced their knowledge about stereotypes and gave them a new perspective, much closer to reality. Finally, the partnership increased pupils' digital competences, motivation and team spirit.*

## Activities and results:

Self presentations produced by pupils and exchanged by e-mail;

Multilingual dictionary created by Lithuanian and Italian pupils containing the basic every day terms of the two national languages and English language, with also some terms related to the communication field.

Advertising spots dealing with sustainable way of life were developed as the final result of the project by joint work of Italian and Lithuanian pupils

Website - project web space where we uploaded documents, pictures, videos, articles and in general the produced materials.



## Coordinating body:

General secondary school Istituto Magistrale M. Belli, Portogruaro, Venezia

## Contact:

Mario Defina, info@marcobelli.it

## Partner countries:



[www.marcobelli.org/logbelli/index.php?option=com\\_content&view=category&layout=blog&id=75&Itemid=98](http://www.marcobelli.org/logbelli/index.php?option=com_content&view=category&layout=blog&id=75&Itemid=98)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-IT2-COM07-14051](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-IT2-COM07-14051)



# We all smile the same language

COMENIUS BILATERAL PARTNERSHIP

2010-1-RO1-COM07-06988



The partnership aimed to research the traditions and habits of people in direct connection with fairy tales, myths and legends of the two countries: Romania and Italy.

The project addressed pupils and focussed on the exchange and collection of folk traditions and customs of the partner countries. The working approach was centered on the comparative method, emphasising the common elements, as well as the peculiar aspects of different habits.

The partnership's goal was to discover the same roots in the spiritual development of the Italian and Romanian populations in the European context. The project activities developed a better understanding of the personal value of all the participants that took part in the project, either directly or indirectly: pupils, teachers and parents.



## Activities and results:

The partnership produced a Romanian/Italian teaching book (a tri-lingual Romanian-English-Italian primary school book with a set of 10 lessons on different themes). The other results are: a tri-lingual dictionary written by the pupils, an illustrated calendar and an optional course "Tales box from Europe" with three Romanian tales, three Italian tales and a tale written in collaboration by the pupils from the two countries.

## Motivation:

*The project aimed at the improvement and development of pupils' education quality and promoted intercultural relations through a variety of activities, which made pupils aware of their peculiarity, their national identity, as well as their belonging to the European Union.*

*The partnership's purposes include the discovery of traditions and customs, closely related to fairy tales, myths and legends of the two countries.*

*All the joint results (a Romanian-Italian teaching book, an illustrated calendar, a trilingual dictionary, an optional course, the project web site: <http://www.wix.com/wealsmile/comenius>) and the local final products (maps, fairy tales, power point presentations, exhibition) are consistent and adequate to what was initially planned.*



## Coordinating body:

Scoala cu cls. I-VIII Stefan cel Mare, Botosani, Romania

## Contact:

Elena Damii - scoala14btro@yahoo.fr

[wealsmile.wix.com/comenius](http://wealsmile.wix.com/comenius)

[www.programmallp.it/estsearch/detail.php?id\\_project\\_base=2010-1-R01-COM07-06988](http://www.programmallp.it/estsearch/detail.php?id_project_base=2010-1-R01-COM07-06988)

## Partner countries:



# Improve Inclusion – Reduce Abandon. Solution. M.I.D.A.S.

COMENIUS REGIO PARTNERSHIP

2010-1-ES1-COM13-20943



A learning community has been created between the participating regions of Xativa and Oporto, integrating local authorities, participating secondary schools, teachers and teachers training centers. Both the two regional educational systems and the institutional programmes against the early school dropout existent in each country have been compared.

Two congresses have been held (one in Valencia and the other in Oporto), in which more than 600 teachers participated. The presentations were oriented to teachers, authorities and teacher training centers, to help them understand the real dimension of school dropout in compulsory and post- compulsory education and to discuss the steps that can be taken to combat it.

The school dropout problem was addressed under many different points of view: legal (with the participation of Valencia's and Oporto's Minor's prosecutor); pedagogical (with Professors of the universities of Murcia, Malaga and Oporto); and assistance (with city hall's technicians).



**Activities and results:**

A guide has been written (in both languages of the associations) with theoretical and practical materials for teachers to use in the classroom during tutoring hours, for use in educational centers' psycho pedagogical cabinets, in municipalities and in training courses. The materials are intended to improve relationships, classroom environment and the integration of pupils with a risk of social exclusion. Annexes and exercises to facilitate users' tasks are included.

Surveys on early school dropout were carried out for pupils, teachers and families; a work with a group of pupils at risk of social exclusion was carried out using these materials and a subsequent quantitative and qualitative analysis has shown us the result of that work.

During the project, there have been some actions of dissemination in print, radio and television, and a press release has been done, and the radio and the television will be called to disseminate the conference, so a better projection of the materials and experiences during the project will reach out.

The partners also developed a project website.

## Motivation:

*This project is brilliant in many aspects, not only because it deals with an essential issue in the education system but also because of the wide range of activities carried out. Among the final products is a very remarkable a complete guide aimed at reducing abandon in schools.*



## Coordinating body:

ES: Ayuntamiento de Xátiva. Spain

PT: CAMÂRA MUNICIPAL DE PAREDES. Portugal

## Contact:

Sonsoles Jiménez González, son.jimenez@gmail.com

[www.iessantvicent.com/projectes/midas](http://www.iessantvicent.com/projectes/midas)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-ES1-COM13-20943](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-ES1-COM13-20943)

## Partner countries:



# SPICE - A cooperative project involving: Students, Parents, Interculture, Community and Education

COMENIUS REGIO PARTNERSHIP

2009-1-ES1-COM13-05050



The SPICE project, which involved the Oviedo region in Spain and the Reykjavik region in Iceland aimed to improve policy and practice in the integration of immigrant pupils and their families in the school environment, facilitating social and cultural participation regardless of languages, culture, social or personal conditions.

The objectives were:

- Sharing examples of good practice
- Analyzing the specific needs of immigrant pupils and their families
- Developing tools for the initial assessment of the needs of these pupils
- Producing guidance for schools about parent involvement in education
- Identifying and responding to the needs of in-service training of teachers
- Promoting inclusive education in schools
- Initiating future links between the two regions



## Activities and results:

- OUR SCHOOL : Guide for schools to encourage family Participation in Education, booklet with guidance
- GUIDE FOR AN INITIAL ASSESSMENT OF NEW ARRIVAL STUDENTS - a guide for the initial assessment of pupils arriving at our schools from other countries
- KEEP YOUR LANGUAGE ALIVE – SPEAK TO THEM IN... (your mother tongue) Campaign and Leaflets for families about the importance of maintaining mother tongue - in 8 languages

## Motivation:

*This project has been nominated because its theme “immigrant pupils” is important and the results of the project has been a best practice webpage where all information regarding both the process of applying for a Comenius Regio project as well as all the results have been put on to a webpage which is very easily attainable*



## Coordinating body:

ES: Regional Public Authority Consejería de Educación y Ciencia del Principado de Asturias, Plaza de España, 5 – Oviedo

IS: Local Public Authority, Thjonustumidstod Midborgar Og Hlida, Skulagata 21 – Reykjavik

## Contact:

ANA TURIEL PINTADO, <http://comeniusregiospice.wordpress.com/espanol/spice-results/> (blog)

[comeniusregiospice.wordpress.com](http://comeniusregiospice.wordpress.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-ES1-COM13-05050](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-ES1-COM13-05050)

## Partner countries:





# Rainbow - Restorative Approaches in Ireland and Norfolk, Bettering our Work

COMENIUS REGIO PARTNERSHIP

2010-1-GB1-COM13-06091



Restorative Approaches' provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. This partnership between Norfolk Children's Services, United Kingdom and Dun Laoghaire VEC, Ireland, developed to explore similarities and differences in each region regarding the use of restorative approaches and practices.

The Aims and Objectives of the Project were to embed restorative practice principles in schools and communities in Dun Laoghaire Rathdown, to provide in-service training for teachers and other service providers and also to provide opportunities for parents/guardians to be trained in restorative approaches, as well as to develop a restorative pack for parents and guardians. The project also sought to raise awareness and skills linked to resolving conflict in families, communities, peer groups, teachers, pupils etc. and to provide effective models to address these issues in a holistic and integrated manner.

The project has resulted in reduced suspensions, exclusions and behavioural problems in schools. Teachers reported a positive impact on their work and way of dealing with challenging behaviour and there has been increased involvement of parents in schools as a result of interest and training sought in the restorative practices programme.



## Motivation:

*The project developed strong links directly with Norfolk schools, and indirectly through already existing Comenius projects between Dublin and European schools. Restorative practices are now widely agreed across Europe as one of the most effective means of conflict resolution.*

*Many of the activities held by the project supported the inclusion of the whole community and are transferable to many contexts. The project's resources are transferable to all contexts, particularly the CPD course for teachers.*



## Coordinating body:

UK: Norfolk Children's Services, Norfolk County Council, County Hall, Martineau Lane – Norwich

IR: Dun Laoghaire Vocational Educational Committee (DLVEC), Century Court, 100 Upper Georges Street, – Dublin

## Contact:

Kirsten Cooper, eolas@restorativeapproaches.ie

## Activities and results:

A number of resources were developed, with the aim of providing information and resources to help schools and communities to build relationships, resolve conflict, and manage challenging behaviour.

A range of training was also developed through this project to act as a toolkit, including:

- a lesson plan framework for primary school class teachers
- piloting of a restorative practices lesson plan framework for teachers of 1st to 3rd year post-primary year groups
- DVD training resource for (and by) parents/guardians, available on website

Development of a Restorative Practices 5-day in-service training programme (Department of Education and Skills Approved)

A Restorative Practices training programme for parents was developed and piloted, and a DVD resource produced as one of the outcomes of this, with the plan for this group of parents to continue to develop their RP skills and to support/mentor other parents locally

Two Forum Theatre mornings to introduce RP to parents and Community representatives + two two-day training workshops for voluntary/community/statutory reps working with young people at risk

## Partner countries:



# Effective classroom learning through an awareness of “BASIC COMPETENCES”

COMENIUS REGIO PARTNERSHIP

2010-1-GB1-COM13-06201



The main objective of the project was to develop approaches to teaching and learning/pedagogical skills to support the acquisition by all pupils of the “Basic Competences”; this included the training of teachers in adopting a holistic approach to achieve the above objective.

Moreover, it sought to encourage teachers to integrate “Basic Competences” into their subject teaching in the classroom. It provided linguistic, methodological and IT support and encouraged the sharing of best practices.

The main results and conclusions were that the target pupils profited by clearer linguistic access to the curriculum. Teachers profited from a more effective lesson planning.

Teacher trainers profited from a wider vision of meeting the needs of their CLIL teachers in schools.

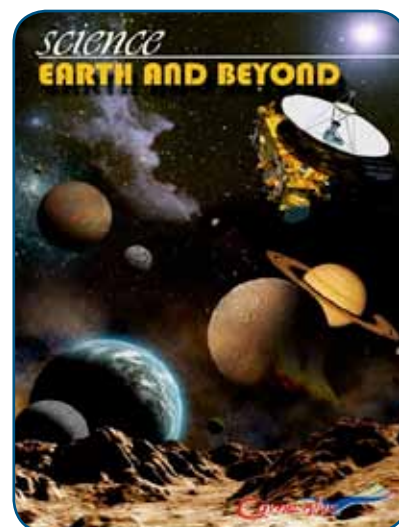
The partners shared best practice and cultural exchange. Teacher training seminars were activated in each region, new Comenius in service training courses were designed and made accessible to teachers across Europe.



## Activities and results:

A “Model” for CLIL science teaching materials design and teacher training

32 topic based “Units” for teaching Science at Primary and Secondary level. All Units are available on the project website.



## Motivation:

*The project successfully achieved its main aims, but maybe the most interesting achievement is a complete and very attractive set of science activities for both pupils and teachers, for Primary and Secondary schools, which include basic competencies.*

## Coordinating body:

UK: Bournemouth Borough Council. Bournemouth. United Kingdom

ES: Delegación Provincial de Educación de Huelva. Spain

## Contact:

María Ángeles Hernández García, [mangeles.hernandez.ext@juntadeandalucia.es](mailto:mangeles.hernandez.ext@juntadeandalucia.es)

## Partner countries:



[educaciondistancia.juntadeandalucia.es/profesorado/pluginfile.php/16795/mod\\_resource/content/10/comenius\\_regio](http://educaciondistancia.juntadeandalucia.es/profesorado/pluginfile.php/16795/mod_resource/content/10/comenius_regio)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-GB1-COM13-06201](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-GB1-COM13-06201)

# Developing health education culture in Italian and Lithuanian educational institutions

COMENIUS REGIO PARTNERSHIPS

2010-1-LT1-COM13-02799



The project gave a solid contribution while raising the importance of health education awareness in the participating institutions. The partners got acquainted with innovative and non traditional educational forms, methods and models of health education: international video conference, collaborating with the Universities, IT programme for questionnaires on-line, "round table" discussions with advice given by doctors, analysing the questionnaire results in the multicultural context etc. The partner organizations and their community learners started or continued gaining the necessary knowledge for leading a healthy lifestyle and improving various competencies such as intercultural ones, ICT, communication in foreign languages and cooperation among others.

The capacity of local educational institutions was increased and their creativity encouraged. This was the motivation to start or continue the sustainable development of "healthy schools" improving the lives of young people. The administrative staff at educational institutions puts emphasis on health and safety at schools.

Taking into account the results of the Health Behaviour in School-aged Children (HBSC) questionnaire helped us to find new methods in promoting health education at schools. The HBSC approach looked at young people in the context of the social circumstances and developmental processes that influence their health. Project research on 16-19 year old students let our expert compare the new data with HBSC earlier results in EU. Besides, the local authorities, health and social specialists made a profound analysis of the project results.



## Motivation:

*The project aimed at regional cooperation between the Kaunas region in Lithuania and the Apulia (Puglia) region in Italy and was closely connected with healthy environment at educational institutions. Partners expertise helped to solve the most important problems in health education. The gained methodological experience is being used to increase the competence of the teachers.*



## Coordinating body:

LT: Kauno rajono Kultūros, švietimo ir sporto skyrius, Regional Public authority Kaunas - Lithuania

IT: Ufficio Scolastico Regionale Puglia, Via Castromediano 123 – Bari

## Contact:

Dalia Brazienė, ugdymas@kaunorkss.lt

## Activities and results:

The main project activities were: sharing of health education policies; organising HBSC questionnaire for pupils and the analysis of data; seminars for teachers; conferences on health education; preparation of methodical recommendations; publishing poster calendars; organising video conferences for pupils.

The questionnaire outcomes were published, along with a short video film promoting a safe environment. Comenius Regio and USR Puglia-Italy (Regional public authority) integrated plan of actions for the pupils were developed.



## Partner countries:



[www.liceolilla.it/index.php?option=com\\_ozlogallery2&view=09mediagallery&Itemid=73](http://www.liceolilla.it/index.php?option=com_ozlogallery2&view=09mediagallery&Itemid=73)  
[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LT1-COM13-02799](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LT1-COM13-02799)



# Digital Media ICT? – Know How!

COMENIUS REGIO PARTNERSHIP

2010-1-PL1-COM13-11547



In the project, two European regions were cooperating: Subcarpathia in Poland and Bavaria in Germany. Within both regions, educational authorities, schools and teacher training institutions were involved.

The main objectives of the project were:

- to connect people from Subcarpathia and Bavaria by means of personal meetings and online communication;
- to encourage all those concerned (head teachers, teachers, parents, educational authorities) to exchange information and experience, new ideas and good solutions involving media and ICT in education;
- to increase the knowledge of all those involved about the current standards and aims of teaching in Europe, especially the European key competences;
- to use ICT in the classroom and test different solutions and equipment

Due to positive experience in the project, the participating teachers, headmasters, representatives of local authorities and educational institutions are now more aware of the advantages of self-guided learning with digital media and the necessity of appropriate equipment as well as organisational procedures to succeed with use of multimedia within the educational process.

## Motivation:

*This project is excellent with regards to the attainment of initially formulated goals, including activities and mobilities carried out.*

*The publication "Digital Media? ICT? - Know how!", which was distributed among schools and other educational organizations in the region, constitute the best project's value.*

*The rich Internet page contains all products of the projects, such as presentations, scenarios of the lessons and guidelines, all easily available and transferable to other contexts*

## Activities and results:

Activities: conferences; online cooperation; mutual observation of activities and good practices; development of didactic and organizational models concerning use of ICT in education.

Results:

project home page [www.multimedia-ict.eu](http://www.multimedia-ict.eu)  
booklet: Digital Media? ICT? - Know how!  
scenario of lessons



## Coordinating body:

PL: Superintendent's Office in Rzeszow, Grunwaldzka 15 – Rzeszów

DE: Bayerisches Staatsministerium für Unterricht und Kultus, Salvatorstr. 2 – München

## Contact:

Hanna Stasicka [hstasicka@ko.rzeszow.pl](mailto:hstasicka@ko.rzeszow.pl)

## Partner countries:



[www.multimedia-ict.eu](http://www.multimedia-ict.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-PL1-COM13-11547](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-PL1-COM13-11547)

# Growing Up Together (GUT)

COMENIUS REGIO PARTNERSHIP

2010-1-SE1-COM13-04699



This partnership between East Sweden and Emilia Romagna in Italy concerned the integration and reception of newly arrived immigrant pupils in school.

The project set itself four objectives: to identify and highlight existing good practices in order to improve the introduction of immigrant pupils; to experiment innovative methodologies aiming at easing learning and leading to educational success of the pupils; to spread among all pupils an intercultural dimension aimed at civil coexistence; and to promote the national language learning in immigrant children. School systems and models for reception and integration of newly arrived immigrant pupils have been compared. During the study visits, observations in classrooms have been made.

Thematic areas of the good practices from East Sweden were: Language 2-learning in International Classes, study-guidance in mother tongue, mother tongue-teaching, mapping/evaluation of former knowledge of immigrant pupils, language workshops, sport activities in schools presented by the Östergötland Sport Association.

Thematic areas of the good practices from Emilia-Romagna were: Language 2-learning, intercultural knowledge activities, integration in classrooms, organisational practices in Intercultural Centers such as MEMO and CD/LEI and intercultural mediators, the family perspective in different projects and after school activities.



## Activities and results:

Seminars, workshops and study visits where the good practices and experiences were presented and discussed.

Observations in class rooms

Website

The experiences of the project are considered within the proceeded work with developing efforts for the introduction and integration of newly arrived pupils.

## Motivation:

*The project had an important theme and the project organization was built on an existing and well-functioning network. The partnership was extensive and involved several municipalities, in addition to the Regional Development Council. It adopted a serious approach with clear work arrangement. Dissemination was exemplary both at regional and European level. There is also a great potential for proceeding cooperation in this or other themes.*

## Coordinating body:

SE: Regionförbundet Östsam (East Sweden Region), Sweden

IT: Regione Emilia-Romagna - Ass. Scuola, Formazione Prof., Università e Lavoro, Viale Aldo Moro 38 – Bologna

## Contact:

Catherine Szabó, Catherine.szabo@ostsam.se

[www.gutproject.eu](http://www.gutproject.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-SE1-COM13-04699](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-SE1-COM13-04699)



## Partner countries:





# Joel - Job Embedded Learning in Social Profit

LEONARDO DA VINCI PARTNERSHIP

2010-1-BE3-LEO04-02272



This partnership focussed on the integration of the on the job learning methodology in nursing and care for children, elderly, and adults.

Job-embedded learning was analysed in all the dimensions of on-the-job learning: formal and non-formal, guidance, mentoring, assessment of the learning process, quality and standards; taking into account the differences between cultures, values, genders, financial and educational contexts and generations.

The partnership collected as well best practices and pilot-projects on job-embedded learning in the partners' countries and in the EU Educational instruments, guidelines for mentoring and qualitative standards for assessment of job-embedded learning and for integration in the learning curricula of the participating organisations were developed. The different contexts and origins of the participating organisations - educational institutions as well as organisations for child care, management counselling organisations and organisations for patients defence - also contributed to enrich the results.

The project resulted in changes towards a better guidance of young people to employment and lifelong learning in the social sector. Organisations - and European projects in particular - are complex entities, combining different aspects and various actors. Their development may differ according to specific changes in the regional or institutional context. That is why 'self evaluation' was put forward in this project as an evaluating context.



## Activities and results:

- Instrument for self evaluation of the learning process
- Manual of best practices of on the job learning
- Assessment of learning on the job
- Highlights of the network meetings.
- Recommendations on sustainable networking
- Research report on mentoring
- Qualitative standards for integration of job-embedded learning.



## Motivation:

*This project really captured the essence of a partnership: developing instruments and guidelines by means of learning from each other and working together across borders. The outcomes are therefore really European. It is very clear that the project is much more than just the transnational moments. The consortium was very well managed by the coordinator and this resulted in excellent communication. The website is very well structured and very informative and all outcomes are freely usable and downloadable. The project was very well embedded in the regular activities of the coordinator and was supported by an extensive team. Generating impact was really a continuous process for all partners involved.*

## Coordinating body:

Vocational secondary school HIVSET Hoger Instituut voor Verpleegkunde Sint Elisabeth, Herentalsstraat 70 – Turnhout, Belgium

## Contact:

Ms. Annemie Laurysens [annemie.laurysens@hivset.be](mailto:annemie.laurysens@hivset.be) or [info@hivset.be](mailto:info@hivset.be)

[www.joel-project.eu/about-us](http://www.joel-project.eu/about-us)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-BE3-LE004-02272](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-BE3-LE004-02272)

## Partner countries:



# Web Guide - Crossing Europe without Barriers

LEONARDO DA VINCI PARTNERSHIP

2010-1-CZ1-LE004-03710



The project's aim was to create an interactive map containing information about selected monuments of architecture and other interesting places in the partner countries, with details about their accessibility for disabled people. Another aim of the project was to improve the IT and communication skills of the participants (pupils, teachers, trainers) of the project and their knowledge about the people with disabilities.

The partners of the projects carried out extensive research. Using the Internet, reading tourist guides, making number of calls and doing research tours they gathered information about more than 400 monuments and the other interesting touristic places in Europe and their accessibility for people with disabilities.

The partners developed the national databases of these places that made possible the creation of the interactive map. The participants of the project improved their IT and language skills. They also improved their knowledge about the situation of disabled people in their countries and found out about the types and forms of assistance offered to them.



## Activities and results:

The interactive and multilingual (in English, Polish, German, Czech and Bulgarian) website can be a very useful tool for all people who plan to travel across Europe, especially for people with disabilities. It contains a map with more than 400 monuments in the partner countries. Each object was described in details (e.g. type of attraction, how to get there and practical information) and flagged as adapted/partially adapted/not adapted for disabled people. A Promotional DVD, which contains the information about the project, such as its character, the main ideas and the results was produced. Brief information of every partner is also included in the DVD, as well as a short movie illustrating their work throughout the project.

## Motivation:

*"Web Guide - Crossing Europe without Barriers" project was characterized by a very good cooperation and communication between all five partners (the three vocational schools, a non-university higher education institution and a foundation) from four European countries and their involvement in the project's activities. The main result, easily accessible and well-documented in EST, is of a very high quality. The map and the website can be widely used by people all over Europe who plan to travel or who are interested in tourism. It could be also expanded by including other places in the future.*

## Coordinating body:

Vocational technical secondary school Zespół Szkół Zawodowych w Bobowej, Bobowa, Poland

## Contact:

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[www.b-freetravel.eu](http://www.b-freetravel.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-CZ1-LE004-03710](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-CZ1-LE004-03710)



## Partner countries:



# Blended Teamwork - Virtual Collaboration in Transnational Teams

LEONARDO DA VINCI PARTNERSHIP

2010-1-DE2-LEO04-04768



Given the time pressure on team members, the need to reduce carbon emissions through less travel, and the high cost of mobility, the need for a better form of blended collaboration, i.e. a combination of face-to-face and virtual collaboration, is more evident than ever.

However, a lot of people resist virtual tools for various reasons – they might feel that they are not technologically adept and thus think that they cannot master the tool; or they might suspect that time for social interaction with team members might be reduced. Only a blended collaboration which involves both, real and virtual meetings and which are both enjoyable and fruitful will break down these barriers.

The aim of the blended teamwork project was to implement virtual tools into the daily work of dispersed project teams in a way that makes their work easier and more relaxed instead of making it more complicated. Six partners from five different European countries (The Czech Republic, Slovakia, the Netherlands, Finland and Germany) – all of them active in the field of virtual communication and/or project management – developed a training concept for people working in transnational projects. This brought to the creation of a blended teamwork website, in order to benefit from virtual communication and make it easy and engaging for any team or project.



## Activities and results:

In this project a virtual handbook was developed to make online project communication easier, playful and fun! The project is available on a blended teamwork website, which can easily be used by anyone interested.

## Motivation:

*The final results can be of use for any team or project that makes use of virtual teamwork, and they go beyond Leonardo Partnerships and even beyond the Lifelong Learning Programme. Anyone that collaborates virtually can use the project website and an impressive virtual handbook that is easy to understand and fun as well.*

*The project results are easily transferable, multilingual and useful for any team or project that makes use of virtual teamwork. As far as impact is concerned, partners have learned how to balance virtual and face-to-face meetings in virtual projects. "Challenges of cultural differences – stated the Dutch project manager - were resolved by positioning partners in their strong areas. What we found in the process of working together has been used in our client cases and the Prezi's content has proved for partners to be an effective tool".*

*In terms of European dimension, even though the modules in the Prezi show that face-to-face meetings remain necessary to build initial trust; virtual meetings with rich platforms allow desktop sharing and video. This tool represents a sustainable alternative that will lead to cost effective collaboration.*



## Coordinating body:

Adult education provider Emcra GmbH, Berlin - Germany

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## Partner countries:



[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-DE2-LE004-04768](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-DE2-LE004-04768)



# Association for Innovation in Industrial Maintenance

LEONARDO DA VINCI PARTNERSHIP

2010-1-ES1-LEO04-20631



A network of institutions with a common concern: promoting the development and improvement of teaching and skills training in the area of Industrial Maintenance.

The aim was creating a platform for exchanging educational experiences, from different EU countries, in this field; developing innovation in educational projects; improving the visibility of vocational training; and finally developing a European standard for Maintenance Technician and Maintenance Supervisor, in order to allow students and teachers exchanges and work on the accreditation of professional qualifications of formal or informal knowledge, skills and competences at European level.



## Activities and results:

- Cooperation agreement for an industrial maintenance association of institutions from 9 countries
- Guide of mobility for students
- Mobility programme for teachers
- First step towards defining the Standard Industrial Maintenance Technician



## Motivation:

*The partners have worked with the aim of developing a common framework based on the EQF and ECVET credits, in order to achieve quality student mobility between schools; with recognition and validation of learning units, as well as promotion of internship in companies involved in the network.*

*The project succeeded in involving 14 institutions from 9 countries in the signature of an association agreement for promoting VET in industrial maintenance. The network brings together leading companies in the sector, schools, chambers of commerce, business associations, local governments and private institutions, many of which funded their participation at their own expenses (only institutions from 4 of those 9 countries were funded by the Leonardo da Vinci programme). All this activity was managed from a small VET school with not so large but very committed staff.*

## Coordinating body:

Fundación EIFOR, XABEC Valencia - Spain

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[www.innmain.eu](http://www.innmain.eu)

[www.programmallp.it/estsearch/detail.php?id\\_project\\_base=2010-1-ES1-LE004-20631](http://www.programmallp.it/estsearch/detail.php?id_project_base=2010-1-ES1-LE004-20631)

## Partner countries:





# Label Entreprise Formation Europe (LEFE)

LEONARDO DA VINCI PARTNERSHIP

2010-1-FR1-LE004-14413



During previous Leonardo Mobility projects, enterprises expressed to the project coordinator a strong need in recognition of their different competences in hosting Leonardo trainees.

The aims of "LEFE" were:

- Upgrading enterprises' skills in welcoming and training trainees, in conformity with quality standards officially accepted in Europe;
- Creating partnerships involving training organisations, enterprises and trainees, aimed at promoting socio-professional integration in Europe.

The process of labelling was tested and IT tools are now available on the LEFE website in English, Spanish and French (future translations in Bulgarian, German, Portuguese, Dutch, Hungarian, Polish, Italian and Romanian).

The LEFE project received a strong support from European agencies, European Deputies, Inspectors of Academy, presidents of professional branches, local and regional decision makers and other stakeholders, which resulted in the creation of a non-profit European association whose goal is the promotion of the labelling process and its future development.



## Activities and results:

- An evaluation process for the 3 training session stakeholders: the VET school, the enterprise and the trainee;
- a labelling procedure with different levels of Charter;
- a tripartite agreement signed between enterprises, training centres and trainees;
- LEFE website

## Motivation:

*The LEFE Project is a good example of peer learning activities between VET stakeholders (VET schools and enterprises). LEFE gives value and emphasises the pedagogical role of the enterprise in hosting a trainee; it helps developing quality assurance with a tripartite assessment and encourages mutual trust with the tripartite agreement.*

*Development of learning mobility in VET implies putting in place a range of supporting activities adapted to the target group of VET. The recognition of qualifications and the transparency of what learners have achieved abroad are core to mobility in vocational education and training.*

*The LEFE website is an efficient and easy-to-use tool supporting the quality in mobility and the Label is a concrete way for securing sending and hosting institutions but also learners.*



## Coordinating body:

Fédération Régionale des MFR Aquitaine-Limousin, Artigues Près de Bordeaux, France

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[www.label-entreprise-formation.fr](http://www.label-entreprise-formation.fr)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-FR1-LE004-14413](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-FR1-LE004-14413)

## Partner countries:



# Tour d'Europe des Compagnons Chorégraphes

LEONARDO DA VINCI PARTNERSHIP

2009-1-FR1-LEO04-07320



The Tour d'Europe des Chorégraphes is a cooperative project led by five partners committed to developing contemporary dance. Its purpose is to design and experiment with innovative training programmes specifically targeted to the needs of young choreographers.

A group of ten artists – with a secondary string open to staff of partner structures involved in organising training schemes – were trained, based on the values seen in the «compagnons du Tour de France», a methodology which attaches great importance to exchanges, mobilities and group interaction, encouraging open-mindedness and adaptation. Learning is based as much on the artistic aspect of the choreographic profession as on the technical and administrative issues.

The trainees gathered in five partner cities around Europe - Grenoble in France, A Coruña in Spain, Lublin in Poland, Hamburg in Germany and Dublin in Ireland - where they participated in a variety of training courses, workshops, seminars and meetings. Additionally, each participant individually followed an on-line distance learning course with the support of a dedicated mentor for the whole duration of the programme.



## Activities and results:

La vidéo du Tour d'Europe des Chorégraphes  
Guidelines for mentoring  
Programme type de formation pour artistes créateurs  
Le carnet de voyage des chorégraphes

## Motivation:

*The project has developed an innovative approach for the training of choreographers. Furthermore it has opened the way for new learning strategies which are easily transferred in further education in all the participating countries.*

*All partners were involved in an intensive European learning process. The employees of the participating institutions developed new training methods for making the dancers more successful on the European labour market.*



## Coordinating body:

Organisation Le pacifique CDC (association Le pied à coulisse), 30 Chemin des Alpains, Grenoble, France

## Contact:

Tatiana GALLEAU, Tel +33 (0)4 76 46 33 88

<http://www.tour-europe-choregraphes.eu/contact/pacifique/index.php>

## Partner countries:



[www.tour-europe-choregraphes.eu/index.html](http://www.tour-europe-choregraphes.eu/index.html)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-FR1-LE004-07320](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-FR1-LE004-07320)

# Let's Play Chemistry

LEONARDO DA VINCI PARTNERSHIP

2010-1-HU1-LEO04-00056



Enormous development and fast changing in the information technologies resulted drastical transformations in the way students acquire knowledge. It's a big challenge to follow this progress and to reach learners of the "Y generation" especially in vocational education and training.

Reflecting these changes and the students' needs, in this Leonardo project three vocational schools created a "platform" for learners to work together and develop computer games related to basic, analytical and organic chemistry. The game collection, called "The Dark Element" is available on the project's homepage: <https://letsplaychemistry.wikispaces.com>

Their main task was quite motivating as all students like to play, and computers and the internet are important parts of their lives. Besides the main object, the project developed their knowledge in the field of ICT, and improved their communication and language skills, made them more open towards each other. The working method during the project also required a more "laissez-faire" approach from teachers and trainers, which proved to be quite efficient during the 2 year project period.



## Activities and results:

A Project website, the strategic game "Dark Element", a CD which containing the game collection, a Dictionary of Chemical Terminology in Four Languages, a booklet Let's Play Chemistry, a poster Let's Play Chemistry.



## Motivation:

*The strong point of the project is the final product, which is attractive, handy and has an excellent graphical workout. The target group of the final users is wide: as it is available in English, it can be used all over Europe especially in VET schools specialized in chemistry. It can be easily adapted into the training of chemists in secondary level. The use of the results is continuous and all of the participating institutions are using it as a learning tool and the project group is thinking about next steps: future projects, etc. The chosen methods and the well-organized project meetings created a friendly, open-minded and prosperous international community, which was a key factor to ensure the European dimension of the project. The participants were able to compare each other's knowledge, training levels, methods and training content in the different institutions. As the final result is easily transferable, it can be further used in different schools or training institutions in Europe.*

## Coordinating body:

Petrik Lajos - Bilingual Vocational School of Chemistry, Environmental Protection and Information Technology – Budapest - Hungary

## Contact:

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[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-HU1-LE004-00056](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-HU1-LE004-00056)

## Partner countries:





# Renewable Energy Solution

LEONARDO DA VINCI MULTILATERAL PARTNERSHIP

2009-1-IT1-LEO04-00172



Europe faces major challenges concerning climate change, security of energy supply, growth in energy demand and the need to increase market competitiveness. At a time of fiercer competition on the global energy markets, inevitably pushing up energy prices, energy demand is steadily increasing and dependence on fossil fuels is growing. One of the solutions appears to be using different renewable energy sources and technologies in a more extensive way.

The RES project had the aim to analyse the concept of sustainable development and new approaches to energy production and consumption in Europe, to compare the different techniques and to disseminate and raise awareness regarding renewable energy systems in the various partner participating countries. By working together and through a strong cooperation, all the participating institutions accomplished the improvement of the quality of educational activities and the inclusion of innovative and advanced methodical procedures concerning renewable energy sources and technologies.

The partnership carried out research on techniques regarding renewable energies. The results of the research were brought together in four reports. These reports can be used, updated and integrated by other researchers, schools and associations. The on-line questionnaire, developed in the project, as well as its results, can be used by other institutions in order to compare the results of their population with those in the database.



## Motivation:

*The project was based on a good idea, and the members of the partnership had significant professional The Partnership worked to increase the use of renewable energies, identifying public awareness and interest towards renewable energies as key factors.*

*The reports can be used as a starting point for studying the development of renewable energies in various nations and people's sensitivity regarding the production and consumption of energy.*

*Participation in this project gave young students the possibility to reflect on renewable energies and to compare their results with those of other students in other European countries.*

*Results and activities are well documented and easily available on the website of the project and can be both used and improved.*

## Activities and results:

Four reports were produced as a result of this work. The first report regarded the various techniques that use renewable energies; the second one concerned different technical solutions in the participating countries - each partner researched the types of renewable energy plant used in his/her county as well as the percentage of energy produced from renewable sources compared with other forms of non-renewable energy. The third report regarded renewable energy and the world of work in different countries - using case studies the Partnership tried to highlight the growth in the workforce and specialization of various workers working in the sector of renewable energy. The fourth report regarded the involvement of individuals in their energy choices.



## Coordinating body:

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## Partner countries:



[www.resproject.eu](http://www.resproject.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-IT1-LEO04-00172](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-IT1-LEO04-00172)



# Model of Assessing the Professional Competencies of Car Mechanics in the Context of EU Experience

LEONARDO DA VINCI PARTNERSHIP

2010-1-LT1-LEO04-02825



The Project focussed on the preparation of a compendium of theoretical and practical tasks for evaluation and comparison of car mechanics' competencies acquired in different training environments, with the purpose to increase the attraction of vocational training, to improve the quality of vocational training and to promote international cooperation.

In the course of the project, the participants got familiar with the documents regulating the contents of vocational training of car mechanics in the participating countries; created an evaluation matrix for theoretic knowledge and practical skills and applied it in preparation of a compendium of tasks; translated the compendium of tasks into each participating country's language and tested it in professional excellence competitions.

Cooperation between vocational training institutions from different countries allowed to share best experiences on a European level. It helped to discover and make the best possible use of the strong aspects of vocational training. International cooperation motivated teachers to learn foreign languages, encouraged the creation of new professional career opportunities and deepened the understanding of Europe's cultural diversity and unity. The product of the Project can be used in further activities with other training institutions and business enterprises. On a wider scale, the Project also helped to increase the attraction of vocational training.



## Activities and results:

Theoretical tasks of car mechanics professional;  
Practical tasks for professional car mechanics;  
Comparison of different training systems in the automotive technology in the partner countries (Lithuania, Czech Republic, Turkey, Slovakia, Poland and Austria).



## Motivation:

*The project and its results are presented clearly in EST. The main results of the project - compendia of theoretical and practical tasks and comparison of different training systems in the automotive technology of the partner countries (Lithuania, Czech Republic, Turkey, Slovakia, Poland and Austria) were published in all partners' languages. The results are joint products, multilingual and directly downloadable from EST. The quality of the results of the project is high, its objectives were achieved. The prepared compendiums used in the training process improved the quality of vocational training in partner schools. The project results were used in international competition of junior car mechanics. The project contributed to ECVET development. The use of results was ensured.*

## Coordinating body:

Vilniaus automechanikos ir verslo mokykla - Vilnius school of car mechanics and business,  
Vilnius, Lithuania

## Contact:

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## Partner countries:



[www.vsam.lt/lt/projektai/vykdomi\\_tarptautiniai\\_projektai/automechaniku\\_profesiniu\\_kompetenciju\\_vertinimo\\_modelis\\_es\\_patirties\\_kontekste.html](http://www.vsam.lt/lt/projektai/vykdomi_tarptautiniai_projektai/automechaniku_profesiniu_kompetenciju_vertinimo_modelis_es_patirties_kontekste.html)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LT1-LEO04-02825](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LT1-LEO04-02825)

# BENE - Echange de bonnes pratiques en matière de bienveillance des usagers en situation de handicap: identification de parcours de formation

LEONARDO DA VINCI PARTNERSHIP

2010-1-LU1-LE004-00394



The BENE project focussed on professionals of the socio-educational and socio-medical sectors which accompany persons with special needs.

Welfare is a concept which includes a set of attitudes and behaviour serving the defence of the interests, the rights and the dignity of persons in situation of vulnerability. The main objective of the partnership was the recommendation of vocational trainings for the professionals working with people with special needs regarding "welfare".

The partners proceeded to an exploratory study concerning the significance of welfare for the users, their families and the professionals. The mobilities allowed the partners to exchange best practices regarding the personal welfare of people with special needs. All the results can be found on the webpage of the project:



## Activities and results:

Partners organised a dissemination week, in order to present the project two newsletters ARFIE and the publication produced in the project. Moreover the partners wrote a paper for the special issue of "Risques & Qualité", edited by Laboratoire d'épidémiologie et santé publique - Université Claude BERNARD, Lyon.



## Motivation:

*This project is a best practice, as all the objectives of the partnership were reached, in addition, the recommendations for vocational training of professionals produced helped to improve the VET in general. The multiple dissemination activities of the project contributed to promote the topic of "bienveillance" of the people with special needs in modern society.*

## Partner countries:



## Coordinating body:

Tricentenaire, non profit organisation - Walferdange, Luxembourg

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Christophe Lesuisse, [direction@tricentenaire.lu](mailto:direction@tricentenaire.lu)

[projet-bene.jimdo.com](http://projet-bene.jimdo.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LU1-LE004-00394](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LU1-LE004-00394)

# Integration of innovative Methodologies for Electrical Measurements

LEONARDO DA VINCI PARTNERSHIP

2010-1-RO1-LEO04-06772



The project aimed at the implementation of innovative didactic strategies in the field of electrical measurements; this new didactic approach aims to develop competencies, values and attitudes which will help the students, involved in the electric and electronic fields, adapt to the requests of the labour market and to the dynamics of the technological evolution.

The project had as its main objective the improvement of the quality of the professional training process in the electric and electronic fields; by ensuring access to innovative learning methods and professional training and by investing in abilities connected to the use of ICT. Higher competences and abilities in the field of electrical measurements training were developed in students, as well as key competencies, such as working with computers and the knowledge of foreign languages (mainly English). The sharing of ideas, methods and resources, between the partners involved, in the training of specialists in the field of electric measurements was encouraged. There were also exchanges of innovative and creative applications, through demonstrative lessons with practical-applicative character; workshops to use the software specific to electrical measurements, exchange of didactic materials, E-lessons, study visits, symposiums.

The project initiated participants to innovation, creativity and diversity, creating a formal but also a non formal framework for the education of the European citizens today.



## Activities and results:

A multilingual digital booklet, papers, and CDs with e-lessons and the protocols developed by the partners.

An electronic multilingual dictionary; "The work safety rules in the field of electrical measurements" Symposium.

## Motivation:

*The partnership developed various and numerous activities, in order to meet all the project objectives, starting with the project team composition and the evaluation questionnaires up to the study visits, laboratory activities and creation of project materials. The projects outcomes such as (lessons and protocols for electrical measurements using direct and indirect methods, electrical dictionary contains specific terms) are excellent, easy to use and transferable. The evaluation strategy is well structured: the addressees are clearly identified as well as the contents (findings, etc.). The partnership had a large impact on target groups, a distinguished European added value and the results have been widely disseminated, locally and internationally.*



## Coordinating body:

Colegiul Tehnic, Onesti, Romania

## Contact:

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[www.vet-elm.blogspot.com](http://www.vet-elm.blogspot.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-RO1-LEO04-06772](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-RO1-LEO04-06772)

## Partner countries:





# Training the Employers on Adaptation of Employees with Disability to Work Environment

LEONARDO DA VINCI PARTNERSHIP

2010-1-TR1-LE004-15989



Project (TEAEDWE) aims at surpassing the practical difficulties that employees with disabilities face within the work environment. The work-team developed new educational methods targeting employees with disabilities, as well as the employers and non-disabled employees who work and share responsibilities with disabled employees in a common workplace. The long term goal of the project was to contribute for the creation of safer and ergonomic work environments for employees who have different kinds of disabilities.

The concrete purpose of this project was providing solutions and answers to the following issues:

- What kind of conditions/equipment/assisting technologies does a disabled employee need within his/her work environment?
- How can the quality and the efficiency of the work performed by employees with disabilities be increased?
- Understanding and supporting the unique training/working/behavioural needs of each one of the employees.

The process progressed step by step by:

- Preparation and combination of the different partner-reports.
- Translation of reports to all partner's languages.
- Creation and collection of the visual content.
- Design of CDs



## Activities and results:

- CD
- Report On Employment Of People with Disabilities
- Brochure
- Poster
- Dissemination Report
- Evaluation Report



## Motivation:

Project TEAEDWE aimed at surpassing the practical difficulties that employees with disabilities face within the work environment. The work-team developed new educational methods targeting employees with disabilities, as well as the employers and non-disabled employees who work and share responsibilities with disabled employees in a common workplace. By the help of the project, related curriculum and methods were revised and developed. That is why the products of the project were essential. The coordinating institution also organized in-service training activities about the products of the project, so made the similar institutions use the methods and curriculum.

## Coordinating body:

Yozgat Rehberlik ve Arastirma Merkezi, Yozgat, Turkey

## Contact:

Hasim Babayigit hasimbabayigit@hotmail.com

## Partner countries:



[mebk12.meb.gov.tr/meb\\_iys\\_dosyalar/66/01/208394](http://mebk12.meb.gov.tr/meb_iys_dosyalar/66/01/208394)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-TR1-LE004-15989](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-TR1-LE004-15989)



# Trans-Acting

GRUNDTVIG LEARNING PARTNERSHIPS

2010-1-DE2-GRU06-04663



Trans-Acting is founded on a dual conviction: first, that real language learning is a creative and self-actualising process, part of a holistic personality development; second that mastering the tools and media of an art or craft is analogous to acquiring the vocabulary and structures of a language. Consequently, the language acquisition process is more authentic, and thus more intense, when appreciating and practising 'foreign' arts and crafts in their 'home'.

These quintessentially human activities have been conflated into holistic learning experiences: language teachers, art/craft practitioners and learners co-devised, implemented, compared and evaluated ways of teaching and learning languages through creative and cultural endeavour in a foreign language environment.

The relationship between art/craft practitioners and learners was considered - along with its implications for conventional teaching and learning - implementing conclusions in the participating institutions' methodologies. Creative teaching and learning was promoted, the everyday lives and pan-European cultural awareness were enhanced in all participants: learners, teachers, practitioners and coordinators. During international meetings, cultural encounters were prepared and these experiences were integrated in local activities. All Grundtvig objectives were addressed, particularly in providing new pathways to improving adults' knowledge and competences and developing learning opportunities for vulnerable groups.



## Motivation:

*The project was very well implemented so that its success surpassed original plans. The partners were able to find an offer for language acquisition with the assistance of technical interactive equipment. A permanent supply for future learners and the preservation of the experiences and knowledge gained by the participating organizations will be offered through a long-term follow up project: "Inter@cting" <http://www.inter-acting.eu/>*



## Coordinating body:

Adult education provider Ada-und-Theodor-Lessing Volkshochschule Hannover, Theodor-Lessing-Platz 1 – Hannover, Germany

## Contact:

Mic Hale, [mic.hale@hannover-stadt.de](mailto:mic.hale@hannover-stadt.de)

[www.trans-acting.eu](http://www.trans-acting.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-DE2-GRU06-04663](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-DE2-GRU06-04663)

## Activities and results:

Skype linked workshops  
Dance and arts and crafts workshops during mobilities  
Learning English through cooking and dancing  
Guidance and teaching materials to new approaches and methodologies  
Appealing dissemination materials, such as reports, videos, presentations, available from the website



## Partner countries:



# WIN - Women Innovating Networking

GRUNDTVIG LEARNING PARTNERSHIP

2009-1-ES1-GRU06-09708



WIN - Women Innovating Networking's - main aim was networking as a means for motivating entrepreneurship with underprivileged groups in the service sector. The project involved organisations from Spain, Poland, Lithuania, Germany, Turkey, Italy, United Kingdom and Latvia. They combine expertise on entrepreneurial networking, family learning, recognition of prior knowledge with a purpose to reach the project objectives, i.e., to help disadvantaged groups overcome social and economic barriers; to develop WIN networks at a local, national and European level; to empower women for self development; to encourage the learning

climate for family business; to approach new ancillary trades in the context of the project, as well as develop strategies to reduce the start up risk of business initiatives.

Women, young people and ethnic minorities, in rural and poorer urban areas, as well as staff, were involved in project activities; these included awareness campaigns; skills and knowledge transfer workshops; intergenerational experience exchange; mobilities; formative evaluation and reviewing past experience; drawing on networking to build sustainable networks for post project action. The project has produced WIN networks - a WIN mentoring mechanism for entrepreneur women and families; WIN trainers' resource packages; WIN guidelines on entrepreneurship motivation; a collection of WIN intercultural entrepreneurship memories, and a WIN cultural heritage album and individual development plans.



## Motivation:

*Partners have targeted people in underprivileged situation (social, geographical, cultural) as final beneficiaries with the intention of training them and helping them learn new motivational methods for entrepreneurship. All institutions share as common interests the promotion of rural tourism, and culture and heritage on a local scale; the seeking of flexible work plan formulas for the organisation of small and medium rural businesses; training plans and quality management for Adults in tourism business; models of strategies to improve Entrepreneurship among excluded people; an efficient network management between rural businesses; experiences in the development of sustainable businesses in rural areas for adults; and the improvement in the level of technology and professional aptitudes of small rural tourism, culture and heritage businesses.*

*The partners till find barriers in their rural area where they would like to receive different approaches and experiences from other European areas in relation to adult people. Their role in the community should not be limited to providing solutions or services to improve the general wellbeing, but also to ensure a playing field for the entire local population, by combating social exclusion, marginalization and inequality. The mains barriers are the heavy illegal and precarious employment, the scarce human resources training, the Invisible work, especially in the case of women, the lack of training proposals for the rural due to territorial dispersion, and the difficulties in keeping together both family and work.*

**Coordinating body:** Fundación Paideia Galiza, Spain

**Contact:** Contacts: Guillermo Vergara Muñoz, vergara@paideia.es

[www.lp-win.org](http://www.lp-win.org)

[www.programmallp.it/estsearch/detail.php?id\\_project\\_base=2009-1-ES1-GRU06-09708](http://www.programmallp.it/estsearch/detail.php?id_project_base=2009-1-ES1-GRU06-09708)

## Activities and results:

The website gives an introductory description of the project, a description of the partners involved and their common interests and a description of the objectives of the project. There is also a section where to find all press articles and all pictures taken during the project work.

WIN multimedia cultural heritage album: a multimedia cultural heritage album of the project participant countries, with pictures and descriptions.

Trainers' resource pack: a collection of training resources which help to promote long-life learning of networking women. Some materials are original, some are adaptations of existing ones, efficacy to the target group. The purpose was to bring together various approaches to help "discover" their progress through the University of Life. It included how to prepare a CV, Job Description and carrying out a staff appraisal (where applicable), together with sample formats, including Europass.

Guidelines on entrepreneurship networking: Identification of key factors fostering networking from the best practices visited and presented during the partnership. The booklet in PDF format is available on the website.

## Partner countries:



# Implementing Social Pathways to ameliorate the situation of wandering homeless persons

GRUNDTVIG LEARNING PARTNERSHIP

2009-1-FR1-GRU06-07065



Most European countries are concerned by the phenomenon of homeless teenagers and young adults wandering and travelling, living a marginal life. A European study from the European Federation of National Organizations Working with the Homeless, recently underlined that most homeless people suffer from multiple problems and need to be accompanied under a holistic approach. Yet, there is a lack of coordination and cooperation between various kind of organisations in charge of providing suitable services to this target group.

The six European partners of the project all deal with homeless persons care and face complementary issues: social inclusion (France, Latvia), equal access to education through NTIC (Poland); new types of homeless population (Romania); social care at municipal level (Italy).

Participants decided to broaden their professional horizons through structured exchanges and study visits, with the aim to enhance their pedagogical methods, and to help social structures to better welcome and to accompany homeless persons. The target group was associations or institutions which accommodate and coach youth on the way to marginalisation and without a real home.

Based on observations, collecting, testing, using a structured methodology, each partner has been able to share and to store new practices, getting richer both personally and professionally.



## Activities and results:

The partners have produced a very well documented handbook, including a horizontal analysis as well as recommendations provided by the persons involved in the project, along with a collection of good practices.

Chapter 1 presents the Best practices collected by the partners; in Chapter 2 the best practices are analysed with a view to their transferability; Chapter 3 presents how some partners have tested the best practices, using an evaluation protocol; Chapter 4 describes the situations of homeless persons in the different EU countries, and finally a practical bibliography provides useful resources.

All the results are available in French and English on the project website.

## Motivation:

*Not only did the partners collect best practices in each country, but, and this is the added value of the project, they defined a common scheme to compare them and implement some of them. The best practices identified have been analysed and evaluated. The handbook could be used by other European social professionals willing to enrich their practices. This project goes beyond the mere "observation" of others, and illustrates how a real added value can be drawn from a transnational project.*



## Coordinating body:

Sauvegarde 56- SOS Accueil - CHRS Mosaik, Lorient, France

## Contact:

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[www.ispaw.eu](http://www.ispaw.eu)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-FR1-GRU06-07065](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-FR1-GRU06-07065)

## Partner countries:





# Self-assessment of their needs by family carers: The pathway to support

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-FR1-GRU06-14362



The aim of this partnership was to support carers in becoming aware of their challenges, defining their needs and requesting adequate support, with a view to preventing breakdown situations for themselves and those they care for.

The objective of the partnership was to identify challenges and to formulate recommendations aimed at promoting self-assessment of their needs by family carers.

While the organisations represented face similar challenges, the context in which they work - in nine different countries - varies widely, particularly with regard to the extent to which family carers are recognised and supported across the EU. The partnership enabled partners from countries with less developed carer policies to become aware of the necessity to lobby for recognition of the role of carers in their countries.

The outcome has been that good practice in relation to identifying the needs of family carers has been shared across a wide number of European countries and mechanisms have been put in place to implement tools for self-assessment and training.

Recommendations in relation to how family carers can be supported have been put forward at EU level as well as national levels. But one of the key results derived from the active participation by carers themselves and their empowerment as advocates for their rights.



**Activities and results:**

All of the recommendations and results of the project have been made available in a report entitled 'Self Assessment of their needs by family Carers: The Pathway to Support', available on EST and on the website of the Confederation of Family Organisations in the European Union (COFACE):  
<http://www.coface-eu.org/en/Projects/Carers-Project>



**Motivation:**

*It takes time and commitment to set up a learning partnership involving such a range of partners, but the process has brought rewards in terms of high quality tangible outcomes as well as new confidence and skills and working relationships that can be the basis for further joint activities. The foundations have now been laid for people to take this learning further at national and international levels.*

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 Céline SIMONIN [c.simonin@unapei.org](mailto:c.simonin@unapei.org)



[www.coface-eu.org/en/Projects/Carers-Project](http://www.coface-eu.org/en/Projects/Carers-Project)  
[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-FR1-GRU06-14362](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-FR1-GRU06-14362)

# Remembering Together: Reminiscence Training for Family Carers of Dementia

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-GB2-GRU06-03610



This project partnership consisting of 11 organisations working in the area of dementia - including research, therapy, service provision - aimed to empower family carers, introducing them to the potential of 'Reminiscence' to improve communication with their relatives, to reinforce identity and to reduce social marginalisation.

Tried and tested reminiscence arts and life story approaches have been used and new ideas have been developed by the partnership. A reminiscence learning package for family carers - designed to stimulate memories of a shared lifetime and put the current situation into a longer perspective - has been created. Carers got to know one another through sharing personal memories in a group and then tried out the power of their new reminiscence skills to enliven and support their relatives.

As a result of these groups across Europe working together with the same objectives and using similar methods, an enhanced learning environment has been developed whereby partners have learned from each other and have brought to the group their own cultural perspectives and experiences which have enriched the overall group.

Carers were able to meet others in a similar situation and to extend their own opportunities for social inclusion, new friendships and integration, at a period when these are under threat.

This kind of support has strengthened the commitment of family carers to avoid institutionalisation for their relative for longer, and to cope with eventual transition from home care to care in a residential setting.



## Activities and results:

- Structured sessions to give maximum support to the carers, and help them incorporate their new learning to improve quality of their shared daily life.
- Learning packages, tested in each of the partnership countries, for the sharing of results
- On-line manual, recording the process, including responses of the family carers, their people with dementia, and staff of local agencies involved in delivering the project.

## Motivation:

*The cross national aspect of the project afforded opportunities to discuss the impact of National Dementia Strategies on dementia service provision and research around dementia, since different European countries are at different stages in terms of attracting budgetary and political attention to dementia. Working together in a European dimension allowed the partnership to pool its resources, skills and competencies and thus tap into best practice models emerging in the respective countries.*



## Coordinating body:

Voluntary Body "European Reminiscence Network", 15 Camden Row, Blackheath, London, UK

## Contact:

Pam Schweitzer, pam@pamschweitzer.com

## Partner countries:



[www.rememberingtogether.eu/ireland](http://www.rememberingtogether.eu/ireland)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-GB2-GRU06-03610](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-GB2-GRU06-03610)

# Listening to Cultures

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-GR1-GRU06-04006



This project aimed to explore innovative approaches and good practices in the field of adult foreign language teaching and learning, in particular as concerns listening comprehension skills.

Firstly, each partner conducted a needs analysis survey, whose conclusions helped to fine tune the expected results. The materials produced by teachers were also subject to “dialectical elaboration” inside each group and in many cases piloted in the classroom.

The process offered participants - language teachers and adult learners - the chance to develop a deeper understanding of each other’s culture and ways of thinking and working. The selection and elaboration of the materials, in fact, had as a criterion to reflect the culture of the target languages taught by the members of the partnership, which were all language teaching institutions.

The six partners’ meetings - which included 113 mobilities, a number which exceeded the expected one - were an essential part of the partnership, as they offered the opportunity to exchange experiences on language teaching, share parts of cultures and feelings on the common European Identity.



## Activities and results:

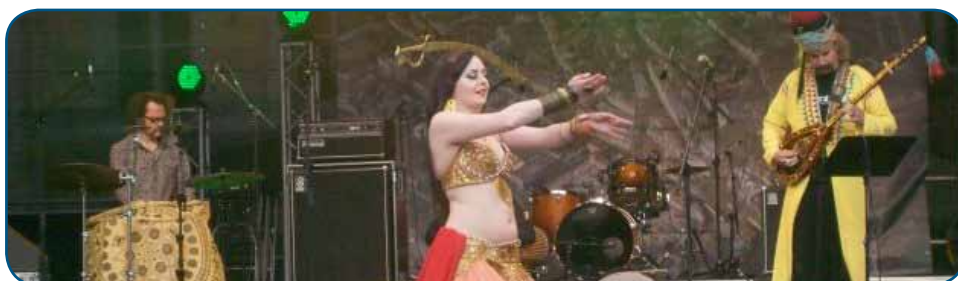
Audiovisual material was produced in 6 languages - Italian, Romanian, Greek, Danish, Estonian, Turkish - most of them less widely-used languages.

Exchange of good practices and methods on Internet based listening comprehension activities for adult language learners

An on-line educational platform was developed in all partners’ web sites. At least 3 audio materials on every language level (A1, A2, B1, B2, C1,C2) were produced for each of the target languages.

## Motivation:

*The partnership presents extremely important outcomes. Learners and teachers collaborated and the impact of the project on every person involved is really remarkable. The combination of language learning, cultural diversity and new technologies is very interesting, creative and innovative.*



## Coordinating body:

Hellenic Culture Centre, ΔΕΠΙΓΝΥ 18 – Athens, Greece

## Contact:

ΒΑΣΙΛΙΚΗ ΚΟΣΣΥΒΑ ifigenia@hcc.edu.gr

## Partner countries:



[www.eskisehiriltc.com](http://www.eskisehiriltc.com)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-GR1-GRU06-04006](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-GR1-GRU06-04006)



# Art for multicultural communities

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-HU1-GRU06-00067



This partnership aimed to explore ways through which the arts can contribute towards intercultural dialogue. Specifically, through music and improvisational theatre, the partners built ethnic, religious and socioeconomic bridges of communication between communities. Such an approach proved to be a powerful tool for influencing values, attitudes and skills, since it is holistic in nature and involves the human mind, spirit and emotions. The partnership meetings focussed on sharing and exchanging experiences and good practices, in order to use

them as models in open workshops and performances.

Among the participants there were professionals who work with diverse cultural and ethnic communities, as well as members of those communities. They were invited to share and reflect upon their own personal stories in multi-ethnic communities. Some parts of this process were recorded into digital format in order to produce, afterwards, material for an audiovisual learning tool and is available on the project websites.

“This partnership has let us gain new perspectives – states the Hungarian coordinator - regarding ways of incorporating drama and music when interacting with “the other” and working with multicultural communities. It was an opportunity to reflect: how can we live together in our diversity? What are our boundaries? What do we need to respect ourselves and the others? How can people get closer in order to see, hear, feel and share their common humanity?”.



## Activities and results:

The project's results include several performances, such as “When Peru and Szirák meet”, Open Sunday: “Meeting Strangers Making Friend”, “The first Playback performance in Cyprus”.

The partnership produced several short films: “Budapest from a different angle”, “Merging in Tallinn”, “Playback Theatre in Vienna”

## Motivation:

*The project aims are reached and they are relevant to the Grundtvig aims. The very spectacular activities and outcomes – Playback Theatre, sound record and music workshops - are appropriate to the project aims. The outcomes of the project is very colorful and useful, so the sustainability of the project results is ensured.*



## Coordinating body:

Vitakultúra Egyesület - Non-profit association, Budapest - Hungary

## Contact:

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## Partner countries:



[www.vitakultura.hu/amc](http://www.vitakultura.hu/amc)    [www.sosinet.hu](http://www.sosinet.hu)  
[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-HU1-GRU06-00067](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-HU1-GRU06-00067)

# 2009: Global Education Across the Borders - a network of central European organisations for strengthening cross-border activities on global education

GRUNDTVIG LEARNING PARTNERSHIP

2009-1-HU1-GRU06-01406



“Global education” represents a new perspective in education. The pedagogical approach of global education contributes to the understanding of current global interdependencies, individual and social responsibilities and the dangers posed by globalisation.

There is a political consensus in the four partner countries concerning the strengthened role that global education should play within general education. The headquarters of each participating organisation are located in the Central European region, and their main activities consist of global and developmental education, awareness raising.

The four partner organisations started to build up a network of Global Education Resource Centres in 2008, as an instrument for spreading information on global issues, interdependencies, migration, social justice, trade, environmental issues to a broader group of people in the societies of the four countries.



## Activities and results:

The Learning Partnership increased cooperation by sharing experiences (activity 1: Study Visits), by educating staff for a professional support in Global Education Resource Centres (activity 2: helpdesk) by developing a joint cross-border database (activity 3: database on experts and events) and an exhibition (activity 4: poster exhibition on global challenges) for a future, more intensive cross-border cooperation in the sector.

Results: Helpdesk service in the Resource Centres, Expert database on [www.gerc-net.info](http://www.gerc-net.info) website, Poster exhibition, Stronger GERC network

## Motivation:

*The theme of the project is very relevant in modern society, and the members of the partnership had significant professional background in Global education. The triple aim to build up, develop and promote a network of global education resource centres - to create a cross-border database and to realize an exhibition on global issues - were all implemented and reached. The importance of this initiative is highlighted also by the facts that teaching about global issues had no tradition, no “courseware” yet and that there are not many experts among teachers.*



## Coordinating body:

Non-governmental organisation Anthropolis Antropológiai Közhasznú Egyesület

## Contact:

Viktória Mihalkó, Bán Dávid [office@anthropolis.hu](mailto:office@anthropolis.hu)

## Partner countries:



[www.gerc-net.info](http://www.gerc-net.info)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2009-1-HU1-GRU06-01406](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2009-1-HU1-GRU06-01406)

# New Educational Journeys for Adults: Enhancing Family and Intergenerational Learning through Photography, Film and Animation

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-LT1-GRU06-02832



This partnership was based on a need to exchange teaching and learning experiences between different types of European institutions; to develop new ideas around improving family and intergenerational learning, this being one of the most innovative adult education pathways.

The project set out to explore the potential of using new media and animation activities for family and intergenerational learners and their effectiveness in developing a more creative adult learning environment. Target groups such as young parents and seniors, mainly from a socially disadvantaged context, were provided with new learning opportunities that included participating in study circles on European films, stop-motion animation film-making, photography and IT courses.

The learners from each partner country increased their intercultural awareness through discussions on the documentaries and cultural films. They were able to develop their IT skills and creativity through producing stop motion animation stories based on their family's cultural history and through creating photo albums to emphasize intergenerational ties and heritage. The activities were accessible to parents/grandparents, children, guardians/carers, and family members of different generations who learned the skills together.

The course curricula took care to incorporate learning that would offer prospects for sustainable development in their communities and which provided an opportunity to compare attitudes towards new learning possibilities. Adult trainers benefitted from new ideas, methods and approaches to adult learning through incorporating family and intergenerational activities onto their existing curricula and through learning new teaching techniques.



## Activities and results:

The outcomes of the partnership are a website and a DVD Compendium of partners' best practice including a DVD with the results of learners' activities.

DVD "Compendium" and DVD "Animations and Photos", stop Motion Animation Teaching/Learning Pack, Flyer

## Motivation:

*The project and its results are presented clearly in EST. Target groups such as young parents and seniors, mainly from a socially disadvantaged context, were provided with new learning opportunities that included participating in study circles on European films, stop-motion animation film-making, photography and IT courses. The learners also developed the ability to become more active and confidently self-expressive EU citizens. Adult trainers benefitted from new ideas, methods and approaches to adult learning through incorporating family and intergenerational activities onto their existing curricula and through learning new teaching techniques. Project results were successfully integrated not only in participating organization, but even into other organizations. Project results definitely have a European added value and are very important in the area of adult education.*



## Coordinating body:

Adult education provider Pakruojo suaugusiųjų ir jaunimo švietimo centras, Pakruojis - Lithuania

## Contact:

Rima Leimontiene, rimaleimontiene@gmail.com

## Partner countries:



[new-interzoom.blogspot.it](http://new-interzoom.blogspot.it)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-LT1-GRU06-02832](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-LT1-GRU06-02832)



# Academy of New Possibilities - Parents Schools as a Way of Increasing Competences Connected with Looking After and Educating of Children

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-PL1-GRU06-11411



The project was especially aimed at parents, coming from disadvantaged families with lack of good learning experience in the education of their children. The main goal of the project was to provide conditions for personal development and to increase knowledge and competences in parents education area (how to be better parents).

The main activities consisted in organizing workshops - educational groups to support families with educational problems and parents schools - meetings for parents where the parents learned how to communicate with their children without violence. They also had a chance to know the interests of their children and learn how to develop them. Workshops for parents were organized by partner organisations on local and also on international level.

The result of the common work is a booklet with educational ideas for the parents and advice on how to spend free time actively with the children. A website focussed on parents' support was created, with an Internet forum, where parents and teachers can exchange experience on how to educate their children.



## Activities and results:

- Brochure
- Forum for parents and professionals
- Parents' school
- Presentations of concepts and methods of working with parents
- Scenario of workshop
- Poster
- Family education programme
- Training for parents
- Website

## Motivation:

*Tangible results which can be used in further on-going work of partners (brochure, presentations, scenarios). Many of them are available in the EST database. The results could be also used by other interested bodies and the project had significant impact both on staff and learners participating in terms of their professional and personal development. All partners integrated the results very well with their ongoing activities.*



## Coordinating body:

Ośrodek Pomocy Społecznej w Swarzędzu, Social Care Center in Swarzedz, Poland

## Contact:

Wacław Rożek, ops@swarzedz.pl

## Partner countries:



[www.academyofnewpossibilities.pl](http://www.academyofnewpossibilities.pl)

[www.europeansharedtreasure.eu/detail.php?id\\_project\\_base=2010-1-PL1-GRU06-11411](http://www.europeansharedtreasure.eu/detail.php?id_project_base=2010-1-PL1-GRU06-11411)

# Library of My Dreams

GRUNDTVIG LEARNING PARTNERSHIP

2010-1-TR1-GRU06-16583



“Library Of My Dreams” is a project which aims at an exchange of knowledge and experience regarding lifelong learning, and of library service and applications to increase the reading rate in adults in the partner countries. To reach this aim, various activities were implemented. One group of activities concerned public awareness campaigns. To increase public awareness, posters and brochures were published: they introduced the project and gave messages regarding the project and the importance of books, reading and libraries. Additionally, various activities like informing people, attendance to festivals, book fairs etc. were implemented. Besides the public awareness activities, study visits were organised to partner countries, to visit lifelong learning organisations, libraries and to share, knowledge and experiences regarding the library services, lifelong learning strategies and applications.

All these activities contributed to share not only the methodologies but also the cultures. After the events and study visits, the experience of the participants (both learners and staff) were reflected in the outcomes of the project, to give light to the other studies and people in the field. Thus, activities for increasing public awareness through public awareness campaigns were carried out during and after the project. The experience of the participants were so valuable to keep for themselves, therefore they reflected the project from their point of view through the outcomes of the project like “The Book of Library of My Dreams” and “The Film of Library of My Dreams”.



## Activities and results:

- 1- Book of “LIBRARY OF MY DREAMS”
- 2- Film of the Library of My Dreams
- 3- Library of My Dreams Handbook
- 4- Survey Project newspaper, 4 editions



## Motivation:

*The final report was very well prepared and included all activities, work plan, outcomes/results and evaluation activities and results, all presentations, exchange videos and photographs in the beneficiary website. One group of activities concerned public awareness campaigns. A seminar for local awareness was organized in Turkey as a kick-off meeting. The required transnational mobilities took place with the participation of 8 staff members and 16 learners. All project outcomes/results mentioned in the final report were inputted with a wealth of details in EST.. All partners in this partnership have had the opportunity to meet people from other countries and work with them, comparing their best practices and exchanging their experiences Posters were published and displayed on the wall, in the front entrance of the organisation and other appropriate areas. The beneficiary website was also used for dissemination purposes. The Turkish partner also organised a book fair. Additionally, newsletters were published and distributed locally.*

## Coordinating body:

Kocaeli Buyuksehir Belediye Baskanligi (Municipality of Kocaeli), Kocaeli, Turkey

## Contact:

Hacer Zeynep Yurtoglu Tetik zeynepyurtoglutetik@gmail.com

## Partner countries:





# Free Age: senior volunteers meeting young disabled people

GRUNDTVIG SENIOR VOLUNTEERING PROJECT

2010-1-IT2-GRU14-14758



“Free Age: Senior volunteers meeting young disabled people” is a social project whose main aim is to increase senior volunteers’ personal and intercultural skills. It was carried out through the cooperation of two partners both involved in the assistance and care of disadvantaged groups; in particular the project activities consisted in an exchange of senior volunteers, six for each organization, between Uniamoci Onlus and Werk Diakonisches in Bremen. The main focus of the project was the relation between the senior volunteer and the disabled people.

According to the Action Plan on adult learning that suggests that is necessary to “focus on those who are disadvantaged”, the senior volunteers belonged to disadvantaged groups (migrants, older people, women or persons with disability). They had the opportunity to make an extraordinary experience abroad helping, through their work, the disabled people of another country to reach social inclusion.



## Activities and results:

A dedicated website for “Free Age: Senior volunteers meeting young disabled people” was created, showing all the info about the project and its product. The partners also created a booklet that includes a description of the project, its main aims, the undertaken activities and some articles written by the participants about their experience and feelings.

## Motivation:

*The project activities allowed a virtuous cycle of non formal learning for the senior volunteers, through the sharing of experience, knowledge and methods with the hosting organization. The volunteering activities abroad increased the senior volunteers’ personal, social, intercultural and linguistic skills and made them aware of their role as active citizens in the European Union. Thereby the project strengthened the statement in tips and resources for a good project “volunteering is increasingly recognised as a very valuable informal learning experience for people of all ages. Senior volunteering in particular has been recognised as a way of offering new learning opportunities to senior citizens in Europe”.*



## Coordinating body:

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## Partner countries:



[www.unitedforever.it/freeage](http://www.unitedforever.it/freeage)

[www.programmallp.it/estsearch/detail.php?id\\_project\\_base=2010-1-IT2-GRU14-14758](http://www.programmallp.it/estsearch/detail.php?id_project_base=2010-1-IT2-GRU14-14758)



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