

## Table of Contents

<b>Foreword</b> .....	5
Citoyens d'Europe – Cittadini d'Europa: Vers une identité plurielle .....	6
Project TIVE - Traditions and Innovations in the Vocational Education .....	7
Cooperation between the educational institutions and parents providing qualitative education of the primary school children.....	8
The Czech Republic and Bulgaria –natural resources and common cultural heritage .....	9
Bringing Ideas Into Life.....	10
The European Capitals By Means Of Children's Art .....	11
The magic of the ACTIV Board – European reality in school.....	12
Away but so bosom companions.....	13
Pathway to Success .....	14
Education in Tourism Services .....	15
Environment Protection - Healthy Life Style.....	16
LP-model and inclusion. Learning Environment and Pedagogical Analysis, a way to strengthen inclusion in schools.....	17
Healthy Young Minds .....	18
Flensburg-Linköping-Inclusion-Project.....	19
Comparative study on the school system in Galicia (Spain) and Bavaria (Germany) .....	20
KINEMA-REGIO: Intercultural film education in a German-French dialogue between the federal state of Lower Saxony and the region of Upper Normandy .....	21
Evaluation And Innovation Of Follow Up–Systems For Children Of Occupational Travellers - EVIS -22	
Key competency to get a job .....	23
Von der Bindung zur Bildung - Entwicklung eines Präventionsmodells.....	24
Dropout Prevention in Schools (DROPS).....	25
Climate Change: European Students Take Steps To Preserve Their Environment .....	26
ISATT - “ICT in <b>S</b> chool, <b>A</b> dmistration and <b>T</b> eachers’ <b>T</b> raining” .....	27
NETtiquette-nett im NET .....	28
„Musik kennt keine Grenzen - Music knows no bounds“ .....	29
ABC of sustainability - Alkmaar, Bonn, and more - Small Worlds, Large World .....	30
„Bildung für und mit Europa“.....	31
ILIS- Individuelles Lernen im Schüleraustausch .....	32
Schools as Centers for Self-Organized Learning – Effective Use of ICT in Notebook Classes - “LiNK” - Lernen in Notebook-Klassen .....	33
Supporting Organisational Independence through the Effective Knowledge Transfer of Best Educational Practice across European Partners.....	34
Support from Schools for Heavily Handicapped Young People in the Phase of Preparation for Adult Life .....	35
Regional learning experiences and environmental learning between Põltsamaa and Mänttä-Vilppula36	
Innovative School Management for better School Environment (School Sustainability) – “VELTIOSIS”. .....	37

Learning communities by using robotics .....	38
ISTCD: In-Service Training on Cultural Diversity .....	39
Co – operating for a better education .....	40
Feel The Nature (Natura 2000) .....	41
“Intercultural Education in two multi-cultural educational EU Regions: the Eastern Macedonia – Thrace Regional Directory, Greece, and the Provincial Office for Education and Culture of Larnaca-Amoxostos, Cyprus: status quo – prospects” .....	42
Crossing networks for content and language integrated learning (cn4clil) .....	43
Riveira-Vieste: La Cooperación Comunitaria Para La Resolución Pacífica de Conflictos Socieducativos .....	44
The Mask of Love .....	45
SPICE - A Cooperative Project Involving: Students, Parents, Interculture, Community and Education	46
The method of working the language skills throughout the school life.....	47
Framework for Inter-Regional Achievement - FIRA .....	48
Let’s play theatre to cross borders - (Fem teatre per travessar fronteres).....	49
ADS Ability Development Schools .....	50
Classical culture for the construction of a European citizenship .....	51
HI-STEP, Pupils' European Partnership.....	52
Our School Is Our Heritage (La Scuola è il nostro Patrimonio).....	53
ActivArt - Artistic workshops to develop the creativity of European pupils.....	54
Come & Sing - Popular Traditions .....	55
Youth Educational Systems (YES).....	56
Eco Schools’ Net .....	57
B.R.E.A.K. for Your European Career! Build, Reinvent, Evaluate, Acquire Knowledge for Your European Career! .....	58
School children immigration in Rheinland-Pfalz (Germany) and Le Marche (Italy) Experiences of INclusion and HOPES of integration “InHope” .....	59
Doppio focus su Scienze e Lingue - (Double focus on sciences and languages) 2FocuScienzeLing.UE .....	60
One more brick for the bridge.....	61
Crescere Ed Apprendere In Rete – Cre.A.Re. - Net-Education And Learning .....	62
The arts of difference.....	63
Palla senza confini Ball beyond borders Žoga brez meja .....	64
Novecento ( <i>twentieth century</i> )... or <i>creating or modifying borders</i> .....	65
Milan-Paris: le Fil de la Mode (MI-PA: the Thread of Fashion) .....	66
Further secondary and vocational education opportunities and development for hard of hearing students .....	67
Public cooperation of Latvia and Bulgaria regions for integration of children with special needs into educational process / LABU for CHILDREN .....	68
Modern Approach Towards Education Promotion .....	69
Motivated Students Build Their and Our Future .....	70
Comenius Cup.....	71
Bridge. Connecting Small Villages .....	72

UniARTE-Experiment Kunst.....	72
FLiP - Future Learning Perspectives.....	74
Lernen von- und miteinander .....	75
Learning from the differences.....	76
Pre-school cultural education .....	77
Complex solutions for improvement of students' vocational skills .....	78
Earth – Our Home .....	79
Cultural activities in school education – Polish and Hungarian experience .....	80
From the school supervision and external examinations results to the evaluation of the quality of the school work – sharing experiences between Małopolska and Reinland-Pfalz regions in creating optimum conditions for school development. ....	81
Local educational initiatives in European Union.....	82
Multicultural mix – yesterday and today .....	83
Better together than apart- How to build bridges instead of walls.....	84
Educational systems in Poland and Austria in the professional aspect and the labour market.....	85
Columbus in Education – A Cruise For a New Reality.....	86
ENCUR – Enhancing Curriculum Relevance .....	87
Regional Network for Inclusive Education.....	88
Comparing Educational Systems .....	89
The communication between school and authorities involved in education – an important factor to improve the schools European dimension .....	90
New approach and normative in qualitative pre-primary school education.....	91
Biblioprevention.....	92
EUR-EMSET: Excellence in mathematics and the natural sciences, environmental education and technology: a European approach to enquiry-based learning.....	93
A Partnership Approach to Inclusion, Equality and Diversity of Different Ethnic Groups of Pupils.....	94
Future learning environment .....	95
ECO Travel: Working Internationally in Schools (ECO-TWINS) .....	96
TRESCO Training and Enterprise to promote social, community and economic cohesion.....	97
Teaching Across The Primary Curriculum Through A Foreign Language .....	98
Exchange Intercambio – Education and Arts .....	99
Sharing Resources for Innovation and Cohesion (ShRINC).....	100
What's the Story .....	101
The Writing on the Wall – a collaborative European research project exploring anti-social behaviour, criminal damage and arson within the school environment .....	102
Shrinking the Channel .....	103
Swansea- Silesia Partnership in Learning.....	104
Collaborative Learning in Information Communication Technologies. CLICT .....	105
CAERDYDD- WARSAW INTEGRACJA Project .....	106
The Samphire- Zeekraal Inclusion Project (ZSIP).....	107
Exploring and Improving participation activities for young people within a Local Authority .....	108
Career Pathways in the Education Sector (CPES) .....	109

Model United Nations .....	110
Creativity to Break Barriers to Achievement.....	111
MILE – More Inclusion, Less Exclusion.....	112
Community Cohesion through Collaboration (3 Cs).....	113
Bilingual Learning in Schools and Libraries - BLISL .....	114
Building bridges between countries through leadership in sports .....	115
The Green Way – Developing Sustainable Schools .....	116
Family Matters .....	117
Sharing Sustainable Landscapes.....	118
Quality Improvement and Language Learning .....	119
Personalisation and Innovative Pedagogies .....	120
Cultural Awareness and Skill Sharing (CASS).....	121
Integrating Content, Culture and Language - the Learner's Perspective.....	122
Promoting Language Capacity (PLC).....	123
Arts, Language and Cultural Identity .....	124
Using new Language the classroom: the pedagogy of integrating language and learning into extra curricular experiences .....	125
Transformational Change Through Partnership.....	126
Increasing Literacy Skills.....	127
Joy for learning .....	128
CREATE; Collaboration in Education Aiming Towards Employment.....	129
Performance Management and Self Evaluation for Qualified Education in Europe.....	130
Violence at School.....	131
LEARN to TEACH .....	132
My Sweet Digiworld .....	133
Using Information Technologies Effectively In Educational Activities .....	134
Preventing violence in 5 steps in education environments project.....	135
LiFeTea: Live, Feel, Teach: Social Bridges of Education .....	136
Isolated Schools Are Ladders Reaching Nowhere.....	137

## Foreword

The 2009 Comenius Regio Partnerships Compendium has been prepared for participants in the Comenius Regio Conference.

The conference aims to provide opportunities for the representatives of regional and local education authorities implementing Comenius Regio Partnerships to reflect on the achievements of their projects over the last 2 years. It also provides a chance to discuss the challenges which lie ahead for school education in Europe, and in which regional and local authorities play a crucial role. Above all, the conference is designed to facilitate the creation of networks of European regions, in order to lay the foundations for future collaboration between them.

The purpose of this publication is to offer you a summary overview of the Comenius Regio Partnerships implemented in the period 2009 - 2011. It contains information on the projects' objectives, main results and impact in the partner regions. We do hope that this booklet will allow you to identify projects and topics of interest and will facilitate formal and informal networking during the conference.

For practical reasons, projects presented in this Compendium are only those selected in 2009. They are in the official alphabetical order of the name of the country of the coordinating region (partner region 1). In some cases, for reasons of space, we have shortened the project descriptions.

<b>Project Title</b>	Citoyens d'Europe – Cittadini d'Europa: Vers une identité plurielle
<b>Partnership ref number</b>	2009-1-BE2-COM13-00514-2
Partner Regio 1	
<b>Coordinator organisation:</b>	- Ville De Dinant (Belgium)
<b>Partner organisations:</b>	- Athenee Royal "Adolphe sax" – section fondamentale - Ecoles communales de Falmignoul et Dréhance - Ecole fondamentale libre subventionnée du Collège de Belvue - ASBL Comité Scolaire Paroissial Saint Perpète - Ecole primaire libre subventionnée de Neffe - Ecole libre St. Martin - Ecole Fondamentale Libre de Thynes - Académie de la Musique de Dinant - Centre Culturel Régional de Dinant ASBL - Association Internationale Adolphe Sax ASBL - Maison du Tourisme Haute-Meuse - Les amis de la Salle Sainte-Anne ASBL - Agence de Développement Local
Partner Regio 2	
<b>Coordinator organisation:</b>	Regione Umbria (Italy)
<b>Partner organisations:</b>	- Scuola secondaria di primo grado "Franco Rasetti" - Direzione Didattica 2 "Franco Rasetti" - Istituto di Istruzione Superiore "F.lli Rosselli" ITC + IPSIA - Association "Laboratorio del Citadino ONLUS"

### Objectives of the project:

The general objectives of the project were the development of the European dimension in education from the perspective of the improvement of the regional training offer.

They aim, first of all, the knowledge of a different European culture through the development of more and more effective territorial networks for the integration of all the subjects at several grounds involved in the systems of the formal learning (territorial and educational institutions) and non-formal (associations) Secondly, they aim to improve, the quality of teaching, but also of the educational policies through the analysis and the comparison of the training offer in order to develop the concept of European citizenship.

CEVIP project starting point was the landscape (nature and heritage), cultural (artistic) and relevant person (scientists and humanists) affinity and common visions on education between the two partners.

### Main results and conclusions:

The results were the continuous improvement of the interaction among the partners involved in the project (regional authority, schools and association).

In addition the partners had the opportunity to highlight the differences (strengths and weaknesses) between the school-educational systems.

Furthermore, other institutions working in the field of culture and tourism were involved in the project. The experimentation of laboratory didactic methodologies, turned to activate the learning and cooperative practices through the motivation, enthusiasm and participation of pupils. Finally, the relationship between school and family found new forms of interaction.

### Impact and use:

The project created a long lasting cooperation between the partners involved (submission of proposals to Comenius Regio involving also different partners).

An additional impact of the partnership was the multiplication of interest and creation of other partnerships among teachers and organisations in different projects (Comenius-Grundtvig, Leonardo and twinning between the two cities).

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<b>Project Title</b>	Project TIVE - Traditions and Innovations in the Vocational Education
<b>Partnership ref number</b>	LLP-2009-COM-RP-07
Partner Regio 1	
<b>Coordinator organisation:</b>	RIE Sliven (Bulgaria)
<b>Partner organisations:</b>	Vocational High School of Construction and Geodesy "Arch.Georgi Kozarov" – Sliven Vocational High School of Agriculture - Nova Zagora Vocational High School of Textile and Clothing "Dobri Jelyazkov" – Sliven Professional High School of Economics Prof. Dr. Dimitar Tabakov - Sliven Vocational High School of Mechanical Engineering – Sliven School for Disabled Students "Dr. Vlasaki Shumanov" – Sliven Technical university – Sofia, Branch –Sliven
Partner Regio 2	
<b>Coordinator organisation:</b>	Provincial directorate of national education Manisa MEM – Manisa (Turkey)
<b>Partner organisations:</b>	Vocational high school for disabled children - OGRETMEN SUKRAN BILGINER EGITIM UYGULAMA OKULU ve IS EGITIM MERKEZI National centre for training and consultation - MANİSA REHBERLİK VE ARAŞTIRMA MERKEZİ UEMTEM foundation for vocational education – the city of Manisa POLINAS industrial vocational high school

### Objectives of the project:

1. How the vocational education and training answers the requirements of the labour market;
2. How the system of continuing education and the lifelong learning process answers the needs of business;
3. How the business needs of qualified employees are related to the vocational institutions;
4. Whether vocational education and training are in accordance with local and national strategies of economical development;
5. How the pedagogical staff qualification could help improve vocational education;
6. What best traditional approaches and innovative practices could be used to improve the quality and efficiency of vocational education and training;

### Main results and conclusions:

We have identified the problems facing vocational education and suggested ways to improve. System guidance and counselling; Improvement of equipment; Partnership with universities; Partnership with businesses in the sector; Training of teachers in a real production environment, associated with new technologies within a company; Initiative of vocational schools for adult education.

Create a system for career guidance and counselling; Expansion of cooperation with employers: Participation in the development of educational documentation - curricula; Commitment to upgrading facilities for professional training of students - financial support; Participation in the examinations for the acquisition of professional qualifications; Providing jobs for conducting the study and practice in real conditions. Adult education - vocational training at vocational schools, including specific requests from industry organizations and real business; Work on projects; Partnership with universities.

### Impact and use:

The project will be useful for both partners, not only because vocational education and economic development are important factors in Sliven and Manisa but also because the first and most serious step is to study in-depth the system of vocational education for educational institutions and the local partner community and to create opportunities for future cooperation between identical organizations.

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<b>Project Title</b>	Cooperation between the educational institutions and parents providing qualitative education of the primary school children
<b>Partnership ref number</b>	2009-1-BG1-COM13-01657 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Regional Inspectorate of Education – Vratsa (Bulgaria)
<b>Partner organisations:</b>	St. Sofronii Vrachanski Primary School St. Sofronii Vrachanski Board of the School Trustees
Partner Regio 2	
<b>Coordinator organisation:</b>	Casa Corpului Didactic Prahova- Ploiești (Romania)
<b>Partner organisations:</b>	Școala cu clasele I-VIII "Sf. Vasile" Ploiești Comitetul reprezentativ al părinților, Ploiești

### **Objectives of the project:**

Development and exchange of good practices directed to cooperation between the educational institutions and parents, to provide qualitative education for primary school pupils.

Acquiring knowledge for application of successful methodological patterns for teaching primary school children foreign languages and ICT; raising of the beneficiaries' individual and institutional capacity through exchange of good European practices; raising the motivation and activeness of parents for providing qualitative education of their children.

### **Main results and conclusions:**

Products: Presentations about the educational systems in Bulgaria and Romania and about the peculiarities of foreign language and ICT teaching in the primary school; article on the project in Azbuki newspaper (iss. 10, 2010); two bilingual films; two bilingual brochures; bilingual collection of five countries thematic practices reports; conference; training for sharing the acquired experience with 200 pedagogues not included in the partnership; interactive practice "School for parents".

Methods: Exchange of ideas and good practice; increased beneficiary knowledge of effective cooperation between the educational institutions and parents.

Experience: in the management and realization of region partnerships; for encouragement of key social and citizenship skills acquirement; individual experience gathered by the beneficiaries.

The partnership is realised with the participation of a large range of experts and parents, who raised the individual and institutional capacity for sustainable trans-border cooperation and increased the European dimension of the Bulgarian and Romanian primary school education.

### **Impact and use:**

Realized successful cooperation among the educational institutions and parents and led to improved quality of education and processes of primary school pupils' personality formation.

Acquired knowledge and skills for the application of successful European practices, developed components for better European and world integration by the beneficiaries – experts, pedagogues, officials, and parents. Directly received European added value from them. Activated use of the ICT and foreign languages through purposeful project activities and practical resources among the partners.

Provided opportunity for multiplication of positive effects on the project activities and out of the partnership limits.

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<b>Project Title</b>	The Czech Republic and Bulgaria –natural resources and common cultural heritage
<b>Partnership ref number</b>	LLP-2009-COM-RP-02
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality of Sliven (Bulgaria)
<b>Partner organisations:</b>	Grammar School of Maths and Natural Sciences Sports School “Dimitar Rohov” SNC “Ekoproekt – Sliven” Society Development Foundation
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality Mosty u Jablunkova (Czech Republic)
<b>Partner organisations:</b>	Elementary school Mosty u Jablunkova Infinity-progress NGO

### **Objectives of the project:**

Research has commenced into the Czech – Bulgarian relationships at different historical stages with a view to encouraging the intercultural dialogue as an opportunity to enrich the common European values, to inspire a spirit of tolerance to the diversities and acquaintance with other European cultures.

Favourable conditions have been provided for a large number of people involved in education to meet, to become acquainted with one another, to communicate in a foreign language, to exchange experiences, to work in teams, and to produce together the project end products, to establish lasting contacts between the participants, which, during the course of the action, led to an increase in the motivation for lifelong learning.

The fulfilment of the aims envisaged has caused the participants to grow in self-confidence as they have become aware of their substantial contribution to the world history and of their own place in united Europe. The participants have established long-lasting partnerships, they have exchanged ideas in the widest possible aspect, and they have increased their competences, lowered the language barrier and broadened their cultural and language horizons.

### **Main results and conclusions:**

During the first year of implementation of the project, the activities were dedicated to the topic “Nature and healthy lifestyle – education in natural sciences”.

A number of competitions were organized (photo competitions and, as a follow-up, exhibitions arranged both in Bulgaria and the partnering schools in the Czech Republic), concerts and festivals were held in the schools, marking the World’s Water and Earth Days. As a result, a lot of practical ideas were exchanged, increasing the teachers’ competences. Some of the end products were produced, for example: 100 calendars for 2010 and 100 calendars for 2011 were designed and printed; two issues of 50 copies each of school newspapers as well as an information bulletin with a circulation of 100 copies were released, popularizing the project and raising the communities’ awareness of the natural and cultural heritage of both regions.

On World Earth Day the students in the two partnering schools repaired the fences, planted trees and bushes, and installed benches in the school yards, thus improving the learning environment and raising the students’ awareness of the importance of the natural surroundings.

### **Impact and use:**

For the pupils and staff - The work on the present subject so far has enriched knowledge of the rich natural heritage and the common historical and cultural development of the Slavonic nations, which deserve their place among other European countries. The students and teachers participating have started research into the rich language and literary heritage, which they are promoting and will further promote through the end products. They have also increased their awareness of their national identity and grown in confidence and self-esteem because of their common Slavonic appurtenance.

For the institutions involved - The work on the project has united the efforts of the participating schools as educational institutions so as to preserve the cultural and historical heritage of each European country in all its diversity.

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<b>Project Title</b>	Bringing Ideas Into Life
<b>Partnership ref number</b>	2009-1-BG-Com13-01661
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality Of Sofia - Izgrev District (Bulgaria)
<b>Partner organisations:</b>	105 School "Atanas Dalchev" Association "Child's Friend"
Partner Regio 2	
<b>Coordinator organisation:</b>	Casa Corpului Didactic - Teachers Resource Centre (Romania)
<b>Partner organisations:</b>	Scoala Gimnaziala Nr 12 Miron Costin –School County School Inspectorate Asociatia Modern Language And Computer Centre

### Objectives of the project:

This project is intended to serve as a basis for creating a viable partnership between municipal authorities, teaching institutions, educators and artists from the two European countries Bulgaria and Romania, whose combined efforts will be aimed at multiple goals such as:

- Increasing the role of European culture and art in the process of education.
- Suggesting and implementing examples of child friendly educational methods and practices, enriching the teaching/learning process through involvement of cultural and artistic issues.
- Objectives focus on all various target groups and cover a broad variety of thematic areas: intercultural education, promotion of equal opportunities, integration and fight against racism and xenophobia.

### Main results and conclusions:

#### 1. Persons and institutions involved:

Enrichment of teacher's pedagogical skills and increased knowledge about European art and culture. Positive changes of attitude of participating teachers and students to the teaching/learning process. Sustained motivation for implementation of project outcomes. Higher level of international collaboration and partners' support.

Direct and visible increase of children's interest in learning. Sustained improvement of their results.

#### 2. Other schools/institutions and society at local and national level;

Practical involvement of local and national artists in the teaching/learning process. Giving new value to dissemination activities, ensuring fuller understanding and acceptance of project ideas in broad social circles.

Ensuring the engagement of educational institutions, ministry departments and decision makers in the sustained development of project ideas and their broad scale implementation

3. Internationally: Positive changes at an European level will come as a result of the successful implementation of project ideas and results at national level within the various target groups, and mainly through arousing the interest of teachers, experts and socio both in participating and non-participating institutions.

### Impact and use:

The main products will be broadly disseminated through ITC: Internet using all available space in community and national web sites, making use of different possibilities: links to our main project web site, informative articles on specific research, practice and results in the media ( press, radio and TV broadcasts).

We believe that the joint efforts of all participants will lead to most inspirational sharing of experiences and lead to results. The "Euroteque" will be a good resource not only for children and teachers at a national level, but also to all future partners and different international institutions. It will give a base for special European events, and a good example for schools and institutions from all over Europe.

We expect a broader impact of the project results on school curricula and the quality of other projects inspired by our work.

Important guarantee for sustainability is the positive effect from the inclusion of prominent national artists and authorities, the initiation of experience sharing and specific consultancy circles for children, teachers and parents.

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<b>Project Title</b>	The European Capitals By Means Of Children's Art
<b>Partnership ref number</b>	2009-1-BG1-COM13-01627 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Education Inspektorat Sofia-city (Bulgaria)
<b>Partner organisations:</b>	2 SOU „Akademik Emilian Stanev” National Historical Museum
Partner Regio 2	
<b>Coordinator organisation:</b>	Regional Departement Of Primary And Secondary Education Of Attica (Greece)
<b>Partner organisations:</b>	6th High School Of Zographou Gounaropoulos Museum

### **Objectives of the project:**

1. The partnership has the goal of establishing good relations between Bulgaria and Greece, to exhibit joint work between the two countries.

Children from both sides will prove with their work that they are citizens of Europe and part of the big European family.

2. The main goal of the project is to look at the big theme – The big European family; to look for the roots of the ancient European history and to prove that the differences in the past underline today one big, common picture of the common European culture with common characteristics of all countries and with preserved national differences and national identity.

3. To achieve our objectives we will use working groups, individual and joint work, distribution of the tasks between the participants, discussions about the more meaningful details of the project and reports.

The aim of the current project is to improve the quality of the international education in our two regions, by encouraging teachers, parents and regional public to cross the cultural barriers between them and create a museum for the European capitals. For this purpose we plan to select a room in our own school which can function as a museum. In this space the students will be able to exhibit their miniatures, photos, articles, songs, interviews and any kind of creative products of research and artistic expression they may come up with.

The museum will be a vital part of our school life and a centre for activities and personal involvement into learning. Students will be able to learn through joy and creativity. The museum will enrich the school with fresh ideas and a sense of accomplishment by means of co-operation and positive spirit.

We will follow an interactive pedagogical approach encouraging the students to create for themselves. We will be there to monitor their performance, provide them with positive feedback, helping them in any way possible so as to overcome their drawbacks, build self-confidence and work towards a common goal. The teachers and the museum hosts will act as initiators and facilitators in the process of active Learning.

### **Main results and conclusions:**

We hope that our project has a huge meaning about development partnership between two partners.

Our experience in this project will be started the next education project between two countries and we will be collaborate another partners with big European areas.

### **Impact and use:**

The booth museums (and future students) and project work at the two schools will be ongoing, closing within the next five years. We will continue cooperation between Athens and Sofia after the project. We will arrange exchange between art schools in Sofia and Athens and will involve museums in Athens and Sofia to inspire more students to visit these places and learn more about art through Europe.

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<b>Project Title</b>	The magic of the ACTIV Board – European reality in school
<b>Partnership ref number</b>	LLP – 2009 – COM – RP - 04
Partner Regio 1	
<b>Coordinator organisation:</b>	Regional Inspectorate of Education –Shumen (Bulgaria)
<b>Partner organisations:</b>	Panayot Volov” Primary school Yovan Ekzarh Balgarski“ Comprehensive school ICON - company for delivery of communication services
Partner Regio 2	
<b>Coordinator organisation:</b>	Direcção Regional de Educação do Algarve, (Portugal) Agrupamento Vertical Professora Diamantina Negrão
<b>Partner organisations:</b>	Escola Secundária José Belchior Viegas FRAPAL – Federação Regional das Associações de Pais do Algarve

### **Objectives of the project:**

Coordination and organization of activities, related to development and exchange of good practices between partners from Bulgaria and Portugal in the realm of educational and out-of-class activity connected with the use of the modern Information and Communication Technologies – ACTIVE Board – in school.

Encouraging the use of innovations in the pedagogical methods and resources by pedagogical personnel in their educational and out-of-class activity; encouraging using the ICT technologies – ACTIV Board – and formation of educational materials based on Information and Communication Technologies in a multilingual and multicultural environment

### **Main results and conclusions:**

Development and elaboration of the professional competences of a major part of the pedagogical personnel in the direction of an effective using of the ACTIV Board in the educational and out-of-class activity. By the beginning of 2011 a major part of the pedagogical personnel in the region of Shumen have attended training courses, qualification courses and workshops.

Raising student’s interest and motivation for a responsible and active behaviour in the educative process.

Elaborating and distributing of products based on ICTs – lesson items, a holiday calendar, leaflets, didactical sets, etc.

Modernization of the school environment. The number of schools and kindergartens provided with and using the ACTIV Board in the educational process is increasing.

Exchange of good practices with the partners from Portugal with regard to providing and effective using of contemporary technologies in the educational institutions.

Distribution and popularizing of the products of the project activity via media, web pages, workshops, conferences, etc.

Elaboration of the project activities by network interaction between specialists from different educational institutions – Regional Inspectorate of Education, Ministry of Education, Youth and Science, Institutes of higher education.

### **Impact and use:**

To a major degree, the project activities bring an essential and positive change in the style and methods of interaction between the participants in the educative process and in the active attitude of the educational institutions and the public towards improving the quality of education. The activity of school administrations is being activated towards a modernization of the educational environment. Parents, the public and the institutions support the innovative approaches and are ready to give assistance to their effective using in the educative process so that the European dimension in the school education can be reinforced.

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<b>Project Title</b>	Away but so bosom companions
<b>Partnership ref number</b>	COM-REG-2009-001
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality of Uničov (Czech Republic)
<b>Partner organisations:</b>	Primary school Uničov Municipal cultural centre of Uničov
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality of Łędziny (Poland)
<b>Partner organisations:</b>	General secondary school with integrated departments nr 2 im. G. Morcinka Municipal public library

### **Objectives of the project:**

The aim of the project is to encourage towns and organisations to co-operate together, to develop the partnership and to learn more about both partners' history as well as present. The partnership also supports friendship among all project participants.

The co-operation among the towns and libraries brings the opportunity of the deep recognition of the history not only for us but also for other citizens of all regions. Common project supports co-operation on other development of partnership of the individual subjects. Common meetings are an opportunity for exchange of professional skills as well as experiences.

Being involved in the project, the pupils are encouraged and motivated to learn about new countries, their cultures, histories, traditions. By comparing them with their own country, the pupils first learn to appreciate their own homeland and to tolerate the others. The pupils also learn teambuilding and teamwork in the international context; also they learn different ways of approaching different topics.

### **Main results and conclusions:**

The main result will be a common publication about the most important buildings of both regions and its exhibition. Activities connected with preparation of the publication will contribute to development of pupils' skills. The publication will help the new generation develop cooperation and friendship. It will be a source of information for further projects partners. Another result will be photos and a list of participants from common meetings.

The project results will be used for presentation of our regions and motivation of other organisations to develop co-operation between our regions. The results will also support the knowledge development about our both regions, which will also be attractive to tourists to our regions.

### **Impact and use:**

Participation in the project helps the pupils get familiar with using of ICT (taking photos, searching data and text processing, graphic design results...). During these activities the pupils use their practical experiences which they obtain at school, moreover, they learn to solve the problems in creative ways.

Teachers gain information about the school activities and about history of education in other countries. Cooperation among teachers from partners' school and common discussions about education methods and forms will help in their professional development. Library staff will gain new experiences how to work with readers and increase quality of their job. This qualification could be used in extension of library services. Authorities will gain information about different systems of school management in other countries.

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<b>Project Title</b>	Pathway to Success
<b>Partnership ref number</b>	COM-REG-2009-002
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality of Šumperk (Czech Republic)
<b>Partner organisations:</b>	Happy Kindergarten, pre-primary school in Šumperk Pedagogical-psychological counselling of Olomouc region
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality of Prievidza (Slovakia)
<b>Partner organisations:</b>	Pre-primary school in Prievidza Educational and psychological counselling and prevention centre, Prievidza

### **Objectives of the project:**

- Systematic support and care of exceptionally gifted children in kindergartens which includes:
- developing, elaborating and improving quality of teachers' education in kindergartens in the given field through seminars, workshops, interactive workshops and field trips to schools which are engaged into education of exceptionally gifted children
- creating methodology for kindergarten teachers as a complex material concerning exceptionally gifted children issues and working with them, including basic pedagogical principals and approaches which can be applied while working with exceptionally gifted children in kindergartens
- implementing group integration of exceptionally gifted children into ordinary kindergarten classroom in both partner towns since September 2011
- objectives of the project are in accordance with State Educational Politics of both participating countries and with Long-term Plan for Education and Development of Educational System in Olomouc region, the Czech Republic

### **Main results and conclusions:**

- Publishing brief informational material about the project and its publicity
- Publishing informative leaflets for parents
- Creating and publishing booklet "Methodology of working with gifted children in kindergartens" including worksheets, supplemental activities and appropriate games which can be used in kindergartens
- Improving the quality and expanding exceptionally gifted children diagnostics
- Founding methodology centre for teachers working with exceptionally gifted children and for their parents in Happy Kindergarten which is engaged in the project
- Systematic and targeted care of exceptionally gifted children in pre-school education in Happy Kindergarten Šumperk, through group integration into ordinary classroom

### **Impact and use:**

- Improving and expanding educational offer in pre-school education
- Discovering and diagnostics of exceptionally gifted children, respecting specific needs of these children and - creating conditions for their harmonious and personal development
- Improving and expanding teachers' education in the field of exceptionally gifted children
- Counselling, methodology and consulting processes for teachers and parents in the field of exceptionally gifted children not only in Šumperk but also in the whole Olomouc region
- holding seminars and interactive workshops for kindergarten teachers
- continue in care of exceptionally gifted children in basic school in Šumperk which is co-operating with the project team
- anchoring care of exceptionally gifted children into school educational programme for kindergartens - not to be unilateral and limit diversity and range of common educational offer
- offer educational activities with exceptionally gifted children for elementary school teachers

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<b>Project Title</b>	Education in Tourism Services
<b>Partnership ref number</b>	COM-REG-2009-003
Partner Regio 1	
<b>Coordinator organisation:</b>	Moravian-Silesian region (Czech Republic)
<b>Partner organisations:</b>	High School caterers, Hrabůvka Ostrava Secondary School of Hotel and Catering, Frenštát pod Radhoštěm UNIHOST Association of Entrepreneurs in the hospitality, catering and accommodation services in the Czech Republic
Partner Regio 2	
<b>Coordinator organisation:</b>	Nitra Self-governing region (Slovakia)
<b>Partner organisations:</b>	Secondary School T. Vansovej 2, Topolcany The combined school Slančikovej 2, Nitra Viliam Turan TURANCAR

### Objectives of the project:

The overall project goal is to establish a long term co-operation between the Moravian-Silesian region and Nitra self-governing region in the field of tourism services (catering, hotels, tourism) at the level of schools, government and other organizations that are involved in education. The social situation and education systems in both countries are very similar, so we wanted to take advantage of mutual learning and exchange processes. Project objectives will be achieved mainly through the implementation of international mobilities, which will be addressed on individual topics. In two years of implementation 56 mobilities are expected. There will be 10 meetings held with foreign partners. To achieve the objectives, techniques such as observation of foreign partners, interviews with foreign colleagues and thematic workshops will be used. The current subject of each contribution will be processed for publication in the Proceedings, for further dissemination of the information.

### Main results and conclusions:

Project meetings in partner regions which will be tasked to evaluate the outcomes of mobility and the underlying theme to plan more mobility, select output suitable for publication of the Collection. Proceedings of the outcomes of the project participants. Proceedings will serve to disseminate the project outputs. It will be spread among high school and the employees of state and local governments in the region.

Exhibition by the pupils involved and the public schools. The exhibition will take place in both involved regions in order to start next possible cooperation of other organizations working in the field of tourism.

### Impact and use:

- Possible ways to resolve the long-term international cooperation,
- To get acquainted with the needs, priorities and vocational training organizations in the fields of tourism services (catering, hotels, tourism) within regions,
- To identify ways to address the issue of early termination of attendance of students, ways of motivating students in participating schools,
- To become familiar with the issue of bullying at schools and ways of prevention,
- To identify ways and discuss the possibilities of providing technical equipment of schools,
- To become familiar with the ways of engaging employers in the initial training,
- to learn how the participating organizations are involved in deciding on the menu structure fields with respect to graduates in the labour market and demographic trends,
- To identify ways of terminating of studying / school-leaving exams, final exams,
- To share experiences with the implementation of educational programs in teaching process

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<b>Project Title</b>	Environment Protection - Healthy Life Style
<b>Partnership ref number</b>	COM-REG-2009-005
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality Borohrádek (Czech Republic)
<b>Partner organisations:</b>	Primary school T. G. Masaryka, Borohrádek Youth club PS Brontosauři, Čermná nad Orlicí
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality of Szamotuly (Poland)
<b>Partner organisations:</b>	Primary school is Orotowo Youth sport club Herkules, Otorowo

### **Objectives of the Project:**

The co-ordinating organisation is the town of Borohrádek. The activities are connected chiefly with the school of Borohrádek. The objective of the project is to judge and compare the environment and the healthy life style in a region of the Czech Republic and Poland.

Our aim is to deal with the development of environment protection and find out the positive influence of it on the number of inhabitants in the regions. Another objective is to make a comparison between the Czech and Polish menus, sport activities, exercises – in short, the influence of healthy life style on the society.

### **Main results and conclusions:**

Our main results and conclusions are comparing the healthy life style in both countries and exploring the influence of the environment on the life in our regions.

A preparatory visit took place in Otorowo, Poland in October 2009. The main project objective was discussed and the activities were planned. We could learn more about our partners.

In June 2010, eighteen pupils and two teachers visited Otorowo. The aim was to work on given tasks, exploring various sport activities, creating some models made of waste. During sightseeing they had an opportunity to see our partner's region.

In July 2010, a summer camp for children from both regions was organised in Kohoutov – Nesytá. We went on working on achieving objectives of the project. The topic of the summer camp was the development of the healthy life style in the foothills of the Giant Mountains. As a symbol of our friendship, children wore T-shirts with our project logo.

Information and photos on our project are available on the school websites. We inform the public about the project activities in local newspapers.

### **Impact and use:**

The target groups are town representatives, teachers and pupils, as well as members of participating organisation from Brontosauři. It is expected that the project will influence the inhabitants of the regions. The positive experience connected with the project will play an important role in their life style.

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<b>Project Title</b>	LP-model and inclusion. Learning Environment and Pedagogical Analysis, a way to strengthen inclusion in schools
<b>Partnership ref number</b>	2009-1-DK1-COM13-00763
Partner Regio 1	
<b>Coordinator organisation:</b>	Odder Municipality (Denmark)
<b>Partner organisations:</b>	Gylling School, Hou School, Hundslund School, Parkvejens School, Randlev School, Saksild School, Skovbakke School, Vestermark School, Orting School, PPR (Pedagogical Psychological Counseling).
Partner Regio 2	
<b>Coordinator organisation:</b>	Narvik and Hamarøy Municipalities (Norway)
<b>Partner organisations:</b>	Beisford School Bjerkvik School, Fagernes School Framnes School Håkvik School, Skistua School, Skjomen School, Tower Road School, Hamarøy Sentralskole, Innhavet School Skutvik School, Ulsvåg School PPT

### Objectives of the project:

- To investigate, support and improve methods to include children in schools
- To observe and exchange ideas for good practice
- To explore and share ways to enhance the development of the professional teacher
- To investigate and share ways to develop leaders, coordinators and counsellors' role in the interaction with teacher groups

### Main results and conclusions:

The project has given substance to learning within the different levels in the organization: management, school management, stakeholders and teacher groups. There have been organized study visits, conferences, seminars and courses, and all groups in the school system have been affected. The international dimension on the area of focus has led to a greater commitment and professionalism among teachers and school managers. It has given a common platform for school development.

### Impact and use:

The Schools in the three municipalities have all worked dedicated on learning environments and inclusion and they have inspired each other to new initiatives. The cultures and school structures from the two countries have several similarities, and it has been easy to transfer good practise between the two countries. At the same time, the two countries have different ways of thinking about inclusion and different ways to handle enrolment, which has given substance to many good discussions across national boundaries and in the management teams. In the Danish group, there has been a high degree of involvement and a consensus around the objectives of the project, which has made international cooperation easier.

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<b>Project Title</b>	Healthy Young Minds
<b>Partnership ref number</b>	2009-1-DK1-COM13-00781
Partner Regio 1	
<b>Coordinator organisation:</b>	Ballerup commune (Denmark)
<b>Partner organisations:</b>	Hedegaardsskolen Ballerup Fritidscenter
Partner Regio 2	
<b>Coordinator organisation:</b>	Granollers city council (Spain)
<b>Partner organisations:</b>	Escola Joan Solans School Escola Salvador Espriu Pau Education

### Objectives of the project:

To encourage healthy eating habits and promote physical exercise among school children in two European cities, by applying the same educational methodology (IVAC) and with collecting continuous feedback on their experiences via new technologies and the project webpage: [www.heyomi.eu](http://www.heyomi.eu)

- To gain knowledge about the lifestyles of the pupils and families in the two countries, particularly with regard to diet and physical exercise.
- To achieve synergy between both countries by proposing new ideas and suggestions for improving health in our environment.
- To get pupils involved in health matters, from a global perspective and that of belonging to an extensive European dimension.
- To get the families and the community involved in the different stages of the project.
- To encourage the use of new technologies among the students, with communication in English.

### Main results and conclusions:

The project gives pupil participation a very important role when it comes to designing or suggesting activities, but it also takes into account the other members of the educational community, and the family itself.

- pupils drawing competition "What does the HYM project suggests to you?" in which the boys and girls could express their views on health.

We worked on creating the pupil profile in English, giving a brief description of the person and his/her dietary and exercise habits.

Questionnaires were designed by the pupils, on dietary, exercise and relaxation habits. These were sent out to the families, with the analysis and subsequent conclusions being done by the boys and girls.

Explanation and playing of active and traditional games in the schoolyard.

Healthy-breakfast workshops have been held at the schools.

Work is under way on different physical exercise workshops, such as "body and movement", dietary habits, and psychological topics related, such as, "emotional and body balance: a strategy for health".

The pupils in both countries are acquiring the knowledge to modify their dietary habits and are learning healthy habits based on the changes they themselves have introduced as a result of the IVAC (Investigation, Vision, Action and Change) methodology used.

### Impact and use:

The Healthy Young Minds project has involved professionals working in education, healthcare, and professionals from sport. This cross-disciplinary approach highlights the importance of promoting a healthy lifestyle and physical exercise among school children. The families are now being involved in some of the project activities, creating synergies throughout the children's whole environment. This way, it is not just the school children who are affected but also their immediate social environment (family, friends), and the pupils themselves pass on what they have learned.

The fact of working with pupils from another school and a different culture helps the pupils in Ballerup and Granollers to learn a foreign language easily and dynamically. Also, we must not forget that the Healthy Young Minds project has enabled children of similar ages to communicate with each other, which benefits their personal growth and has helped them with learning to make the change to healthier eating habits.

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<b>Project Title</b>	Flensburg-Linköping-Inclusion-Project
<b>Partnership ref number</b>	2009-1-DE3-COM13-05737 2
Partner Regio 1	
<b>Coordinator organisation:</b>	Schule in der Stadt Flensburg (Germany)
<b>Partner organisations:</b>	Schule Adelby – School för level 1-5 in the city of Flensburg Eule-Institut für Qualitätsentwicklung an schule Schleswig-Holstein
Partner Regio 2	
<b>Coordinator organisation:</b>	Linköpings kommun – (children and Youth board, education board) (Sweden)
<b>Partner organisations:</b>	Folkungaskolan – grundskola/gymnasium T1 – Fridtunaskolans grundskola Linköpings University – Pedagogical Institution and Language

### **Objectives of the project:**

To analyse the processes of inclusion in education and working structures.  
To support independent and individual learning methods.  
To build structures for and education school development.

### **Main results and conclusions:**

We have had 28 mobilities to Linköping from Flensburg and 11 from Linköping to Flensburg, so far. The main goals have been, especially that of inclusion and to learn from the exchange. From the pedagogical point of view there has been some direct impact, but also, in a greater scale, indirect. The exchange has been deepened throughout the process and we have had meetings with groups of head masters, psychologists and school administrators, but also with personal between the universities.

Our steering group, altogether seven persons, have had meetings regularly both in Flensburg, Linköping and once in Stockholm. These meetings have been meaningful for the process, and we have been able to fulfil many of our aims so far. We have still some to work with and deepen.

The participants have been very satisfied with the content of the visits. The most negative that have come up is that the programmes in the beginning were too ambitious, and we have looked in to that.

More questions have evolved throughout the process of the project – how we teach mathematics and language, and what are the special solutions in these subjects in our different countries.

The main result so far has been knowledge of how our different school system works, and for the teachers the visits to class rooms and discussions between colleagues have been of great importance. It is also important to see our own situation and to make reflections over how we work and make structures in Linköping. We are building a website with the material from the travels and different parts of the project, but there is still some to be done there, especially from our side in Sweden. Translation is one issue that we are solving step by step. In the end we will have filled the site with all the material.

### **Impact and use:**

It has a great value to have an exchange between two partners in different countries, and to have the opportunity to deepen this. The different groups have had a mutual exchange of experiences and some of this has been of direct interest for the activities in many levels of the organization.

We work with the project a bit different in Linköping and Flensburg. The structures in our different municipalities can be one thing. A non-hierarchic system as we have takes time in the beginning spreading and building knowledge of projects such this, and we feel that it take a period of time to get started. What we have concluded is that the project and its questions have spread during time. Many have been involved and interested to take part of it, in different levels. The networks have been broadened both within the organization and between our municipalities in Linköping and Flensburg.

We have already discussed further exchange, for example education in mathematics, languages, inclusion, and how to meet and work with pupils with special needs.

It is also a good thing to form working groups that normally don't work together – that can give new perspectives and knowledge's to our own structures, and put other things to our agenda.

We feel that in a longer term there will be a larger impact, but the exchange itself is giving us a lot of knowledge and experience. In some ways there has been a direct impact directly to the organization(s)

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<b>Project Title</b>	Comparative study on the school system in Galicia (Spain) and Bavaria (Germany)
<b>Partnership ref number</b>	REG-K-BY-ES-09-05887
Partner Regio 1	
<b>Coordinator organisation:</b>	Der Ministerialbeauftragte für die Gymnasien in Schwaben
<b>Partner organisations:</b>	Holbein-Gymnasium Augsburg Peutinger-Gymnasium Augsburg Jakob-Brucker-Gymnasium Kaufbeuren Hildegardis-Gymnasium Kempten Deutscher Spanischlehrerverband
Partner Regio 2	
<b>Coordinator organisation:</b>	Delegación Provincial de la Consellería de Educación y Ordenación Universitaria
<b>Partner organisations:</b>	Instituto Arcebispo Xelmirez I, Santiago de Compostela Instituto de Ciencias de Educación , Santiago de Compostela

### Objectives of the project:

The project is about the development of a comparative study on the school systems in Bavaria (Germany) and Galicia (Spain). It will focus on compulsory education (ESO in Spain / Secondary Education in Germany). The study includes three research areas: (1) organization and management of secondary schools (leadership and management, responsibilities of school institutions, financing, etc.), (2) the subjects foreign languages, science, history and political education (curriculum, syllabus, methodological and pedagogical aims, internal and external evaluation, etc.), and (3) innovative project learning (learning outside the classroom, Regional History Workshop, the school community and its transversal issues, etc.). The comparative study is developed by educational experts and teachers of different subjects in both regions.

### Main results and conclusions:

The two school systems share a lot of common features especially in the area of teaching (didactics, the use of new technologies in the classroom). A considerable difference can be noticed in regard to school management and administration („Convocatoria“ vs. „Ausschreibung“, „Presentación“ vs. „Bewerbung“, „Evaluación“ vs. „Auswahlgespräch“, „Nombramiento“ vs. „Ernennung“). As part of lifelong learning, continuing education is assuming greater importance and is increasingly becoming a field of education in its own right. Cooperation will be continued with the focus on „Evaluation as a way to improve teaching methods“.

### Impact and use:

Examples of good teaching practice are to be identified in both systems and passed on at in-service training courses for teachers.

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<b>Project Title</b>	KINEMA-REGIO: Intercultural film education in a German-French dialogue between the federal state of Lower Saxony and the region of Upper Normandy
<b>Partnership ref number</b>	REG-K-NI-FR-09-05891
Partner Regio 1	
<b>Coordinator organisation:</b>	Ministry of Education of Lower Saxony (Germany)
<b>Partner organisations:</b>	Internationales Filmfest Braunschweig, Gymnasium Goetheschule Hannover, Hölty-Gymnasium Wunstorf
Partner Regio 2	
<b>Coordinator organisation:</b>	Conseil Régional of Upper Normandy (France)
<b>Partner organisations:</b>	Académie de Rouen, Pôle Image Haute-Normandie, Lycée Raymond Queneau Yvetot, Lycée Anguier-Cayet Eu

### Objectives of the project:

Based on the international partnership between the federal state of Lower Saxony and the region of Upper Normandy, the Comenius-Regio-Partnership "KINEMA-Regio" is focused on

- Advancing learning German and French as foreign languages in the respective regions by treating films in -
- Dialogue with the foreign partners (students, teachers)
- Showing the particular impact of film education in language teaching in both regions
- Taking film education as a contribution to an intercultural dialogue
- Producing/offering high quality material concerning film culture and education to learners and teachers as well in cinema as in classroom
- Establishing a network of effective film education based on the dialogue between the regions

### Main results and conclusions:

- Organisation and running of a German-French symposium concerning the development of intercultural film education (November 2010); participants: renowned experts and foreign language teachers from both countries – 200 persons)
- Extension of the existing website [www.kinema.fr](http://www.kinema.fr): publishing of workshops contents of the symposium, development of a glossary of technical terms for film analysis
- DVD edition (German and French film) consisting a teacher's manual for intercultural language teaching and learning
- Coordination and running of teacher training in intercultural film education
- Coordination of the presentations of convenient films for an intercultural film education
- Publishing of a teacher's manual to prepare and evaluate the presentation of the chosen films to pupils/students
- Establishment of an interregional network to develop and disseminate concepts and material

### Impact and use:

- Introducing additional skills concerning the use of media/film in modern language learning concepts - target groups: German teachers in Upper Normandy and French teachers in Lower Saxony
- Promoting German and French as foreign languages – target groups: German and French students on secondary level
- Concept and material could be transferred to / used by other German-French regional partnerships (dissemination)
- Developing and strengthening German-French regional institutional cooperation in education

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<b>Project Title</b>	Evaluation And Innovation Of Follow Up–Systems For Children Of Occupational Travellers - EVIS -
<b>Partnership ref number</b>	REG-K-NW-NL-09-05271
Partner Regio 1	
<b>Coordinator organisation:</b>	Bezirksregierung Arnsberg (Germany)
<b>Partner organisations:</b>	Schaustellerverein Hagen e.V. (D) Wienbredeschule, Werne (D)
Partner Regio 2	
<b>Coordinator organisation:</b>	Stichting Rijdende School, Geldermalsen (NL) (Netherlands)
<b>Partner organisations:</b>	Nationale Bond van kermisbedrijfshouders – BOVAK, Apeldoorn Basisschool De Krabbenkooi, Bergen op Zoom

### **Objectives of the project:**

The children of travelling showmen, circuses and boatmen have to change the school every week. The responsible persons and institutions in several states in Europe are working to develop instruments and concepts (e-learning e. g.), to help this children at school attending. The EVIS-Project has the objectives to develop and to improve such concepts, instruments and follow up – systems for the school provision of the children of occupational travellers.

### **Main results and conclusions:**

1. Appointment of 2 new teachers for travelling children (D)
2. Special E-Teacher with the missions  
To restructure the e-follow up system,  
To implement an e-learning-system,  
To renew the web-site of [www.schule-unterwegs.de](http://www.schule-unterwegs.de)
3. New project: „School provision for German children in the Netherlands – a border cross cooperation of teachers and schools in Germany and Netherlands”
4. New registration form for travelling children regarding school attending
5. Agreement of Stichting Rijdende School and Regional Government Arnsberg to use the same (German/NL) follow up system for travelling children
6. WIKIpedia-presentation of the work-area „School for travelling children“ (2011-2012)
7. EVIS-Evaluation 2009/11 regarding school-diary and other instruments
8. Development EVIS-Web-Site: <http://www.schule-unterwegs.de/evis-cms>

### **Impact and use:**

The results and conclusions of the EVIS-project are very important steps to organize a better school attendance for travelling children.

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<b>Project Title</b>	Key competency to get a job
<b>Partnership ref number</b>	REG-K-SL-PL-09-05869
Partner Regio 1	
<b>Coordinator organisation:</b>	Saarpfalz-Kreis, School administration (Germany)
<b>Partner organisations:</b>	High school, Christian-von-Mannlich-Gymnasium Homburg Vocational school, Willi-Graf-Schule St. Ingbert Teacher educational institute, Landesinstitut für Pädagogik und Medien Rural school hall of residence with ecological educational mandate, Verein für europ. Umweltbildung und Umwelterziehung e. V. (VEUBE) Ökolog. Schullandheim Spohns Haus
Partner Regio 2	
<b>Coordinator organisation:</b>	Przemysl county (Poland)
<b>Partner organisations:</b>	High school, Liceum Ogólnokształcące w Dubiecku im. Ignacego Krasickiego Vocational school, Zespół Szkół im. Aleksandra Fredry Teacher educational institute, Podkarpackie Centrum Edukacji Nauczycieli

### Objectives of the project:

- for the country school administration and schools comparison of the school system, courses of education and school management, teaching methods and learn styles, increase training success, arrangements against failure and breaking down in school.
- The two countries will enter in an official country partnership in May 2011 to strengthen among other things the existing and proposed school exchanges. The results from the COMENIUS-Regio program will relieve these exchanges for the future.

For the teacher educational institutes: comparison and development of training facilities concepts for teachers to transfer key competences for students getting a job for VEUBE transfer the goals from the program "education sustainable development" to all partners.

### Main results and conclusions:

- getting to know school management software (quality management QM) for the Polish partners
- exchange further education for the principals and the methods of E-learning and "moodle" for the Polish and German teacher educational institute
- learn arrangements against failure and breaking down in school for the Polish partners
- participation of the "day of the professions" (target group: high school graduate) in the Christian-von-Mannlich-Gymnasium which will be implemented in the Liceum Dubiecko
- sitting in on classes featured German as Polish teachers as well to improve their teaching methods
- missing a teachers and learners book in Poland for autocar mechatronics
- establish trans-regional classes for professional driver in Poland as an example in the Saarpfalz-Kreis

### Impact and use:

- exchange with "moodle" is being prepared
- the "day of professions" will take place in the Liceum Dubiecko
- the "Europa Lernmittelverlag", publishing house for teachers and learners school, released the first translation for autocar mechatronics teachers book in Polish. The learners book will follow

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<http://www.saarpfalz-kreis.de/5879.htm>

<http://typo3.lpm.uni-sb.de/moodle/course/category.php?id=77>

<http://typo3.lpm.uni-sb.de/moodle/course/info.php?id=182>

<b>Project Title</b>	Von der Bindung zur Bildung - Entwicklung eines Präventionsmodells
<b>Partnership ref number</b>	REG-K-NI-FR-09-05927
Partner Regio 1	
<b>Coordinator organisation:</b>	Stadtverwaltung Vechta, Burgstr. 6, 49377 Vechta (Germany)
<b>Partner organisations:</b>	Alexanderschule Vechta, Mühlenstr. 29, 49377 Vechta Verein Jugend und Beruf e.V., Bremerstr. 12, 49377 Vechta
Partner Regio 2	
<b>Coordinator organisation:</b>	Ville de Lyon, Marie de Lyon, 69205 Lyon cedex 01 (France)
<b>Partner organisations:</b>	Ecole Élémentaire Cavenne, 21 rue Cavenne, 69007 Lyon Ecole Élémentaire Gilbert Dru, 28.32 grande rue de la Guillotière, 69007 Lyon Lyon Fondation de L'Armée du Salut, Arche de Noé rue Félicité, 69007 Lyon

### Objectives of the project:

The partners developed a concept which could be incorporated after completion of the project as a standard prevention model for primary schools in the catchment area of the sponsoring authority (Vechta and Lyon). The focal point of the combined work is the development of a model to give all pupils the capability of a self dependant lifestyle and to build a personal and social identity.

The creation of „bonding“ should allow equal opportunities in education especially to deprived children. A profile pass will be developed while working together with the different partner institutions that will give the children the possibility to document their social skills, amongst other things.

Vocational training and especially analysing the matters of „bonding“, „child's welfare“ and „prevention“ will be offered to the pedagogues and educators of the institutions and further to the parents in a theoretical and practical orientated manner.

The contents of the vocational training will be documented, and a reader will be created so that baseline information is available to other institutions.

### Main results and conclusions:

The most important results of the combined project work are:

- The development of a profile pass for children of primary school age. In this personalised „I-can-book“ the pupils will document competences that they gained in school as well as in the family. It includes amongst others self-evaluation in social, cognitive, social-technical and social-emotional areas.
- The creation of a reader. The content of the reader shows the documentation of the conducted prevention concepts and prevention materials of the partner institutions.
- To build an internet platform with basic information and advice on project issues.

### Impact and use:

The analysis from the project partners on the issue „Von der Bindung zur Bildung“ leads to a more intense networking not only for the regional partners, but it has a positive influence on the co-operation with the institutions that are orientated on the welfare of children. To mention are particularly the youth welfare office, youth welfare establishments and the prevention councillors of the cities of Vechta and Lyon.

By developing a profile pass for children of primary school age and the documentation of appropriate prevention materials, facilities will be created that should support young people to live an independent life and to establish a personal and social identity.

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Partnership project Website: the existent website is not available to the general public yet, because the copyright and the publication rights still need to be clarified on the French side.

<b>Project Title</b>	Dropout Prevention in Schools (DROPS)
<b>Partnership ref number</b>	REG-K-BE-NL-09-05585
Partner Regio 1	Berlin-Neukölln (DE)
<b>Coordinator organisation:</b>	Senatsverwaltung für Bildung, Wissenschaft und Forschung Berlin Außenstelle Neukölln (Germany)
<b>Partner organisations:</b>	Röntgen-Schule (former Kurt-Löwenstein-Schule) Alfred-Nobel-Schule (former Anna-Siemsen-Schule) Zukunftsbau Tandem BQG
Partner Regio 2	's-Hertogenbosch (NL)
<b>Coordinator organisation:</b>	Gemeente 's-Hertogenbosch (Netherlands)
<b>Partner organisations:</b>	Hervioncollege Koning Willem 1 College PSW arbeidsmarktadvies

### Objectives of the project:

In the Berlin district of Neukölln areas have arisen where there is a concentration of social weaknesses. The proportion of people with an immigrant background is particularly high (around 30%). The most serious problem is the current situation regarding education and employment. Unfortunately, it is easy for young people to develop defeatist attitudes, impeding any lasting educational, vocational and social integration. Currently 9% of German pupils and 20% of the pupils of non-German origin in Berlin leave school without any qualifications.

During the school year 2007/2008 there were 1600 early school-leavers in the city of 's-Hertogenbosch. There is still a lack of testing instruments and methods, and no extended network of individuals who are working to improve the current situation, both of which would be needed in order to come significantly closer to the stated goal of reducing the dropout quota and improving the transition from school to work.

The main goal of the co-operation between Berlin Neukölln and 's-Hertogenbosch is to develop a "toolbox" for the early recognition and reduction of the threat of students dropping out of school. Through the exchange of experiences, systematic comparison of different approaches and compilation of examples of good practice, it will be possible to fill this "toolbox" with a collection of partners, measures, bodies/organisations, checklists, etc. The aim will be that this "toolbox" is transferable in its application, and thereby is not limited to the participating project partners. This "toolbox" will be an important key to improve the networking of regional actors dealing with dropout problems.

In short: exchange of experience, comparison of diagnosis tools and working approaches, and development of a "toolbox" for the early recognition/reduction of dropouts.

### Main results and conclusions:

We will not be able to provide a comprehensive solution to the problem of young people leaving school early. Nor did we ever intend this as our aim. The steering group agreed in early 2010 to carry out a compilation of good-practice measures, partners, methods, and institutions etc within the context of school dropouts. To this end a "framework for dropout prevention" was developed. This allowed the systematic collection of data which is also suitable to database-use. To be precise, we should call this result "toolbox-light". This "toolbox-light" will give support to all stakeholders in order to achieve recognition and reduction of school dropouts.

### Impact and use:

Beside the exchange of experiences and the intention to implement good practice (learned through exchange between partners) both regions, together with other European partners, are in talks to develop a follow-up project (working title DROPSplus). The starting point of all considerations is that the expected results in DROPS do not deliver conclusive solutions, and should instead be the base for a further continuation, for example the development of a modular system for the prevention of school dropouts. Further to the project's general continuation this will also include an evaluation of previously collated results. The development of a European training course for teachers and school staff is also planned.

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Partnership project Website: [www.comenius-regio-drops.eu](http://www.comenius-regio-drops.eu)

<b>Project Title</b>	Climate Change: European Students Take Steps To Preserve Their Environment
<b>Partnership ref number</b>	REG-K-NW-PL-09-05557
Partner Regio 1	
<b>Coordinator organisation:</b>	Stadt Schwelm, Fachbereich Familie und Bildung (Germany)
<b>Partner organisations:</b>	Gustav-Heinemann-Schule, Schwelm Arbeitsgemeinschaft Umweltschutz Biologische Station im Ennepe-Ruhr-Kreis
Partner Regio 2	
<b>Coordinator organisation:</b>	Wydział Edukacji, Kultury i Sportu Urząd Miasta Kołobrzeg, Kołobrzeg, Polen (Poland)
<b>Partner organisations:</b>	Zespół Szkół Nr 2 Miejska Energetyka Ciepła

### Objectives of the project:

- To uncover the worldwide progressing climate change on a European level with regional aspects for young people
- To develop methods and activities that are practical by young people together with our partner region against the local and regional climate change
- To work out strategies that continue the mutual gain of knowledge and carry our activities to assure the partnership between the regions for a long time

### Main results and conclusions:

Apart from other activities and projects we did in cooperation with our partner region (e.g.: proofing the water quality, wind measuring, visiting ecofriendly production facilities) these are the three main results:

- Together with our partner region we planted 60 trees and bushes on a 30 sqm natural landscape to reforest the area damaged by hurricane "Kyrill" in order to demonstrate to the involved parties that you can even make your contribution to the climate protection with small resources and efforts
- To the topic "Saving energy and environmental protection" several activities took place, both, during the school lessons and in projects (e.g.: "The green point", "Compare different kinds of lamps", "Determining the draught", "Separating the waste".) The pupils were sensitized to realize the energy consumption and to reduce it for a long term. Further more the results of the CO2-examination were made visible (e.g.: production progress and transport distance of jeans or exotic fruits) were clarified to the pupils. The separation of the waste was reflected by the pupils at school.
- Nature art works "From the nature – in the nature – for the nature" In cooperation with our partner region we carried out a nature art project with natural materials. These natural materials were collected in our region in the forest that was damaged by "Kyrill". In our partner region in Kołobrzeg materials were used that were washed ashore at the coastline as well after violent storms. These nature materials were weaved into three giant looms. The frames of the looms were hanging loosely so that they could move with the wind. They are exposed to the various elements of nature. For that they decay and at the end they are going to be part of the nature again.

### Impact and use:

- The planting is going to improve the climate
- The activities at school sensitize the pupils to climate change and environmental protection.
- They pay attention to the reduction of energy. They work out an environment guide and distribute them to the local households. (In progress)
- The nature art work shows the effect of the various environmental and seasonal influences on the nature

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 Partnership project Website: in progress

<b>Project Title</b>	ISATT - "ICT in School, Administration and Teachers' Training"
<b>Partnership ref number</b>	REG-K-NI-FI-09-05875
Partner Regio 1	
<b>Coordinator organisation:</b>	Administrative district of Celle, Germany
<b>Partner organisations:</b>	Christian-Gymnasium Hermannsburg Studienseminar für das Lehramt an Gymnasien Celle
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality of Tuusula, Finland
<b>Partner organisations:</b>	Hyrylän lukio, Tuusula University Jyväskylän yliopisto/ rehtori-instituutti Jyväskylä

### Objectives of the project:

The growing importance of ICT in school management is well known. This is shown by the growing network of administration with school and other training centers via data transmission. Internet access has meanwhile become a matter of course. The use of efficient school administration programmes is standard, but acquiring and setting them up involves high costs for the educational authority which have to be justified by application. This also goes for personal tutoring. Set in this context, the goals for the project are as follows:

- The value of the use of ICT for pupils' media competence (eLearning)
- School equipment (material and staff)
- The necessary teachers' training

### Main results and conclusions:

- Comparison of the educational school systems of the participating partners in the form of assignments to the students of the teacher training seminar in Celle, i.e. presentations, home work papers and visits to different schools

Performance and evaluation of an inquiry among teachers and student teachers on the employment of traditional vs. new teaching methods in class and in teacher-training

- Presentation of the results of a test trial: teaching with tablets and mobile presentation units
- Relevance of Content Management Systems (Moodle, iserve, X mood) in teaching
- Information on a Master's degree program in educational leadership of the university of Jyväskylä, Finland, and other advanced training programs (employment of interactive boards and tablets, data abuse and security)
- Development and management of a website for the project ([www.isatt.eu](http://www.isatt.eu))

### Impact and use:

The findings of the project have led school administration to plan for the acquisition and installation of new media in classrooms (stationary and mobile presentation units).

In this context, the method of inquiries was introduced as a tool for evaluation and planning. The existing personnel planning (Assignment of a Media Assistant position) was reconfirmed.

The comparison of the educational school systems of the participating partners led to new insights in the area of advancement /support of slow-learning students and in other areas of school management (inclusion).

The participating schools profited from the project by finding more forms of application for new media in the classroom (eLearning).

In working together with schools and school administration, the participating teacher training institutions succeeded in developing and implementing teacher training concepts.

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<b>Project Title</b>	NETtiquette-nett im NET
<b>Partnership ref number</b>	REG-K-NW-LT-09-05439
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality Büren (Germany)
<b>Partner organisations:</b>	Mauritius-Gymnasium Büren Kreismedienzentrum Paderborn Filmmuseum Landeshauptstadt Düsseldorf
Partner Regio 2	
<b>Coordinator organisation:</b>	Administration of Ignalina District Municipality (Lithuania)
<b>Partner organisations:</b>	Ignalina Gymnasium Ignalina Sport- and Cultural Center Public Library of Ignalina District

### Objectives of the project:

- Sensitize the public, institutions, pupils and parents for the dangers and risks of internet: NETtiquette – how to use the internet in the right way and how to behave in chat room, blogs and social networks
- Development of an internet-based, digital guide book of good behaviour containing video-clips created by pupils of both schools
- Involve the knowhow of the different partner-institutions: synergetic effects to handle the pedagogical matters

### Main results and conclusions:

- Digital guide book “NETtiquette- be nice on the NET”
- Common project-website created and administrated by the two regions [www.nettiquette.eu](http://www.nettiquette.eu)
- Partners’ presentation
- Work-program
- Internet-based digital guide book for NETtiquette: pupils’ video-clips
- List of organisations and contacts working on the subject of “Nettiquette”
- Platform for common work and exchange of ideas
- Good experiences through the common work: common aim to deepen the experiences by a follow-up COMENIUS REGIO project about media / reading-competences in 2012-2014

### Impact and use:

- Deepening the town-partnership between Büren and Ignalina through the common work and the exchanges between the institutions participating in the project
- Dissemination of the results by internet, Flyers, CD-ROMS with pedagogical material (teaching modules) to the public and especially to local youth welfare departments in both local districts

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Partnership project Website: [www.NETtiquette.eu](http://www.NETtiquette.eu)

<b>Project Title</b>	„Musik kennt keine Grenzen - Music knows no bounds“
<b>Partnership ref number</b>	REG-K-NI-PL-09_05949
Partner Regio 1	
<b>Coordinator organisation:</b>	City Wiesmoor (Germany)
<b>Partner organisations:</b>	KGS Wiesmoor Orchester “Moormusikanten” Wiesmoor
Partner Regio 2	
<b>Coordinator organisation:</b>	City Turek (Poland)
<b>Partner organisations:</b>	Gimnazjum Nr.2 im. Mikołaja Kopernika Szkoła Podstawowa Nr.5 im UNICEF Orkiestra Dęta Ochotniczej Straży Pożarnej w Turku Turkowskie Towarzystwo Choralne

### **Objectives of the project:**

The cooperation between the cities Wiesmoor and Turek in early education in music and in the participation in orchestras and choirs aims to achieve the following goals:

- Networking of education in music in schools with institutions out-of-school such as choirs, orchestras and dancing groups.
- building up of classes of music in the schools of both cities along with continuing education.
- Encouragement of sustainable organizational and cooperative structures of both cities with the main focus on the area of education.
- Encouragement and integration of socially disadvantaged children.
- Comparison of educational system in Poland and Germany.

### **Main results and conclusions:**

In the academic sector/area: In meetings teachers of music exchanged, evaluated, and revised concepts of education in music. In a close cooperation between teachers of music in both cities new concepts of education were developed and tested.

The orchestras: The orchestras of both cities organized a seminar together led by external experts with the topic “Different educational aspects in youth work”. This seminar led to the cooperation between orchestras and schools.

The choirs: The choir of Turek arranged a seminar with the topic “Roots of European music”. Choirmasters and teachers of music of both cities, Wiesmoor and Turek, attended the seminar.

### **Impact and use:**

Apart from the continuous project work, that was carried out throughout the total running time of the project, some further important project activities are worth mentioning:

1. Workshops of teachers of music of all schools involved for exchange and development of new educational concepts
2. Testing of new concepts for musical education in class
3. Establishment of special music classes in the schools of both cities: (e.g.: participation in a wind Instruments workshop including orchestral training and performances).
4. Realization of seminars for further training of music teachers, choirmasters and conductors: The choirs and orchestras involved in the project carried out seminars in which music teachers, choirmasters, conductors and pupils were able to participate. These seminars were carried out in both regions. The participants were educated by external experts in order to implement the acquired knowledge into the education of young persons.
5. Realization of meetings of the topics “comparison of educational systems” and “cooperation between schools and local community”:

The experts of the two schools of both cities Turek and Wiesmoor met twice during the course of the project in order to compare the different educational systems (Lower Saxony and Poland), to discuss the financing, and to catch up on the challenges and problems within education of the other city, such as integration of migrants, prevention of violence and racism.

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Partnership project Website:

<b>Project Title</b>	ABC of sustainability - Alkmaar, Bonn, and more - Small Worlds, Large World
<b>Partnership ref number</b>	REG-K-NW-NL-09-05376
Partner Regio 1	
<b>Coordinator organisation:</b>	Schulamt für die Stadt Bonn – Schulaufsicht (Germany)
<b>Partner organisations:</b>	August-Macke-Schule – Europaschule Amt für Umwelt, Verbraucherschutz und Lokale Agenda Gut Ostler
Partner Regio 2	
<b>Coordinator organisation:</b>	Stichting Christelijk Voortgezet Onderwijs Alkmaar en Omstreken (Netherlands)
<b>Partner organisations:</b>	Christelijke Scholengemeenschap Jan Arentz Gemeinde Alkmaar, Abteilung Bildung und Gesundheit

### **Objectives of the project:**

This Comenius-REGIO-project intends to improve education for sustainable development in the 'glocal' interaction of different institutions and individuals in the two regions by giving an overview and enlarging the activities concerning the scalability and the holistic approach of the products.

### **Main results and conclusions:**

Create a catalogue "Sustainable ABC - Alkmaar, Bonn and more" with examples and cooperation projects (Biodiversity and cultural diversity, intercultural competences, human rights, inclusion, democracy and remembrance education, new approaches in environmental education and green classroom, sustainable projects for renewable energy, projects against child labour and for fair trade products).

### **Impact and use:**

Innovative and creative design of improving the change from environmental education to sustainable education by projects of cooperation and holistic methodological approaches that make use of skills of disadvantaged and less handicapped students.

Arranging creative possibilities of cooperation of institutions and individuals to network in formal, informal and non-formal education in the economic, ecological and social dimensions of glocal sustainability under different regional conditions.

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<b>Project Title</b>	„Bildung für und mit Europa“
<b>Partnership ref number</b>	REG-K-RP-PL-09-05605
Partner Regio 1	
<b>Coordinator organisation:</b>	Landkreis Neuwied (Germany)
<b>Partner organisations:</b>	Studienseminar Neuwied BBS, David-Roentgen-Schule
Partner Regio 2	
<b>Coordinator organisation:</b>	Landkreis Police (Poland)
<b>Partner organisations:</b>	Lehrervereinigung Schulkomplex Police, Schulkomplex Ignacy Lukasiewicz

### **Objectives of the project:**

Our project wants give students the chance to pursue new ways of organizing their learning better and more effectively. The starting point of our project is a concept which has already been implemented in our vocational school. With our partners, the objectives of our project are to advance this concept and relating it to the organization of the classroom. Our main objective is to improve the quality of learning and teaching.

This will be achieved by:

- A change in the culture of learning
- An international cooperation between schools and classes: Poland and Germany
- New forms of cooperation between vocational school, teachers training college and school board.

### **Main results and conclusions:**

- Development and realization of a classroom concept in the vocational school (furniture, literature, media)
- Introduction of the concept of self-organized learning to Polish teachers with main focus on the organization of the classroom. To do this we offered workshops at the DRS and at the teachers training college
- Math and English lessons were given with a special focus on self-organization in Poland (Police).

### **Impact and use:**

The main focus of our project is to improve student education at both schools. The organization is to be challenged both in the field of didactics as well as methodology, in order to advance it in terms of a new culture of learning.

Sustainable cooperation and a vivid exchange of ideas will contribute to the development of the two partner schools in the future.

Expected Outcomes

- Increase in student motivation to learn by using suitable teaching and learning methods.
- Organization of a learning environment that matches students and teachers needs.
- Possibilities to advance students special needs.
- Improvement of quality programs at both schools relating to problems addressed by this project.

Transfer and application of knowledge acquired for lessons.

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<b>Project Title</b>	ILIS- Individuelles Lernen im Schüleraustausch
<b>Partnership ref number</b>	05842-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Bildungsministerium / Ministry of Education (Germany)
<b>Partner organisations:</b>	Gymnasium am Schloss in Saarbrücken / grammar school in Saarbrücken Universität des Saarlandes/ Saarland University
Partner Regio 2	
<b>Coordinator organisation:</b>	Conseil Régional de Lorraine / Regional Council of Lorraine (France)
<b>Partner organisations:</b>	Academie Nancy-Metz / School authority of Lorraine Lycée Jacques Callot / grammar school Collège Louis Armand / secondary school

### **Objectives of the project:**

The project is based on a programme for individual exchanges of students, the so called "SCHUMAN-Programm". This programme was established in 2003 and enables students of both regions to participate in individual exchanges. On the one hand, the objective of ILIS is to improve the conditions of the exchanges not only for the participating students but also for their teachers and families and on the other hand to advance the intercultural studies in the participating schools.

### **Main results and conclusions:**

In cooperation with all project-partners, several student exchanges that were held within the "SCHUMAN-Programm" were scientifically accompanied and analysed. The Outcome of this accompaniment were several products like videos, executive summaries of students', parents' and teachers' experiences, educational material for students and teachers or class packages for intercultural studies. Those products will support future participants in their exchanges. Another result of the programme will be a Website, where all information about the 'SCHUMAN-Programm' and all developed products will be publicly available.

### **Impact and use:**

The results and products that are developed from ILIS improve the conditions for all participants of the student-exchanges. They simplify the preparation and the post-processing of the exchanges and can be an organisational assistance for other student exchange programmes in Europe.

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 Partnership project Website: under construction

<b>Project Title</b>	Schools as Centers for Self-Organized Learning – Effective Use of ICT in Notebook Classes - “LiNK” - Lernen in Notebook-Klassen
<b>Partnership ref number</b>	REG-HE-No-09-05958
Partner Regio 1	
<b>Coordinator organisation:</b>	Staatliches Schulamt für den Landkreis Bergstraße und den Odenwaldkreis (Germany)
<b>Partner organisations:</b>	Starkenburger-Gymnasium Heppenheim; Kreis Bergstraße der Kreisabschluss Schulabteilung; Die Bildungsgesellschaft Schmitt und Gromodka GmbH
Partner Regio 2	
<b>Coordinator organisation:</b>	Akershus fylkeskommune, avdeling for opplæring og tjenester (Norway)
<b>Partner organisations:</b>	Nesodden videregående skole; It's learning AS

### Objectives of the project:

This project is part of the concept of “independent schools”. The German school has a deep interest in the implementation of an e-learning platform assisted by its Norwegian partner school. Both schools will then use this platform as a means of internal and reciprocal communication, an extensive pool of teaching material and a fundamental organizational structure. Furthermore, the integration of interactive whiteboards into the lessons of different subjects shall be a crucial target, this being a point where the Norwegians will profit from the know-how of the school in Germany.

This process of development will be administratively and technically backed by the respective school boards and education authorities as well as external pertinent private partners. The project's final documentation on the web will encourage and give aid to possible “imitators” (other schools, teacher training programs) finding the given example worth following.

### Main results of the project:

The project aims were numerous and various and comprised many areas of educational life with regard to ICT and in particular notebook classes:

- Pedagogical results: adaption of school rules (Spam, Cyber-Mobbing, etc.), schoolbags (both digital and analogous) and seating arrangements to the needs of notebook classes
- Didactical results: sustainable integration of the ICT curriculum and reorganization of teaching and learning processes (e.g. by means of learning management systems and notebook classes); access to a larger and wider spectrum of learning material
- Methodical results: integration of new media into the classroom (e.g. interactive whiteboards); development of peer-to-peer methods (e.g. GoogleDocs, Mindmeister, Wallwisher) generation of a method database and exemplary lesson material; enhancement of self-organized learning; integration of ICT competences and methods into the self organized learning process; more variation in studying and teaching methods
- Administrative results: creation of a legal framework for notebook classes, issues of notebook leasing, security, copyright, data protection and personal rights, cost-benefit analysis; enhancement of communication structures between participating organizations; comparison and implementation of standards with regard to ICT equipment and teaching methods; adoption and integration of evaluation results by quality management institutions, adoption of results into teacher training institutions, questions of standardization in all of the aforementioned issues

### Impact and use:

The accomplished project goals have very successfully radiated into both partner schools, many schools of the region and even national and international educational scenarios by initiating and defining adequate and individual ICT organization and curricula. The high degree of sustainability is due to the following aspects:

- Restructuring and modification of learning processes: reduction of teacher workload, paradigm change from input-orientation to outcome-orientation
- Improvement of the schools' abilities and competence to be self-dependent
- Enhancement of the school authorities' consulting service
- Optimization of support and IT processes in order to reduce costs and manpower
- Enhancing the quality and European dimension of teacher training
- Developing and supporting improvements in pedagogical approaches and school management

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<b>Project Title</b>	Supporting Organisational Independence through the Effective Knowledge Transfer of Best Educational Practice across European Partners
<b>Partnership ref number</b>	2009-1-DE3-COM13-05959 2
Partner Regio 1	
<b>Coordinator organisation:</b>	Staatliches Schulamt für den Landkreis Groß-Gerau und den Main-Taunus-Kreis (Germany)
<b>Partner organisations:</b>	Martin-Behaim-Schule, Darmstadt Berufliches Schulzentrum Odenwald, Michelstadt Kreisvolkshochschule des Landkreises Darmstadt-Dieburg, Dieburg Staatliches Schulamt, Darmstadt Staatliches Schulamt, Heppenheim Landrat-Gruber-Schule, Dieburg
Partner Regio 2	
<b>Coordinator organisation:</b>	Cheshire East Council (United Kingdom)
<b>Partner organisations:</b>	South Cheshire College (Crewe) The PettyPool Trust

### Objectives of the project:

This project incorporates two high impact knowledge transfer opportunities:

1. For German colleges and Administration to learn at first hand how the benefits and challenges of independence can be successfully understood through the review of approaches in the UK.
2. For UK colleges and Administration to see at first hand how state administration can work with colleges for efficient, effective delivery through the review of approaches in Germany.

### Main results and conclusions:

The Project has helped reinforce the existing long established deep relationships between schools, colleges and administration in Southern Hesse and Cheshire which were put at risk with the 'splitting of Cheshire into the two 'new Authorities 'Cheshire West and Chester Council ' and 'Cheshire East Council'.

In order for systematic, detailed, comparative reviews to take place between provisions in European partners, a well understood, systematic process needs to take place. For this project the methodology used proved to be highly effective – the process used was Peer Review and Development.

Joint training sessions between European partners in Peer Review and Development took place.

The project led to the production of a Peer Review Handbook which incorporates approaches for joint partner post review development.

The project led to the development of an outline of a training programme which prepares European partners for Peer Review.

### Impact and use:

The Peer Review Handbook and associated training programme will help staff at all levels of European educational administration and delivery be prepared for systematic review and development of trans-European educational practices.

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Partnership project Website: To be completed by June 2011

<b>Project Title</b>	Support from Schools for Heavily Handicapped Young People in the Phase of Preparation for Adult Life
<b>Partnership ref number</b>	COM-REG-2010-006, 2009-1-DE3-COM-05763
Partner Regio 1	
<b>Coordinator organisation:</b>	Baden-Württemberg region (Germany)
<b>Partner organisations:</b>	Paul Meyle school for mentally and physically handicapped, Heilbronn Martinsschule school, Ladenburg Centre for physically handicapped Oberschwaben, Weingarten Specialized pedagogical seminar, Special needs pedagogics, Karlsruhe
Partner Regio 2	
<b>Coordinator organisation:</b>	Pilsen region (Czech Republic)
<b>Partner organisations:</b>	Primary and vocational school, Zbůch Primary and vocational school, Horšovský Týn Support centre for schools, Pilsen

### **Objectives of the project:**

Young people with heavy and combined handicaps (both adult and under age) should be prepared for entering the adult life within the school education. The number of pupils in the schools for mentally or physically handicapped is increasing as well as the related costs for school and individual facilitations. Also the offer of interdisciplinary supportive care, education and in-service training is needed by the majority. This causes high requirements for realization of pupils' transfer between the school and adult life with as high extent of self-realization as possible in all aspects. Especially the structure of this transfer is missing. The working activity seems highly complicated in the context of increased requirements for care and supervision.

### **Main results and conclusions:**

The aim is to collect different successful experiences of teachers through presentations of pedagogical methods, concepts and information exchange. Adapting those should help to develop standards to enable pupils live as successful life as possible, considering the aspects of accommodation, work and leisure activities.

In the first year, each partner presents several effective teaching methods in a concrete topic. The newly gained know-how should be put into practice in the activities of all institutions during the second year. The partnership could then enlarge the professional competences of teaching staff and prepare them for co-operation a diversity of teaching methods.

### **Impact and use:**

The last part of the project focuses on the dissemination of results to other schools. It is planned to create material about the experiences and results of the project. This set of materials will be given to other "special needs" schools and to schools for pupils with heavy and combined handicaps. During planned mobilities the work should be evaluated and the educational plans and teaching methods should be practically implemented.

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<b>Project Title</b>	Regional learning experiences and environmental learning between Põltsamaa and Mänttä-Vilppula
<b>Partnership ref number</b>	LEPING NR – 2009-0115-COM06-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Põltsamaa Parish Government (Estonia)
<b>Partner organisations:</b>	Adavere Põhikool, Esku-Kamari Kool, Lustivere Põhikool, Kamari Haridusselts
Partner Regio 2	
<b>Coordinator organisation:</b>	Mänttä-Vilppulan Sivistystoimi (Finland)
<b>Partner organisations:</b>	Vilppulan Yhteiskoulu, Vilppulakosken Koulu, Pohjaslahden Koulu, Gösta Serlachius Fine Arts Foundation

### Objectives of the project:

- To learn more about Estonian and Finnish school systems, everyday life, nature and environment
- To strengthen links between generations
- To support international co-operation as a natural part of education
- To motivate learning of foreign languages
- To learn by doing through experience and practical creative activities
- To promote the community involvement and environmentally sustainable life style
- To work on common themes in every participating school: co-operation with local community/ies: in Estonia - Kamari Haridusselts and in Finland - the co-operation with museums

### Main results and conclusions:

- Better co-operation between schools and communities, and improved knowledge of the school surrounding
- use of out-door learning methods and learning through creativity
- Pupil oriented approach to teaching in the classroom
- Curriculum development

### Impact and use:

- Diverse and stronger contacts between Põltsamaa and Mänttä-Vilppula
  - Closer co-operation between administration, schools, local community and different generations
  - promoting lifelong learning
  - Better motivation of pupils to learn through experience
  - Appreciation and use of new ways of teaching by teachers
  - Better understanding of the value of a common language and its use
  - Better identification with one's own region
  - Better understanding of cultural differences
  - Opportunity to visit different schools and organisations that one could not see as an ordinary tourist
- European cooperation:
- Common results presented in articles, videos, stories etc.
  - Pupils and staff have experienced different learning environment and systems
  - The use foreign languages contributes to feeling European
  - staying in a foreign family gives a new view to life
- Practical impact:
- Pupils and teachers have acquired a lot of new knowledge about environment and using recycling materials
  - Teachers developed knowledge about the Finnish/Estonian school systems and curricula
  - Common workshops for school and community, pupils and parents
  - study visits for pupils (Sagadi Nature Centre, Seitsemäinen National Park) etc

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<b>Project Title</b>	Innovative School Management for better School Environment (School Sustainability) – “VELTIOSIS”.
<b>Partnership ref number</b>	2009-1-GR1-COM13-01812 1
Partner Regio 1	
<b>Coordinator organisation:</b>	1st Bureau of Secondary Education of Fthiotida Prefecture - Greece
<b>Partner organisations:</b>	Secondary School of the town of Sperchiada Parents' and Guardians' Association of Sperchiada Secondary School Municipal Youth Centre of Lamia
Partner Regio 2	
<b>Coordinator organisation:</b>	Dambovita County School Inspectorate – “Targoviste to Europe” Association (Romania)
<b>Partner organisations:</b>	National College “NICOLAE TITULESCU” “CORESI SCHOOL” –Targoviste “CORESI SCHOOL’S” Parents' Association

**Objectives of the project:**

To improve the school management systems of both countries by means of proposing and experiencing innovative practices and methods, aiming at the adjustment to the upcoming social and economic changes for both teacher and student communities. To involve local communities and Parents' Associations towards promoting school sustainability. Finally, to encourage mutual understanding between the two European regions' culture and their living standards.

**Main results and conclusions:**

The number of mobilities realised so far as well as the seminars and workshops organised, have contributed to a better understanding of the preset goals of the programme. There has been a thorough study and approach on issues involving innovative school management, opening the school to society, the importance of personal interview, the anti-racist school, self evaluation system and school management in schools around Europe. The above presentations were analysed by expert speakers, representatives of the academic community of both countries. Finally, the presentations were attended by school headmasters, educators, parents and members of the local authorities with the aim of spreading the results and conclusions to the local community.

**Impact and use:**

Both the teaching community and local authorities have been deeply sensitised on the issues tackled by the programme and are working on the implementation of innovative practices regarding a better school management. It is worth to mention that the Secondary school of Sperchiada successfully delivered a questionnaire concerning the method of Personal Interview. The results are being analysed to be presented in a seminar to be carried out next month in Lamia. Further information can be found in the website available.

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<b>Project Title</b>	Learning communities by using robotics
<b>Partnership ref number</b>	2009-1-GR1-COM13-01765 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Directory of 2nd level Education of 2nd periphery of Athens (Greece)
<b>Partner organisations:</b>	1st. Gymnasium of Metamorfosis University of Athens-Faculty of Informatics and Telecommunications
Partner Regio 2	
<b>Coordinator organisation:</b>	Diefthinsi Mesis Ekpedeysis, Leukosia, Cyprus
<b>Partner organisations:</b>	Gymnasium Ag. Vassileiou of Leykosia University of Cyprus, Faculty of Education Sciences

### Objectives of the project:

Its aim is to develop learning communities by using team collaboration at different Educational levels (pupils, teachers of second level, university researchers, professors and local/regional authorities). Design a robotic program to be used in the secondary education. By developing tools, they program robots, try to develop the manufacturing processes, by constructing robots with certain utilities. Using electronic appliances (forums, blogs, wikis) they manage to diffuse/communicate the information further.

### Main results and conclusions:

- Create a new school environment using new technologies
- Use innovative teaching methods (searching results, series of training seminars).
- Introduction to robotic engineering, obstacles, opportunities.
- Encourage effective learning by introducing innovative ideas
- Promote high quality learning
- Training for teachers (life - long learners)
- Aim at new results for the university researchers, continuing professional development for all within regional cooperation
- Building a school concept based on collaboration between local communities and business environments.

### Impact and use:

- Create a Website (Faculty of Informatics and Telecommunications, University of Athens):  
<http://eclass.di.uoa.gr> (all members, of Comenius Region project are connected, exchange knowledge and ideas)
- Create a blog for pupils (cooperative schools):  
<http://www.learningwithrobotics.blogspot.com/> (results of the workshops, videos that pupils have created and the communication between them can be found here). Pupils have also used Facebook, MSN, Skype and other means of Internet Communication Networks (My space, Twitter)  
<http://users.sch.gr/sympath/ekdiloseis/27.02.10/eisigiseis.htm> (project results at the meeting held in Athens, 27/02/2010)
- 1. NXTprograms.com  
<http://www.nxtprograms.com/projects2.html>  
<http://www.nxtprograms.com/projects1.html>
- 2. Active Robots Lego Education  
<http://www.active-robots.com/products/mindstorms4schools/building-instructions.shtml>
- 3. Lego Mindstorms Community Projects <http://mindstorms.lego.com/en-us/Community/NXTLog/DisplayProjectList.aspx>

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<b>Project Title</b>	ISTCD: In-Service Training on Cultural Diversity
<b>Partnership ref number</b>	2009-1-GR1-COM13-01780
Partner Regio 1	
<b>Coordinator organisation:</b>	Directorate of Primary Education – Prefecture of Xanthi (Greece)
<b>Partner organisations:</b>	17th Primary School of Xanthi - Parents Association Board of 17th Primary School
Partner Regio 2	
<b>Coordinator organisation:</b>	Ayuntamiento de Almansa - Concejalía de Educación y Cultura (Almansa City Council, Area of Education and Culture ) - (Spain)
<b>Partner organisations:</b>	C.P. “Miguel Pinilla” (Primary School) CEIP “Claudio Sánchez Albornoz” (Primary School) Centro de Profesores de Almansa (In-Service Teacher Training Centre of Almansa)

### Objectives of the project:

The project main aim is to develop in-service teachers' intercultural awareness and empowerment, so that they can become more capable of functioning effectively in a culturally diverse classroom. Primary teachers acquired the necessary skills, abilities and competences to deal successfully with their cultural diverse student population, different activities and pedagogical issues (e.g. sharing of good practices and in-service training seminars).

- To provide chances to the children from disadvantaged groups, to put their strength in a different way and to give them life-long learning motivation, skills and competences.
- To facilitate a better understanding between different school communities (e.g. to encourage respect to each other and to enhance the motivation to learn foreign languages).
- To involve pupils with special needs and those from disadvantaged groups in the project, and to reduce the differences between the varied groups in society.
- To improve the use of ICT and to develop new and active methodological approaches in education.
- To promote the importance of reading competence as a way to know and understand other cultures better, thus enriching all members of the educational community.

### Main results and conclusions:

After the seminars and courses where teachers explored activities on how to deal with interculturalism in the classroom, teachers were responsible to design and implement similar activities with their pupils. The results showed that the participants were able to identify problems raised in multicultural classes and became able to manage them through the knowledge gained during the training courses and seminars.

Other activities were held with local partners: storytelling at school by parents from immigrant backgrounds, exhibitions and design of intercultural school-puppets.

As a result of the project, a handbook including all the material and activities was created and is available to other professionals working in education who face or work in similar circumstances.

### Impact and use:

**Pupils:** pupils developed their social skills (communication, meeting people from different countries or groups of society, etc.). They became friends with pupils from the partner-schools, improved their English language skills, got a basic knowledge on other foreign languages, as Spanish and Greek, improved their competences on respecting other cultures, improved their skills on ICT and also gained appreciation for reading for pleasure.

**Staff:** staff developed social, civic, foreign language competences and also enriched professionally.

**Institutions:** institutions attained good experience on how to build a bilateral network and partnership with other national and international organisations.

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<b>Project Title</b>	Co – operating for a better education
<b>Partnership ref number</b>	2009-1-GR1-COM13-01823 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Directorate of Primary Education of Western Thessaloniki (Greece)
<b>Partner organisations:</b>	7th Ampelokipi Primary School Assiros Primary School Municipality of Ampelokipi
Partner Regio 2	
<b>Coordinator organisation:</b>	The City of Kokkola Education Department (Finland)
<b>Partner organisations:</b>	Kiviniitty School Koivuhaka School Ykspihlaja School The City of Kokkola Youth Department Youth Center Villa Elba

### **Objectives of the project:**

The aim of this project is to bring together different institutions that deal with various aspects of education in order to exchange ideas and opinions that lead to the improvement the educational practice. Both educational and local authorities – including teachers – cooperate to discuss the problems that have arise as result of immigration, arrival of a large number of people from different countries and economical difficulties that a lot of families face nowadays in both regions. We believe that the comparison and contrast of the existing conditions in the two regions combined with the implementation of positive elements will lead to better education. Apart from the comparison of the two educational systems, other aspects of the project are: the role of local society in the school improvement and the school attitude towards immigration.

### **Main results and conclusions:**

You cannot gain by simply copying a successful educational system or even a part of it, but you can get much by comparing, discussing and exchanging ideas. That was the main aim and apparently the concrete result. If schools want to prepare students for the contemporary world they should implement lifelong learning possibilities. An effective educational system also helps to ensure an open and democratic society by training people about citizenship, solidarity and participative democracy. The present inequalities in education and training have significant costs for individuals, societies and economies. Education should be efficient in producing high standards of excellence and equitable in raising the general level of skills. Cooperation between the education providers, the state and the private sector in European and at the global level is the only way for success.

### **Impact and use:**

The project was an opportunity of getting to know the learning environment in another culture. The experiences broaden the views of the teachers who participated and increased the number of valuable contacts at directorates' level. A seminar, with more than 400 participants, was held in Thessaloniki on 18th of March 2010. The Finish educational system and the presentation of the first year's results were the main themes of the seminar. The main outcome of the project is the publication of a book (5th of April 2011 in Finland and 24th of May 2011 in Greece) with the results of the two years project the three thematic units, the current reforms in both countries and conclusions reached.

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<b>Project Title</b>	Feel The Nature (Natura 2000)
<b>Partnership ref number</b>	2009-1-GR1-COM13-01824 1
Partner Regio 1	
<b>Coordinator organisation:</b>	2nd Office Of Primary Education Of Sitia, Greece
<b>Partner organisations:</b>	Primary School Of Palekastro Municipal Company Of Tourism-Culture Development of Itanos Municipality
Partner Regio 2	
<b>Coordinator organisation:</b>	Obcina Brezice, Slovenia
<b>Partner organisations:</b>	Ekonomska In Trgovska Šola Brežice TERME ČATEŽ, D. D.

### **Objectives of the project:**

- motivate students and teachers to become more sensible consumers and to think about possibilities of sustainable development.
- Acquire strategies to change their own environmental attitudes and behaviour – and perhaps motivate others in their peer groups or families.
- give them chance to acquire knowledge in nature with all senses.
- stimulate creativity in thinking and designing promotion ideas and business ideas connected with sustainable development of protected area

### **Main results and conclusions:**

This project used visual strategies rather than a written/theory approach with contents and tools which are efficient, effective and at the same time easy to understand, and to apply in schools.

The concrete results of the partnership are as follows:

- 1) A cooperative and playful dimension in teaching to approach environmental problems in our primary school and other schools around the area and the local society.
- 2) Environmental education is not 'another' subject in our society but a way to involve students and citizens in active participation in life's tomorrow. Our area is very sensitive and we succeeded to involve all the pupils and local society in region's environmental problems.
- 3) Realising how important is for any country to "have" Natural protected areas for the environment. Students and teachers understood the importance of "natural areas" for environment and local economy.

### **Impact and use:**

Get acquainted with other countries and cultures, learn the importance of speaking a foreign language, get experienced with organising an international event, and improve the skills in cooperation and communication.

The entire project has been engineered to maximise Best Practice and to exchange experiences learnt during lessons.

The project involved parent representatives, student representatives, school teachers and school teams.

The organisation of an every year event in May and a Final Event every year at the end of the school, open to the public and to local authorities.

Use of local media (journals, radio and TV).

Participation in cultural activities organised by the Local Council.

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<b>Project Title</b>	“Intercultural Education in two multi-cultural educational EU Regions: the Eastern Macedonia – Thrace Regional Directory, Greece, and the Provincial Office for Education and Culture of Larnaca-Ammoxostos, Cyprus: status quo – prospects”
<b>Partnership ref number</b>	2009-1-GR1-COM13-01758 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Eastern Macedonia – Thrace Regional Directory for Primary and Secondary Education (Greece)
<b>Partner organisations:</b>	6th Primary School of Komotini 18th Primary School of Xanthi Environmental Education Centre of Maronia
Partner Regio 2	
<b>Coordinator organisation:</b>	Larnakas-Ammoxostou Provincial Office for Education and Culture – Primary Education Department (Cyprus)
<b>Partner organisations:</b>	Primary School Agion Anargyron, Larnaka Primary School Agion Anargyron Parents’ Association

**Objectives of the project:**

The project aims at the improvement of the quality of intercultural education and the best possible integration of immigrant students in the Greek and Cypriot educational system. The two regions interchange views and experiences in intercultural education. We foster the promotion of the European dimension of multicultural education via the study of intercultural environmental education, the significance of language learning and the lesson of religious affairs in intercultural education. Our main objective is the mutual understanding and study of intercultural education data. More specifically, the project prepared intercultural curricula and organised in-service training in intercultural education for teachers and managers. We organised daily events about the following topics:

- “Intercultural education and the common history book in France and Germany”
- “School: The meeting place of languages and civilisations”
- “Research: Does intercultural education have a future?”

**Main results and conclusions:**

- Quality improvement and Greek-Cypriot educational managers’ mobility increase.
  - Quality improvement and quantitative increase of school cooperation between the two countries.
  - Promotion of mother tongue learning of foreigners and repatriated students in the recipient country.
  - Innovative content, services and pedagogical methods development support and practical training in intercultural education with ICTs.
  - The reinforcement of quality and European dimension of teachers’ training in Intercultural Education issues, the improvement of pedagogical approaches and intercultural school management.
- We foster to preserve cooperation between the two countries and exchange our view even after the termination of the programme.

**Impact and use:**

Male and female students, teachers and education managers of both regions appreciated the value and meaning of intercultural education. The managers and teachers were trained in order to improve their educational practices and approaches taking into consideration the Projects’ conclusions. We are confident that the students of both regions learned to appreciate the value of all cultural traditions and foreign languages.

All interested parties can visit our website (in Greek and English). Our mutual experiences are going to enhance the cooperation of European Regions, as the successful completion of this project proves that “we learn from each other”.

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<b>Project Title</b>	Crossing networks for content and language integrated learning (cn4clil)
<b>Partnership ref number</b>	2009-1-ES1-COM13-05041
Partner Regio 1	
<b>Coordinator organisation:</b>	Dirección General de Calidad, Innovación y Formación del Profesorado – Consejería de Educación de la Junta de Castilla y León (Spain)
<b>Partner organisations:</b>	Teacher Training Centre in Languages (CFPI) CEIP Francisco Pino
Partner Regio 2	
<b>Coordinator organisation:</b>	Sefton children, schools and families (Formerly Sefton Children’s Ser- vices) (United Kingdom)
<b>Partner organisations:</b>	Lander Road Primary School Liverpool Hope University

### Objectives of the project:

The overall objective of this project is to create a structure for the permanent co-operation between the partner regions. This structure will support the learning of English and Spanish as Foreign Languages in the schools of Castilla y León and Sefton. This language learning will be based upon a cross curricular approach in which subject content and language learning are integrated (CLIL).

This project also aims to: Create a bilateral commission to design and develop the “Framework Agreement for Co-operation” and provide a discussion forum for the development of other initiatives.

Develop a network of twinned schools in order to:

- a) The exchange of best practice
- b) Carry out reciprocal job shadowing by CLIL teachers
- c) Create a bank of classroom activities, created by the pupils using on-line tools Design teacher training modules based on specific CLIL classroom techniques.

### Main results and conclusions:

- Creation of a partnership project Website
- Creation of a secure VLE for collaborative learning and sharing best practice
- Pupils’ effectively and securely using ‘chat’ and ‘video-chat’ through the VLE
- Extending existing links to the British Council’s in-service training programmes
- Primary Education Pupils’ exchange visits using CRIE’s (Rural Centres for Innovative Education) for accommodation and training of both schools
- Secondary Education Pupils’ exchange visits
- Primary Education Head teachers’ job shadow visit, focussing on community cohesion
- Two-week Teacher training for Spanish teachers at Liverpool Hope University, including school experience
- Production of a ‘Regio corner’ displaying all resources and photographs collected during mobilities

### Impact and use:

At School level: Staff and pupils in schools, regional authorities and teacher training institutions will all benefit from peer and collaborative learning, links with other schools and the experience of working with different groups of teachers and pupils, through being in a position to share their best practice.

At Regional level: The “Framework Agreement for Collaboration” will be extended to include other fields of common interest, informing other units, sections and departments of both authorities. The network of twinned schools will be expanded, making use of existing Comenius resources. The Teacher Training Modules will be made available to the educational community of both regions.

At National level: The Framework Agreement for Collaboration and the Teacher Training Modules will be at the disposal of other regions in both countries as an example of good practice, using the means of both the British and Spanish LLLP National Agencies.

At European level: The network of twinned schools will be expanded by means of the Comenius Multi-lateral Associations Programme, using the partnerships previously established by the participating schools.

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<b>Project Title</b>	Riveira-Vieste: La Cooperación Comunitaria Para La Resolución Pacífica de Conflictos Socieducativos
<b>Partnership ref number</b>	2009-1-ES1-COM13-05047-2
Partner Regio 1	Spagna- Galizia
<b>Coordinator organisation:</b>	Ayuntamiento De Riveira - Riveira (A Coruña) - Spagna (Coord.)
<b>Partner organisations:</b>	Colegio Bayón - Ribeira - ES (Partn. Locale) Colegio Galaxia, S.L - Ribeira - ES (Partn. Locale) Colegio La Milagrosa - Josefa Sobrido - Ribeira - ES (Partn. Locale) Instituto De Educación Secundaria Coroso - Ribeira - ES (Partn. Locale) Instituto Enseñanza Secundaria N° 1 De Ribeira - Ribeira - ES (Partn. Locale) Asociación Antidroga Reacer - Riveira - Es (Partn. Locale) Colegio Sagrado Corazón de Jesús - Riveira - ES (Partn. Locale) Instituto de Educación Secundaria Leliadoura - Riveira - ES (Partn. Locale)
Partner Regio 2	Italia - Puglia
<b>Coordinator organisation:</b>	Comune di Bari - BARI - Italia (Partn.)
<b>Partner organisations:</b>	Comune di Vieste - Vieste - FG - IT (Partn. locale) Ist. di Istruz. Sec. Sup. L. Fazzani - Vieste - FG - IT (Partn. locale) WWF Italia - Vieste - VIESTE-FOGGIA - IT (Partn. locale) Liceo Classico Statale "Virgilio" – Vico del Gargano – FG - Italia (Partn. locale) Comune di Peschici- Peschici – FG - Italia (Partn. locale) Comune di Vico del Gargano- Vico del Gargano - FG - Italia (Partn. locale)

### Objectives of the project:

Learning to listen to the arguments of others, to use mediation as a practice to develop in school and in the society.

### Main results and conclusions:

Each school has started a School Mediation Centre signing an agreement protocol with the Local Health Unit which provided the following personnel for the schools:

- A Social Worker (weekly)
- A professional educator (fortnightly)
- A psychologist (as needed)

The Director of the Operating Unit Complex was available for the evaluation moments and activities.

### Impact and use:

The Comenius Regio has linked the schools and the Regional Capital town, the towns in the north of the Gargano, the Local Health and to the WWF environmental associations. Each of them was lead by the "information culture as a weapon for prevention, "as the slogan of 'Association" Renacer "of the Riveira says.

All partners, under the harmonic and refined direction of the Directorate of Youth Policy of the City of Bari, have developed ability with communication and thanks to the meeting with the community of Riviera and Galicia; they are committed in ensuring the continuity of education based on mediation.

Finally, the project on mediation has helped to solve the political crisis of Vico del Gargano town and the Mayor has been able to grant the deepest and truest sense to the project.

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Partnership project Website: in construction

<b>Project Title</b>	The Mask of Love
<b>Partnership ref number</b>	2009-1-ES1-COM13-05049
Partner Regio 1	
<b>Coordinator organisation:</b>	General Direction of Promotion, Curricula and Educational Innovation (Spain)
<b>Partner organisations:</b>	Murcia Region Women Institute (IMRM) Teacher's Training Center of Cartagena High school, IES Politécnico CEPAIM Foundation
Partner Regio 2	
<b>Coordinator organisation:</b>	Regional Direction of Primary and Secondary Education of Central Macedonia (Greece)
<b>Partner organisations:</b>	Municipality of Ampelokipi, Thessaloniki 1st Lyceum of Ampelokipi

### Objectives of the project:

- Set up with relationship between both region with the aim of promoting more projects in consecutive editions and establishing a consolidated partnership.
- Motivate local authority staff and teachers by exchanging best practice and promoting cooperation.
- Include schools and other partners linked to education (e.g. teacher training, youth groups, vocational educators, community organisations and employers)

#### Themes and problems:

- Prevention of violence in couples through education in values
- Co – education in equality

#### Focus to reach the objectives:

- Education approach from the teacher's training to the pupil's involvement and commitment
- Dissemination and exploitation of results at regional, Trans – regional and European level

### Main results and conclusions:

The COMENIUS REGIO “The Mask of Love” is structured in a similar way to the program developed jointly by the Regional Ministry of Education and the new Directorate General for Prevention of Gender Violence and Juvenile Reform in Murcia Region.

- All the material resources of the project have been translated from English into Spanish (Teacher's guide, student's guide and videos).
- The Region of Murcia has achieved a multiplying effort to 59 high schools working “The Mask of Love” in the classroom.
- The results obtained in the pre and post test in the schools show a significant improvement both in gender violence prevention and in the detection of conducts leading to the problem.
- Macedonia Central is working with two high schools in the project.
- English-Spanish Bilingual Schools are using these resources in English.
- There is a good relationship between the Greek and Spanish Secondary Schools in order to exchange experiences about gender violence.
- The project ends with an International Conference in Thessaloniki, scheduled for June 2011 for the dissemination and exploitation of results.

### Impact and use:

Violence against women is a problem concerning the general population, with a clear answer in educational values transmitted at early age, and in the co – educational framework. Both regions, from the point of view of Educational Regions, are concerned in the integral education of their citizens to respect the principles defended by the European Commission and the Member States. The new approach of educating towards violence by preventing in early ages will suppose a rich value to the educational curricula in both regions, as well as educating in attitudes not only to pupils, but to all the involved stakeholders and staff.

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<b>Project Title</b>	SPICE - A Cooperative Project Involving: Students, Parents, Interculture, Community and Education
<b>Partnership ref number</b>	2009-1-ES1-COM13-05050
Partner Regio 1	
<b>Coordinator organisation:</b>	Consejería de Educación y Ciencia del Principado de Asturias (Spain)
<b>Partner organisations:</b>	CPR (Centro de Profesorado y Recursos) de Oviedo/ In-Service Teachers' Training and Resource Centre ACCEM (Asociación Comisión Católica Española de Migración) / NGO Migration Association C.P. Los Campos de Gijón / Primary School (3 – 12) IES Alfonso II de Oviedo / Secondary-High School (12 – 18) IES Pando de Oviedo / Secondary-High School (12 – 18) IES La Magdalena de Avilés / Secondary-High School (12 – 18) IES Calderón de la Barca de Gijón / Secondary-High School (12 – 18)
Partner Regio 2	
<b>Coordinator organisation:</b>	Þjónustumiðstöð Miðborgar og Hlíða (Iceland)
<b>Partner organisations:</b>	Borgarbókasafn Reykjavíkur/ The Reykjavik City Library Frístundamiðstöðin Kampur – ÍTR / The ÍTR Kampur Recreation (Cultural Association) Taekniskolinn (College 16 – 20) Háteigsskóli (compulsory school 6-16) Austurbæjarskóli (compulsory school 6-16)

### Objectives of the project:

The general objective of this project is to improve policy and practice in the school environment in order to integrate the entire immigrant student population and their families in the school, facilitating social and cultural integration, regardless of language, culture, social or personal condition.

### Main results and conclusions:

- The project has allowed the two regions to share examples of good practice.
- Specific needs and possible support measures to immigrant pupils and their families when entering the host country have been analysed (such as language needs, cultural differences, different education systems and different curricula in their countries, special educational needs, different attitudes to leisure time and community participation, social isolation...)
- Inclusive education in schools should be promoted and reinforced.
- There is a need of both initial and in-service teacher training in order to respond to increased classroom complexity.
- We have created adequate assessment tools for the initial evaluation of these pupils, and their continuing academic and social progress.
- Involvement in a project to provide guidance to schools, advising parent involvement and welcoming of newly-arrived families.

### Impact and use:

Pupils benefited with the improvement of educational and social services, enabling them to participate better in their communities. Teachers have improved practices and assessment tools are at their disposal. School administration has improved the local educational culture by enabling their participants to take part in the project, improving the school participation.

Through implementation, best practices intercultural awareness will increase among pupils, their families and educators As a consequence will also affect regions on the level of educational policy.

Good results through best practices will encourage further collaboration between European regions.

All participants expect regular updates via the internet, supporting those who are having difficulties.

There is sufficient flexibility to foster initiative and creativity.

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<b>Project Title</b>	The method of working the language skills throughout the school life
<b>Partnership ref number</b>	2009-1-ES1-COM13-05051
Partner Regio 1	
<b>Coordinator organisation:</b>	Dirección General de Política Educativa. Departamento de Educación, Cultura y Deporte del Gobierno de Aragón (Spain)
<b>Partner organisations:</b>	CEIP Francisco Galiay Sarañana, Primary School CEIP San Juan Bautista, Primary School IES Bajo Cinca, Secondary School Centro de Profesores y Recursos de Fraga. Teachers Training Centre
Partner Regio 2	
<b>Coordinator organisation:</b>	KIRŞEHİR Education Provincial Directorate (Turkey)
<b>Partner organisations:</b>	HÜRRİYET Primary School KIRŞEHİR High School ARAŞTIRMA MERKEZ Guidance and Research Center

### Objectives of the project:

- a) To reflect on the proposed topics in each educative centre.  
Communicative competence  
Diversity treatment (inclusive teaching)  
Centre's management and organisation  
Relationship with the socio-cultural background
- c) To share the results and experiences with the partner region.
- d) To implement proposals of improvement in relation to the project's thematic.

### Main results and conclusions:

The most important result is that the teachers involved in the project are implementing a review in their teaching process. They are making a great effort participating in training activities, sharing experiences, discussing about the tasks revisions and exchanging their points of view about the teaching-learning process.

All this is being guided and reviewed by a professor from Pompeu Fabra University in Barcelona.

The most valuable aspect concerning the partnership is the opportunity to appreciate, compare, share, interact and learn how school life takes place in other country. In addition to this, the discussion about the similarities and differences about the teaching-learning process is being implemented in both Educational System and the collaboration with partner teachers.

### Impact and use:

At schools, thanks to the project, the teachers have established work groups in which they discuss and collaborate in the curriculum planning. This aspect is especially important in secondary school, where collaboration between teachers is quite difficult. Apart from that, the fact that teachers and students present their work to the rest implies that they pay more attention, and work harder than usual. Due to this, their motivation has increased significantly.

The objective to achieve a multilingual competence has been a key point within the bilingual area (Catalan and Spanish) where the schools are located. The teachers have to face difficulties in planning and coordinating the curriculum taking into account local and foreign languages, and also, students from other countries.

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<b>Project Title</b>	Framework for Inter-Regional Achievement - FIRA
<b>Partnership ref number</b>	2009-1-ES1-COM13-05040 2 (Spain)
Partner Regio 1	
<b>Coordinator organisation:</b>	Conselleria de Educacion y Cultura del Govern de les Illes Balears
<b>Partner organisations:</b>	The University of the Balearic Islands, CP Jaume 111, ES Lluçmajor
Partner Regio 2	
<b>Coordinator organisation:</b>	London Borough of Enfield (United Kingdom)
<b>Partner organisations:</b>	Middlesex University, Highlands Secondary School, Grange Park Primary School

### Objectives of the project:

- To raise awareness of the importance of the European Dimension in the curriculum
- To develop the use of ICT between the partners to improve inter-regional cooperation in education and to enhance learning for pupils, providing real audiences for their work
- To develop ways of sustaining inter-regional cooperation once the funding ends
- To learn from each other, sharing elements of best practice in EMA work and CLIL
- To gather data about the development of joint activities, to analyse and consider the impact within the school communities in order to identify good practice
- To develop guidelines on inter-regional cooperation and examples of good practice that can be disseminated widely and shared with our communities so that current practice can be improved

### Main results and conclusions:

The competition for a logo at the start was a useful way to kick off the project and to stimulate discussion about the purposes of the project.

UK teachers had training on using the CLIL approach and became knowledgeable in how to use it. The expertise of EAL specialists in the UK was used to work with non-Spanish speaking pupils in the IB. IB teachers received training on the LILAC approach (Language and Learning across the Curriculum) and observed lessons using this approach.

Where the school leaderships were committed to the project from the start, the project was inclusive and developed throughout the school in all aspects of its life.

Where the school leadership did not commit themselves or their school staff from the start, it was a struggle to keep on task.

The energy and hard work of the two coordinators was key to keeping everyone involved and learning. ICT was useful in maintaining regular communication, especially the Virtual Learning Environment.

### Impact and use

The logo has been used on all project materials and has helped in forging an identity for the project.

The Lead Authority in each partnership was able to develop strategies across their schools to promote access to learning for all pupils, whether it was in their first or second language.

All participants learnt that there are different ways to approach education in schools, depending on cultural, social and political factors.

UK teachers understood the CLIL approach, received training on its use, observed CLIL lessons in the Islas Baleares and implemented elements of it in their own teaching, helping to embed language teaching across the schools.

Pupils operated as "Learning Detectives" in each other's schools and developed an understanding of what to look for in observing lessons.

EAL specialists in the UK were able to learn from their experiences working with non-Spanish speakers in the IB which they are able to draw on to inform their work.

A VLE platform succeeded in helping to maintain communication, to share ideas and DVDs of classroom practice and improved the ICT skills of the participants.

We have been able to identify elements that go towards making successful inter-regional cooperation and to share these with other interested parties.

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<b>Project Title</b>	Let's play theatre to cross borders - (Fem teatre per travessar fronteres)
<b>Partnership ref number</b>	2009-1-ES1-COM13-505053
Partner Regio 1	Catalonia (Spain)
<b>Coordinator organisation:</b>	Servei de Llengües, Department of education, Generalitat de Catalunya
<b>Partner organisations:</b>	Àrea d'educació de l'Ajuntament de Mollet del Vallès IES Vicenç Plantada de Mollet del Vallès
Partner Regio 2	Midi-Pyrénées (France)
<b>Coordinator organisation:</b>	City Hall: Ajuntament de Toulouse & Académie de Toulouse
<b>Partner organisations:</b>	Teatre Nacional de Toulouse Lycée Rive Gauche de Toulouse

### **Objectives of the project:**

Institutional co-operation among Catalan and French authorities, related to education, to develop networks and activities of teacher training and school exchange.

We are willing to promote interactive meetings between educational agents (teachers, inspectors of education, principals and stockholders) and professional actors and people from the Theatre world, in order to collaborate in school projects and teacher training.

We are working to improve teaching methodologies and cross curricular approaches in order to develop inclusive activities in class, transversal school projects and creative alternatives to traditional classroom work.

We try to develop common core for European citizenship at school for CLIL approaches and for focus learning process to competencies acquisition

### **Main results and conclusions:**

On the one hand, the project "Let's play theatre to cross borders" is a pioneering action that has opened the way for future cross-border partnership between Catalonia and Midi-Pyrénées.

On the other hand, the project "Let's play theatre to cross borders" was an opportunity for enlarging reflection on education, and for expanding the results of school work. The project has given the participants the opportunity to build joint international school activities that have spread through the Internet, actions of youth theatre, and the participation of different stakeholders.

On the other hand, Congresses and Theatre meetings have offered opportunities to develop further on-line projects between schools, and to promote trans-frontier connections among teachers and students in both France and Spain.

### **Impact and use:**

The project began with an Initial Training Conference for teachers in November 2009. It gave the participants the opportunity to present various educational programs. Using a foreign language for schooling in different areas has promoted an interesting methodological renewal.

The project will finish with a Closing Congress June 2011 where conclusions of the work carried out during these two years will be presented.

All the teachers and students involved have shared their experiences and they were enthusiastic and committed in collaborative international meeting that contributes to consolidating shared European values: participation and inclusion from different languages and cultures, develop learning strategies, lifelong learning, and the perception of belonging to a collective project that they can enjoy working on.

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<http://blocs.xtec.cat/jornadafrances/comenius-regio/documentacio-comenius-regio/>

<http://www.theatre-edu.eu/?lang=ca>

<b>Project Title</b>	ADS Ability Development Schools
<b>Partnership ref number</b>	2009-1-ES1-COM13-05056
Partner Regio 1	
<b>Coordinator organisation:</b>	Mancomunidad de Municipios de la Sagra Alta (Spain)
<b>Partner organisations:</b>	Pre-Primary and Primary School "Guillermo Plaza" Secondary School "Margarita Salas" Multipurpose Social Service Center of Illescas In-Service Teacher Training Center of Illescas
Partner Regio 2	
<b>Coordinator organisation:</b>	Kuratorium Oswiaty of Kielce (Poland)
<b>Partner organisations:</b>	Primary School "Wandy Lyczkowskiej" of Ostojow Junior School in Machocice Kapitulne Secondary School N°2 in Opatow In-Service Teacher Training Center of Kielce

### Objectives of the project:

- Develop an action plan together with our colleagues in Poland to increase reading comprehension skills and foster the other competences such: learn to learn competence, digital competence, social and citizen competence and emotional competence.
- To development skills covering the curriculum, teachers training, pupils learning, stimulating socio-educational community in coordination with all institutions involved in the project.
- To reduce the school failure and to increase the success of our students.
- To help developing in our young students the capacities to be able to make their own development personal plan improving their autonomy, quality of life, freedom in the election of what to do next, etc..

### Main results and conclusions:

We have defined the basis of a Logo Contest with Schools for our project to identify and design a web page to up load all the relevant information.

Organisation of workshops about different topics: Initiation in mechanics, Education in the street, Spanish as a foreign language, Training to be qualified to get a job, Emotional Competence Course, Inclusive-Cooperative Work Course, Effective techniques of learning process Course, Art of creating teaching Course, Creating procedures in class Course, Key competences as a challenge for world of future Course. A Vocational Guidance Week was coordinated in Secondary Schools and Symposi-ums. Organisation of the regional conference: Added Educational Value and Symposium about basic competences in Swietokrzyski Region and Poland. Creation of the board game School Party.

### Impact and use:

- 1) The learners were enabled to set their own subject in the European context, to make contacts via the partners and establish relations in their field of interest improve their communication and intercultural skills as well as learn different cultural aspects.
- 2) The institutions have benefited from the arrival of a group of adult educators bringing new ideas and practices from across Europe, sharing of good practice engaging in intercultural dialogue about their pedagogical knowledge and improved their conceptualisation and praxis of learning and teaching.
- 3) The local communities have benefited from workshops addressed to families. The knowledge and exchange between centres have made possible future cooperation projects in order to encourage good educational practices.

Additionally, the project has helped to create a dialogue with the regional authorities in charge of funding arrangements, in order to emphasize our students' skills and their success in their lives.

Various articles were published in the local press of each institution as well as in each institution's journals. "Labor Docente Magazine", "Educar", "Inspiracje", "Echo Dnia".

There was a close cooperation with the local community and media interviews to local, regional and national radios and TVs, contents published in the projects website and submission of reports in the European media and Lifelong Learning journals.

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<b>Project Title</b>	Classical culture for the construction of a European citizenship
<b>Partnership ref number</b>	2009_1_ES_COM13-05057
Partner Regio 1	
<b>Coordinator organisation:</b>	Sagunto's townhall (Spain)
<b>Partner organisations:</b>	CEFIRE (Teacher training center) of Sagunto, Primary School Villar Palasí, Primary School Maestro Tarrazona, Secondary School Clot del Moro, Secondary School Eduardo Merello, Further Education Center Miguel Hernandez, Archeological museum of Sagunto and Classical Culture Teachers Association "Ludere et discere"
Partner Regio 2	
<b>Coordinator organisation:</b>	Millau's townhall (France)
<b>Partner organisations:</b>	Primary School Beauregard, Primary School Eugène Selles, Millau's museum, "La Graufesenque" archeological site.

### Objectives of the project:

- To highlight the contributions of the classical world in different fields of knowledge and to show the importance of classical culture as a reference to the values of European citizenship.
- To create a formal and informal Learning Community structure between the twinned cities of Sagunto and Millau. This structure will involve primary and secondary schools, further education centres, the city councils and cultural and educational institutions. It will allow the sharing of the cultural heritage of both cities.
- To show that the didactic work has a social projection and allows the approach of the citizens to their cultural heritage. This approach to cultural heritage, by seeing it as a present reality, as a legacy to future European generations and as a source of historical documentation will allow us to realise our common European origins.
- To strengthen the educational work regarding equality between people, without gender bias, as one of the values of European citizenship and as a result, study and analyze the representation and participation of women in the classical world and at the present time.

### Main results and conclusions:

1. LUDI SAGUNTINI Y LUDI CONDATOMAGI weeks will be held: educational workshops, materials and classical theatre will take place with more than 14.000 students and citizens from both cities participating. There will be an approach to different features of classical culture and their cultural origins.
2. A common exhibition of pieces from Sagunto and Millau will be displayed in Sagunto's museum, "SAGUNTO AND THE GRAUFESENQUE OF MILLAU. CIVITAS ET FABRICA". This exhibition will be preserved through a catalogue and a video with an archaeological description of both cities explaining and using pieces and texts from the exhibition.
3. There will be several lectures given by experts in the two cities on the archaeological heritage of both and also speeches on the role of women in history, in the classical world and in today's society. Proposals for the training of teachers will be given.

### Impact and use:

Through many activities this project has achieved the creation of a team of classical culture experts, teachers, archaeologists and musicologists working together. It has also strengthened previous relationships between the schools by consolidating them as Twin Schools. Finally, institutional relations were improved in the municipalities by promoting the gender perspective and the Twinning between the two cities and giving them a cultural and educational content on the European classical heritage.

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<b>Project Title</b>	HI-STEP, Pupils' European Partnership
<b>Partnership ref number</b>	2009-1-FR1-COM13-06744 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Conseil Régional D'Île-de-France (France)
<b>Partner organisations:</b>	Lycée Professionnel Octave Feuillet Lycée Des Métiers De L'automobile Et Du Transport Lycée Professionnel Leonard De Vinci Lycée Jean Mace Other Organisation La Ligue De L'enseignement (Non Profit Association)
Partner Regio 2	
<b>Coordinator organisation:</b>	Helsinki City Education Department (Finland)
<b>Partner organisations:</b>	Helsinki City College Of Culinary Art, Fashion And Beauty Helsinki City College Of Technology Other Organisation Workshops For Young People (Public Local Authority)

### **Objectives of the project:**

The project aims to develop European awareness among civil servants, elected officials, staff and pupils of Vocational High Schools of the two partners. Through bilateral cooperation, the project intends to foster international mobility of each target public and specifically for disadvantaged young people. Based in collaborative communication tools and European workshops, the projects will step-by-step build the conditions of a common European culture and successful professional training periods abroad.

### **Main results and conclusions:**

For the effect, a web platform including chat, planning tools and documentation has been created. The platform makes the exchanges between the members of the partnership easier. It also eases the mental and practical mobility preparations for pupils. This platform will evolve step by step as more young people take part in the exchange. A mobility guide is also published on the Website.

### **Impact and use:**

The project creates closer links between the different actors involved in Education and develops a European mobility culture in various levels of responsibility: Schools, local educational authorities and associations. Pupils, who are the final target group, are involved in the project and their experience of mobility will improve the results of the project, taking care of real needs.

In a longer term, a European cooperation agreement between the City of Helsinki and the region Ile-de-France is foreseen, including a commitment in a sustainable support to spread methods and facilitate the organisation of study visits and internships abroad.

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<b>Project Title</b>	Our School Is Our Heritage (La Scuola è il nostro Patrimonio)
<b>Partnership ref number</b>	2009-1-IT2-COM13-05964-1
Partner Regio 1	
<b>Coordinator organisation:</b>	City of Turin (Italy)
<b>Partner organisations:</b>	Comitato Italia 150 Fondazione Barolo - Museo della Scuola e del libro per l'infanzia Fondazione per il Libro, la Musica e la Cultura
Partner Regio 2	
<b>Coordinator organisation:</b>	City of Lione (France)
<b>Partner organisations:</b>	City Archive Musée Gadagne Péniches du Val du Rhône

### **Objectives of the project:**

The aim of this project was to understand and study how the heritage of a city with complex mix of cultural, artistic and environmental aspects has by nature a broader pedagogical value. The idea of choosing the school as an example comes from its peculiarity and ability to open up to a wide array of public issues. The school is in fact capable of stimulating awareness and discussion under various viewpoints: as a building and as a community; for its relationship with the surrounding and for the materials that it stores; for its historical and up-to-date perspectives and for its valuable role as a training tool for integration. The international profile of these projects enhances the value of the historical research as well as its results and the personal experiences of all the organisations involved.

### **Main results and conclusions:**

The Italian institutions involved in the project have worked towards the preservation of all the historically relevant materials stored within their structures with the purpose of creating a School Museum in their midst. This Museum is set to become not only a key tool for teaching about history but also a constructive link between past and present, able to involve students in the creation of the museum. On the French side of the project, given the multi-ethnic character of the three schools involved, the aim has been to enrich and raise self-awareness of the neighbourhood, thus working on issues such as belonging, citizenship and territory. The final product of this joint venture between Italian and French schools will be a teachers' handbook, created to facilitate the formulation and development of classroom projects and works. The manual will also seek to highlight how, thanks to Comenius Regio, it was possible to develop and plan a shared methodology and approach.

### **Impact and use:**

This international project has already brought great results and enrichment in terms of new knowledge and new experiences not only for faculty and students, but also to all the other institutions involved in the project and to the region itself. Schools, the starting point of the growth of each person, will thus be able to reveal all their social and cultural significance that extends far beyond its walls and school age.

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<b>Project Title</b>	ActivArt - Artistic workshops to develop the creativity of European pupils
<b>Partnership ref number</b>	2009-1-IT2-COM13-06125-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Roma Capitale - Dipartimento Servizi educativi e scolastici (Italy)
<b>Partner organisations:</b>	Scuola Elementare Statale "Principe di Piemonte" Zètema Progetto Cultura Srl
Partner Regio 2	
<b>Coordinator organisation:</b>	Ayuntamiento de Santa Cristina d'Aro (Spain)
<b>Partner organisations:</b>	Escuela de infantil y primaria "CEIP Pedralta" Pantomaka Produccions

### **Objectives of the project:**

The project aims to improve the provision and effectiveness of school education by employing the Bruno Munari® teaching method. This method encourages informal learning where teachers and students are active participants in the teaching process. The project will present and disseminate a new way of relating to and getting to know the surrounding world through art and, in particular, through the creative use of various objects. The purpose of the partnership is to experiment and test the method in the two different contexts; to evaluate the experience from the various points of view of the players involved; and then to publish the results. The main project objectives are to improve the quality of school life by enhancing the role of teachers and trainers, and the inclusion of all those involved in the teaching process from the local authority to the children themselves in an international context of learning, comparing and sharing.

### **Main results and conclusions:**

- 1) Changes in the schools' everyday activities and spaces through the introduction of an innovative teaching method. The proposed activities are useful in establishing educational standards that are aimed at encouraging "creative constructive thinking". The approach involves the participants in a direct way. All participants are asked to contribute by widening their ordinary point of view.
- 2) Enhancement of the teacher's role: teachers have put themselves directly to the test, both as learners in the training process followed in the project to acquire sufficient knowledge of the method and the ability to use it, and then as workshop leaders.
- 3) Encouraging networking. Building a network for the various players to verify the effectiveness of the methodology and to repeat and extend the experiment in other countries. The action aims to expand the sample, including the collection of data and materials to analyse in-depth the problems faced and the solutions found in the different contexts.

### **Impact and use:**

More than 40 teachers from Italy and Spain were directly involved in the activities during the two years of the project. The training method improved the individual skills and capacities of teachers to the point that the municipality decided to contribute financially and include it in the basic and complementary training of teachers. More than 400 teachers were involved indirectly by the project within this complementary training.

More than 350 children (from 3 to 10 years old) were involved as players in workshops. The method encourages the creativity and helps children to interact with the outside world, so this experiment can be useful for other subjects and activities, inside and outside schools, overcoming linguistic and cultural difficulties.

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<b>Project Title</b>	Come & Sing - Popular Traditions
<b>Partnership ref number</b>	2009-1-It2-Com13-061181-1
Partner Regio 1	Abruzzo - Italy
<b>Coordinator organisation:</b>	Miur-Usr –Ufficio Scolastico Regionale Per L’abruzzo
<b>Partner organisations:</b>	Il Circolo Didattico di San Salvo (CH); Scuola Paritaria dell’Infanzia “Bimbo2000” di San Salvo (CH); Conservatorio di Musica “A. Casella” (AQ); Associazione Culturale Zampogne e Ciaramelle d’Abruzzo Fondazione “Museo delle Genti d’Abruzzo” di Pescara; Associazione “Coro Polifonico Histonium” di Vasto (CH); Unidav - Università Telematica "Leonardo da Vinci" University G. D’Annunzio New Enterprise Technology Associazione “DUM -TEK” di San Salvo (CH); Associazione Culturale “ Gli amici delle tradizioni” di San Salvo (CH);
Partner Regio 2	Patras - GREECE
<b>Coordinator organisation:</b>	Regional Directorate of Primary and Secondary Education of Western Greece
<b>Partner organisations:</b>	2nd Dimotiko Sxoleio Patras Mousiko Gymnasio Patras Odeum Paganini Patras

### Objectives of the project:

The project focuses on the study and the recovery of popular traditions, ethno-music, songs and popular dances to develop the awareness of a personal, cultural, regional and European identity in the Abruzzi region and in West Greece. In particular the objectives refer to co-operation at local, regional and transnational level, personal, regional and European identity, the European dimension of education, the meaningful learning, and the acquisition of the key competences.

### Main results and conclusions:

The following results have been achieved:

- \* The project website;
- \* Realization of instructive and didactic ways in both countries;
- \* Involvement of other schools of musical education;
- \* Project meetings, training and musical performances;
- \* Research of popular sources and transcription of the tracks on a CD of The “Genti d’Abruzzo” Museum in Pescara;
- \* Compilation of a collection of popular songs from Abruzzi, revised for schools: a didactic kit for the schools of the region;
  - J-Orchestra consisting of instrumentalists of the first years of junior high school and secondary school, together with students of S. Salvo and other groups;
  - Final concerts with the involvement of the musicians of both the European regions in Patras (April 2011) and in Abruzzi (June 2011).

### Impact and use:

Strong co-operation links have been created within and between both regions; through the dialogue, co-operation and exchange of information; a sort of “territorial laboratory” for training and “life long and wide learning” has been developed.

The teachers, other school staff and the students have gained knowledge about the popular and musical traditions of their region and of the partner country. They have practiced the English language and the new technologies both to communicate and to create and diffuse music (music and recording laboratory, video and music editing). The two regions, that have created the basis for other partnerships within the LLP Programme, will continue to have cultural and social relationships through the Forum of the towns at the Adriatic Sea, where Pescara and Patras are also located.

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<b>Project Title</b>	Youth Educational Systems (YES)
<b>Partnership ref number</b>	2009-1-IT2-COM13-05992-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Assemblea Legislativa della Regione Emilia-Romagna (Alessandro Criserà) (Italy)
<b>Partner organisations:</b>	Ufficio Scolastico Regionale per l'Emilia-Romagna (Rosanna Rossi) Istituto Tecnico Statale Commerciale "R. Luxemburg" – Bologna (Cristina Donà) Istituto Tecnico Commerciale "G. Ginanni" – Ravenna (Patrizia Ravagli) Istituto Tecnico Commerciale "G.B Bodoni" – Parma (Annalisa Martini) Istituto Professionale per i Servizi Commerciali e Turistici "E. Morante" - Sassuolo (Modena) – (Monica Cuoghi) Associazione Interculturale Polo Interetnico (AIPI) – (Roberto Pasquali)
Partner Regio 2	
<b>Coordinator organisation:</b>	Casa Corpului Didactic Iași – (Lidia Andronache) (Romania)
<b>Partner organisations:</b>	Colloge "Costache Negruzzi" Iași - (Camelia Gavrila) Grup Scolar Tehnic de Transporturi Cai Ferate Iași – (Mihaela Poroch) "Alexandru Vlahuta" Secondary School Iași – (Verginia Ana Munteanu) RoTalent Association Iași – (Marieta Lesovici)

### Objectives of the project:

This Project tackles the problem of skills-for-life key competences not being effectively integrated into training and education programmes for teachers/educators/experts. The project also works towards meeting diverse learners' needs and improving participation in lifelong learning in line with the Lisbon objectives, aiming at developing a Training approach for a continuous Professional Development programme to provide subject teachers with the necessary skills to integrate key skills-for-life competences into their specialist areas.

### Main results and conclusions:

Effective support for participants implementing high quality training activities for the acquisition and the use of knowledge and skills aimed at enhancing personal development. The YES project raised the quality of teaching and learning through equipping the trainers, teachers and experts with the resources and tools necessary for raising their skills-for-life while at the same time successfully approaching socially marginalised youngsters. The project immediately contributed to improving the skills and competences of students, improving their social and educational conditions. The transnational nature of the partnership provided considerable added value and innovation offering the opportunity to explore different learning methods and approaches to the central issues of this project: methods for increasing youngsters' motivation, analysis of school failure, development of common training contents and concepts, and intercultural education.

### Impact and use:

The Project created a webpage on the official website of the Legislative Assembly of the Emilia-Romagna Region whose content, updated in three languages (Italian, Romanian, and English), documents the project steps and outputs, the specialised EU publications and the joint research and specialised analysis carried out by the two Consortia. Throughout the whole duration of the Partnership a rich press and TV coverage has been produced, which had a strong impact on local communities. Many other stakeholders, including the local school authorities and organisations were also involved and committed to designing a comprehensive strategy for increasing the quality of the educational systems. A permanent structured co-operation was agreed to continue the cooperation between the two Consortia through other joint educational projects, collaborating through the created web platform. This project offered other opportunities for further educational projects involving new schools and partners (Liceo Fermi of Bologna & Liceo Costache Negruzzi of Iași) on developing strategies for supporting talented students in science and maths.

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<b>Project Title</b>	Eco Schools' Net
<b>Partnership ref number</b>	2009-1-IT2-COM13-06114-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale per l'Umbria (USR-Umbria ) (Italy)
<b>Partner organisations:</b>	I.C.' Oberdan' D.D.'San Giovanni' ITAS' Bruno' Europe Direct Umbria –CESAR , Centro per lo sviluppo agricolo e rurale Casalina di Deruta Comune di Perugia Comune di Terni Consulta Provinciale per gli Studenti di Terni Associazione Umbra per la Lotta Contro il Cancro –Onlus- Sezioni di Terni
Partner Regio 2	
<b>Coordinator organisation:</b>	Aberdeen City Council – AECC – Balgownie 1, Conference Way, Aberdeen AB23 8AQ (United Kingdom)
<b>Partner organisations:</b>	Hazlehead Academy Bucksburn Academy St Peter's RC School University Court of the University of Aberdeen

### Objectives of the project:

- To realise synergic experiences into own region (Umbria, Aberdeen), by collaborating with other relevant partners
- To realise high-quality training experiences (in environmental education sector)
- Identifying features and quality indicators to plan environmental education,
- Planning, leading, documenting and evaluating teaching experiences on environmental education,
- Improving using of ICT instruments at school
- Developing good practice in leadership at all levels, authority, school leadership and pupil voice, in the implementation of environmental education.

### Main results and conclusions:

The objectives of the Eco Schools' Net project allowed the partners to compare, share and broaden experience and understanding, both in Scotland and in Italy. During the local project meetings, focused on the sharing of teaching experiences the following results were achieved:

- Commonalities of approaches to teaching and learning in environmental education
- Resources and references are being shared
- Examples of good practice in many areas of environmental education were identified.
- Common themes were identified from this initial collaboration
- Emerging leadership and student voice
- Leadership skills including: practical – organising, negotiating and entrepreneurial

The training activities in the environmental sector lead us to identify indicators, ways of planning, documenting and evaluating teaching and training experiences through the use of questionnaires for students, teachers and adults and interviews with focus groups meant to identify students' opportunities to have a 'voice' and a 'leader role' inside the project, the school and possibly the community.

### Impact and use:

- sharing of resources, references and experiences with educators throughout Europe
- providing a context in which leadership skills emerge and develop
- providing opportunities for the development of skills in effective communication, problem solving, mentoring, reflecting, evaluating, team building and partnership building

The culmination of the project will be a Student Conference, student lead, in Aberdeen, where approaches and results will be shared.

The information in this project would be suitable for curriculum planning, for educational leaders, teachers, local authorities and external agencies to work together on a coherent approach to environmental education and practice.

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<b>Project Title</b>	B.R.E.A.K. for Your European Career! Build, Reinvent, Evaluate, Acquire Knowledge for Your European Career!
<b>Partnership ref number</b>	2009-1-IT2-COM13-05998-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Florence City Council – Comune di Firenze (Italy)
<b>Partner organisations:</b>	Istituto di Istruzione Superiore Statale "A. Rosmini" (Secondary School) Agenzia Formativa A.P.O.Ge.O. s.r.l. (Vocational training centre) Ministero dell'Istruzione, dell'Università e della Ricerca - Ufficio Scolastico Regionale per la Toscana - Direzione Generale - Public authority (regional)
Partner Regio 2	
<b>Coordinator organisation:</b>	Inspectoratul Școlar al Județului Galați (Romania)
<b>Partner organisations:</b>	Colegiul Tehnic "Traian Vuia" Agenția Județeană pentru Ocuparea Forței de Muncă Consiliul Județului Galați Universitatea "Dunărea de Jos" Galați

### Objectives of the project:

The objectives of the Partnership are the following:

- To create permanent and sustainable links between all the actors involved in education, training, learning and employment sectors;
- To reduce the difficulties in accessing education, training and employment for foreign and disadvantaged students by understanding their rights, the barriers they face and their needs;
- to promote the job-orientation services by providing a better and more efficient information about training opportunities and job offers through the web site and a cycle of radio broadcasts;
- to test a new model of non-formal orientation, by a peer-to-peer approach, allowing the emergence of children talents, interests, hierarchy of values, and vocational personality in order to establish a structured and easy framework of formal and non-formal career guidance; this could become a basis for the harmonization of the Regional System of competencies in order to simplify the recognition of the non-formal competencies and experiences, in particular those of the foreign students.
- To better support the needs of foreign students, in particular from Romania, in the schools in Tuscany, and of the disadvantaged students in Galati.

### Main results and conclusions:

Creation of a network of the actors involved in Education, Job Orientation, Training.

Creation and testing of a peer-to-peer model of orientation

Mutual exchange of good practices between the Tuscany system and the Galati one.

Dissemination of practical information about the project's topics (such as Job Orientation, Education, Training, etc.) via radio.

### Impact and use:

The project involved other four schools, excluding the Institute that is project's partner. The peer to peer model of orientation was tested in 5 schools.

Audit. 6.000 people for each broadcast.

The broadcasts can also be listened to via streaming on the website.

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<b>Project Title</b>	School children immigration in Rheinland-Pfalz (Germany) and Le Marche (Italy) Experiences of INclusion and HOPES of integration “In-Hope”
<b>Partnership ref number</b>	2009-1-IT2-COM13-06003-1 (Italy)
Partner Regio 1	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale Per Le Marche (Regional Education Authority for Le Marche Schools)
<b>Partner organisations:</b>	Europe Direct Marche European Carrefour Of Urbino – Pesaro And Urbino; The Town Council Of Ancona; The Town Council Of Ascoli Piceno; “Soprani” Primary And Lower Secondary State School Of Castelfidardo - Ancona; “Mazzocchi” Secondary High State School Of Ascoli Piceno; “Padalino” Primary And Lower Secondary State School Of Fano – Pesaro And Urbino; “Panzini” Secondary High State School Of Senigallia – Ancona; “Leonardo Da Vinci” Secondary High State School Of Jesi; “Patrizi” Lower Secondary State School Of Recanati – Macerata; “Leopardi” Secondary High State School Of Macerata; National Association Of Parents.
Partner Regio 2	
<b>Coordinator organisation:</b>	The Town Council Of Trier (Germany)
<b>Partner organisations:</b>	The Friedrich-Spee Gymnasium Of Trier; Ascoli Piceno (Italy) – Trier (Germany) Cultural Association.

### Objectives of the project:

The rationale and first main objective is shifting from a school policy of integration to a school policy of inclusion. The project aims at helping the schools in the two partner Regions become more inclusive, facilitating exchange and analysis of data and best practices to let inclusion have a more noticeable effect on the school systems in the two partner Regions, tackling the risk of "digital divide" and limited access to the knowledge-based society, and promoting the approach that exclusion may be overcome only through inclusive approaches in education for all. The two partner Regions are committed to exploring new solutions to combat social exclusiveness, poverty and disadvantage by supporting inclusive education and inclusive ICT, so to help pave the way to a feasible knowledge-based society.

### Main results and conclusions:

- A report on the most significant experiences of school learners immigration, integration and inclusion in the two Partner Regions, supported by statistical data;
  - An advanced agreement with guidelines on immigration, integration and inclusion for both local authorities and schools in the two partner Regions to improve their institutional practices;
  - A multi-ethnic and multi-religion calendar in Italian and German, presented to the local and national authorities, and distributed nationwide in both countries;
- The website, besides the traditional web pages with the project documentation, includes the fora, a web radio and a web TV managed by the partners, and it opened to the communities of immigrants in both the partner Regions.

### Impact and use:

The “InHope” Comenius Regio could be an extremely important milestone in the history of Rheinland-Pfalz and Le Marche cultural, social and political relationships. The project has paved a way for future co-operation between the regions in many different areas, for example, further development and use of the ICT and documentation systems, concrete co-operation activities in the field of school education with special focus on multilingualism, inclusion of immigrants’ children and combating poverty, social exclusion and unemployment.

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<b>Project Title</b>	Doppio focus su Scienze e Lingue - (Double focus on sciences and languages) 2FocuScienzeLing.UE
<b>Partnership ref number</b>	2009-1-IT2-COM13-06009-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale Piemonte (Italy)
<b>Partner organisations:</b>	Direzione Didattica Di Chieri 3° Circolo – Chieri (To) Direzione Didattica Di Susa (To) – Ic Dall’anno Scolastico 2009-10 Istituto Comprensivo Di Condove (To) Direzione Didattica Di Oulx (To) Direzione Didattica 3° Circolo Cuneo Direzione Didattica Di Dronero (Cn) Museo Regionale Di Scienze Naturali - Via Giolitti 36 – Torino Associazione Apriti cielo - Via Osservatorio 30 - Pino Torinese (To)
Partner Regio 2	
<b>Coordinator organisation:</b>	Conseil Général Des Hautes Alpes – GAP - France
<b>Partner organisations:</b>	Ecole De La Saulce Ecole De Tallard (Ritirata) Ecole Saint Chaffrey Ecole De Fortville - Briancon Ecole Saint Blaise – Briancon Ecole Mi-Chaussee Briancon Ecole Villar D’arene Ecole Montgenevre Ecole Du Stade - Gap Association Copernic - Gap

### Objectives of the project:

- Creation of an experimental teaching model based on: integration between formal and informal education, local communities, research of a real European dimension for education
- Promotion of formal and informal learning and peer to peer learning among teachers
- Development of key competences in sciences and in a foreign language (CLIL)
- Creation of teacher training sessions and production of educational materials

### Main results and conclusions:

This project is the result of the co-operation between the Regional Department of Ministry of Education in Piedmont and the Academy of Aix-Marseille. The project involves almost 200 people in different activities: teachers, inspectors, experts and Institution representatives; and about 800 pupils.

The main results of the project include:

- common teacher training in Italy and France;
- school material production;
- conferences and exhibitions;
- workshops for teachers and students;
- sharing educational models in sciences and astronomy;
- common glossary production in sciences and astronomy

### Impact and use:

The project has promoted cultural and educational exchanges between the two cross-border regions. The Italian and French partner schools and communities had the possibility to meet, share cultural resources, compare educational systems and discuss similar problems. The project helped to find a common ground of knowledge and materials, which enabled to offer basically the same lesson in the two countries. The town councils play an important role both in Italy and France for primary schools. The project brought teachers and pupils closer not only to the local authorities, but also encouraged exchanges with other organisations in their surrounding.

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<b>Project Title</b>	One more brick for the bridge
<b>Partnership ref number</b>	2009-1-IT2-COM13-06322-1
Partner Regio 1	
<b>Coordinator organisation:</b>	U.S.R. Campania, Italy
<b>Partner organisations:</b>	Istituto Secondario di 1° Grado "San Giovanni Bosco" -Trentola Ducenta ( Ce ) Istituto Professionale di Stato per i servizi alberghieri, della ristorazione, turistici e sociali – Teano ( CE ) 5° Circolo Didattico "K. Wojtila" Aversa ( CE ) I.C. "L.V.B." Casaluce (CE) Università "La Parthenope" Napoli Wikimedia Italia – Associazione per la diffusione della conoscenza libera in Campania Open Forma Mentis - Associazione Culturale e di Sviluppo Economico Sociale
Partner Regio 2	
<b>Coordinator organisation:</b>	Siirt Milli Eğitim Müdürlüğü, Turkey
<b>Partner organisations:</b>	Sancaklar İlköğretim Okulu Atatürk Anadolu Lisesi Siirt Öğretmenler Derneği Siirt Üniversitesi Eğitim Fakültesi

### Objectives of the project:

1. Supporting schools operating in disadvantaged areas in their efforts to tackle exclusion and violence. Working on the problem of violence at school, the themes of European citizenship, legality and democracy are explored.
2. Improving mediating skills, promoting self esteem and respect of others.
3. Promoting intercultural education, European dimension and dialogue between different cultures as a tool to fight xenophobia and racism: promoting the curiosity to compare own and the partners' culture and heritage. Promoting learning minority languages and mobility.

### Main results and conclusions

The project improved:

1. language learning, use of innovative IT-based content, services and teaching techniques;
2. European dimension of teacher training;
3. Pedagogical approaches and school management.
4. reducing early school leaving;
5. the overall school climate and empathy among students through exchange of information on the two cultures and regions;
6. Parents' involvement, which is the most salient aim for the project. For that purpose an association dealing with parental issues was involved. The whole families, parents and children, were shown that some attitudes were unconceivable in a learning site and that it was important to co-operate towards specific attitudes.

### Impact and use:

With the project we tried to overcome an international problem of violence in a new way, which was considered a challenge. The whole community, from teachers to students and from institutions to other helpers, worked hard to get the very best from the partnership. With the project we have reduced by 40 the number of bullies and their victims. We realized that all the staff: teachers, school administration, and others had an intense impact on bullying.

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Link: One More Brick For The Bridge è su Facebook e su wiki

<b>Project Title</b>	Crescere Ed Apprendere In Rete – Cre.A.Re. - Net-Education And Learning
<b>Partnership ref number</b>	2009 – 1 – It2 – Com 13 – 06303 - 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Regione Autonoma Friuli Venezia Giulia (Regional Administration Authority) - Directorate For Education, Training And Culture (Italy)
<b>Partner organisations:</b>	Direzione Didattica Di Manzano – School Educandato Statale “Collegio Uccellis” Udine – School Istituto “I. Bachmann” Tarvisio – School “Alpe Adria Kulttour” Cultural Association – Udine Ufficio Scolastico Regionale Per Il Friuli Venezia Giulia (Regional Office Of The Italian Ministry For Education)
Partner Regio 2	
<b>Coordinator organisation:</b>	Landesschulrat Fur Kartnen – (Regional Education Authority) (Austria)
<b>Partner organisations:</b>	Praxisvolksschule Der Padagogischen Hochschule Kartnen – School Bundesgymnasium Und Bundesrealgymnasium Villach St. Martin – School Institut Fur Kunst Und Philosophie Kartnen – Cultural Association Padagogische Hochschule Kartnen – Klagenfurt University

#### Objectives of the project:

1. To create an exchange, training and tutoring community between teachers and students
2. To elaborate and enact ways of net-cooperative learning through the creative use of technologies for didactic mediation
3. To develop and put in practice tools and ways of communication and dissemination of the project activities
4. To design education models to enable students actors of the learning process
5. To foster creativity and the production of dissemination tools ready to be spread across Europe

#### Main results and conclusions:

- opening of a community walk on the net, and its use as an on-going and interactive documentation tool for all the project activities: students collect information through a dedicated blog and they then produce actual press reportages;
- creating work teams of teachers belonging to the partners institutions, who study and interact both through the online forum and during the project meetings;
- creative use of Web 2.0 by both teachers and students: designing and sharing tools such as geo-maps and podcast

#### Impact and use:

- a) the outline of cross-border educational models
- b) the construction (development) of professional communities for the training of teachers
- c) the didactic innovation through the design of new tools for the technologic innovation transfer
- d) the co-operation between the two border regions (Friuli Venezia Giulia and Kartnen) beyond the Comenius region project itself (Interreg)

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Partnership project Website: <http://www.communitywalk.com/map/index/535732>

<b>Project Title</b>	The arts of difference
<b>Partnership ref number</b>	2009-1-IT2-COM13-06124 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality of Naples (Italy)
<b>Partner organisations:</b>	Istituto Statale di Istruzione Superiore "Francesco De Sanctis" Liceo "Piero Calamandrei" Liceo "Piero Calamandrei" ARACNE-Associazione di promozione sociale
Partner Regio 2	
<b>Coordinator organisation:</b>	Ville de Brest (France)
<b>Partner organisations:</b>	Lycée Vauban Association Webtrotteurs-Brest

### Objectives of the project:

Analysis of social dynamics working in involved contexts.

Improving English language skills of the teachers involved in the Content and Language Integrated Learning (CLIL).

Peer-to-peer training of teachers.

Developing a multimedia didactical tool for emotional education in conflict management/resolution (exploring the use of arts for emotional expression, active perception and participation.)

Developing a trilingual (IT FR EN) virtual community among project players (teachers, trainers, counsellors, etc.) using the web 2.0 open source resources.

### Main results and conclusions:

The partnership aims to contribute to the building of a more cohesive and inclusive society coping with social conflicts among students aged 11-18 years. All the activities planned develop open dialogue and sustainable and co-operative interaction. The project foresees a didactical experimentation, teachers re-think the topic they usually teach using the constructivist approach with students, taking the role of facilitators of learning. The following products have been delivered:

- a multimedia path produced by teachers and students as didactical tool for emotional education to conflicts management/resolution
- a report of the teachers' work with students for the achievement of the multimedia path
- a multimedia report of the students' work with teachers for the achievement of the multimedia path
- a report of Italian and French associations related to the didactical experimentation

### Impact and use:

Each partner dealt with practices of lifelong learning, social interventions in disadvantaged areas, using creative methodologies and approaches focused on active involvement of target groups.

The local network created in each participant region has the effect to reinforce the feeling of belonging to a larger community, the European one, and disseminate the positive way to work in a network in all the interested area.

School teachers involved in experimental activities spread their experience among their colleagues at different meetings and seminars.

The partners invited other organisations (schools, association, educational bodies, local authorities, etc.) to join the newly created virtual community, in order to raise awareness and spread the information about the project results in their activities (workshops, conventions, political meetings, stakeholders seminars, publications). The information on how to join the virtual community is available on the web sites of all the involved organisations.

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<b>Project Title</b>	Palla senza confini Ball beyond borders Žoga brez meja
<b>Partnership ref number</b>	2009-1-IT2-COM13-06123-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ministero dell'Istruzione, dell'Università e della Ricerca – Ufficio Scolastico regionale per il Friuli Venezia Giulia – Direzione Generale (Italy)
<b>Partner organisations:</b>	Istituto Comprensivo Di Tavagnacco Istituto Tecnico Commerciale "O. Mattiussi Regiona Autonoma Friuli Venezia Giulia- Direzione Centrale Istruzione, Formazione E Cultura Panathlon Club Gorizia E Centro Studi Di Sociologia Dello Sport
Partner Regio 2	
<b>Coordinator organisation:</b>	Mestna Občina Nova Gorica – Slovenia
<b>Partner organisations:</b>	Osnovna Šola Milojke Štrukelj - Nova Gorica Gimnazija Nova Gorica Športna Zveza Nova Gorica- Associazione Delle Societa' Sportive

### Objectives of the project:

- a) Enhance communication through the development of non-verbal language to promote social skills and civic activities.
- b) Development of training modules for motivating learning and creativity, through innovative teaching methods.
- c) European citizenship (civic and social skills) conveyed through the various activities and cooperative group.

### Main results and conclusions:

The project promotes a bottom-up approach in the learning process that starts from the students, who are supported by teachers as facilitators. The project uses the ball, which is the symbol of infinity, encourages communication, body expression, and facilitates relationships. The ball travels with the groups of students and regional experts working on different issues: equal opportunities, gender and ability, sports, theatre, music, painting, language, history. The exploration and understanding of the region and of the subject is carried out by students through educational tours (orienteering, jogging path). The innovative simple physical activities and sport enhance the development of a range of personal skills such as respect for oneself, others and the rules, tolerance, solidarity, active attitude, and the rule of law.

### Impact and use:

1. Strong impact on developing the sense of regional identity and strengthening interpersonal links, promoting open-mindedness and tolerance among young European citizens as well as reconstruction of the objective historical knowledge. Students with teachers have experimented with new forms of learning, and the administrative staff has used the produced materials to formulate proposals for policy makers.
2. The curricula of the two regions were compared against the European recommendations for the key skills. The project has developed a training module building on the key competencies using a motivational bottom-up approach with expressive activities, mobility, and multi-disciplinary exploration. The project aims to initiate collaboration between the two regions, for which a Memorandum of Understanding has already been signed by the local authorities to support the European dimension of education. The website dedicated to the development of didactic materials about the regions will be available to schools and may be further developed outside the project.

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<b>Project Title</b>	Novecento ( <i>twentieth century</i> )... or <i>creating or modifying borders</i>
<b>Partnership ref number</b>	2009-1-IT2-COM13-06353-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale per la Sicilia in Palermo (Italy)
<b>Partner organisations:</b>	Istituto Comprensivo A. <i>Gagini</i> in Pollina (Palermo); Istituto Tecnico <i>Jacopo del Duca</i> in Cefalù (Palermo); Comune di Pollina (Palermo); Associazione Sportiva Dilettantistica in Finale (Palermo)
Partner Regio 2	
<b>Coordinator organisation:</b>	Gozo College in Victoria (Gozo) (Malta)
<b>Partner organisations:</b>	<i>Sir Arturo Mercieca</i> Victoria Primary School; Local Council of Victoria (Gozo); Soccer Klub Victoria Wanderers

### Objectives of the project:

Development of pragmatic knowledge, skills and competence through educational research based on the language of drama, active European citizenship and sport.

### Main results and conclusions:

The Sicily/Gozo partnership has set up a structure that works out examples of a teaching methodology aimed at strengthening the learning process through the use of alternative languages (the language of drama and sport). The activities have been spread on a wider scale, involving the schools that are members of the large network called *Europa dell'Istruzione*.

### Impact and use:

The Sicily/Gozo twinning has hinged on the fight against insularity and marginalization, strengthening a teaching methodology that focuses on the learners, their world and their creativity. The activity has offered the policy makers (first of all, school administrations and town councils) an example of how teaching methodology research on alternative languages can determine a positive impact not only within the school but also within the wider social context. Thanks to this project a theatre show has been carried out at the inspiring open air theatre of Pietrarosa in Pollina (July 2010 – July 2011). The show is a good example of how the theatre, inserted in the ordinary school curriculum, becomes a method to develop one's own introspection and interpersonal communication capacity, a method to process the knowledge of the various subjects and also evidence of active citizenship and social commitment.

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<b>Project Title</b>	Milan-Paris: le Fil de la Mode (MI-PA: the Thread of Fashion)
<b>Partnership ref number</b>	2009-1-IT2-COM13-06311-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale per la Lombardia (Gisella Langé) (Italy)
<b>Partner organisations:</b>	Regione Lombardia – DG Industria, Edilizia, Cooperazione (Maria Carla Abrosini) IIS Paolo Frisi – Milano (Luca Azzollini) IIS Bernocchi - Legnano (Rosa Maria Codazzi) Istituto Carlo Secoli – Milano (Matteo Secoli)
Partner Regio 2	
<b>Coordinator organisation:</b>	Conseil Régional Ile-de-France (Patrick Franjou)
<b>Partner organisations:</b>	Centre Culturel Français de Milan – Ambassade de France (Sophie Stallini) (France) Lycée Paul Poiret – Paris (Michèle Legall) Lycée Octave Feuillet – Paris (Philippe Calland) Ecole des Arts Appliqués Duperré – Paris (Jean-Pierre Mongénie) Inès de la Fressange, S.A. - Paris (François-Louis Vuitton)

### Objectives of the project:

1. to organize a working table on present and emerging professions in the world of fashion
2. to explore similarities and differences of fashion qualifications in the two regions
3. to develop learning and practical activities among partner schools of fashion
4. to improve language competences of the members of the consortia

### Main results and conclusions:

1. “**Comparative Study and Research on Fashion**” produced with the help of the *French Chamber of Commerce and Industry* in Milan and *Institut Français de la Mode* in Paris. The study focuses on: a) vocational training; b) connections with the labour market; c) old and emerging professions in the field of fashion.
2. a Stakeholders’ **Round-table Conference** on the **29<sup>th</sup> November 2010 in Milan**: the General Director of Lombardy Education Authority and the Director of International and European Affairs of Ile-de-France Region discussed the findings of the “*Comparative Study and Research*” with other important representatives of Italian and French national authorities, chambers of commerce, and professionals in the field of fashion.
3. Schools of fashion in the partnership organized **two main fashion events**:  
a) *Fashion for Dummies*  
b) *Milan-Paris: le Fil de la Mode*
4. **Three teaching modules** in French and in Italian based on **CLIL/EMILE** methodology: they aim to activate learners with content and language activities on clothes manufacturing and on the organization of Fashion Events. Modules are to be used for training sessions and during job shadowing of French teachers in Italian fashion vocational schools and vice-versa.

### Impact and use:

Ever since the very beginning, the project has gathered interest, collaboration and support from the world outside schools, including professionals, political and administrative authorities who analysed and compared trends and key professional competences needed in the world of fashion, thus allowing insights on how to organize and develop jointly new vocational training paths. The “*Comparative Study and Research on Fashion*” raised an important debate in both regions and it has become a reference document also at national level: the document is used by the Italian *Directorate General for Technical and Vocational Schools* and the *French National Committee for Qualifications* for discussion on reference standards for qualifications in the light of the *European Qualification Framework*. Administrative and educational authorities of the two regions are now developing new training schemes aiming at joint post-secondary vocational diplomas.

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<b>Project Title</b>	Further secondary and vocational education opportunities and development for hard of hearing students
<b>Partnership ref number</b>	2009-1-LV2-COM13-00660
Partner Regio 1	
<b>Coordinator organisation:</b>	Valmiera City Municipality (Latvia)
<b>Partner organisations:</b>	Valmiera Boarding-school for Hearing-impaired Children- development centre The Hard of Hearing Association in Latvia
Partner Regio 2	
<b>Coordinator organisation:</b>	Department of Education of Mikkeli City Municipality (Finland)
<b>Partner organisations:</b>	Mikael-school The Finnish Federation of Hard of Hearing

**Objectives of the project:**

- developing of secondary education program for hard of hearing students based on principles of surdopedagogy;
- establishing preconditions for vocational education for hard of hearing students in cooperation with vocational schools in Valmiera;
- establishing basis for further cooperation in field of education of hard of hearing students and other fields between educational establishments in Mikkeli and Valmiera Municipalities and Hard of Hearing Associations in Latvia and Finland.

**Main results and conclusions:**

- professionally oriented secondary education programs for hard of hearing students have been developed and implementation of them have started;
- cooperation network with associative partners (vocational schools and centre in Valmiera) for further vocational programs for hard of hearing students has been established;
- hard of hearing associations in both countries have established contacts and started exchange of experience in order to develop better services for hard of hearing people.
- with partnership in the project municipalities have showed their interest and participation in solving actual problems and needs concerning hard of hearing students.

**Impact and use:**

The target group of the project – hard of hearing young people- have attained most of the benefits of the project: in close cooperation school professionally oriented secondary education programs have been developed, and for the first time in school's history hard of hearing young people can get the possibility to attend secondary education in this part of Latvia.

Valmiera City Municipality is interested in cooperation between schools with different education levels and students including those with special needs. With this project vocational education basis are more wholesome used and this offer is contribution in employment of young people after graduating the school.

Also the Hard of Hearing Association made use of this experience in how to organize the structure of organization, and provide technical and social support for hard of hearing people.

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<b>Project Title</b>	Public cooperation of Latvia and Bulgaria regions for integration of children with special needs into educational process / LABU for CHILDREN
<b>Partnership ref number</b>	2009-1-LV2-COM13-00662 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Ludza Municipality (Latvia)
<b>Partner organisations:</b>	Ludza Town's special pre-school education institution "Rūķītis" Ludza pre-school education institution Nr.4 "Pasaciņa" Ludza Youth Club "Lietussargs"
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality Svishtov, section Education and culture (Bulgaria)
<b>Partner organisations:</b>	Health Kindergarten Association of parents "Child's heart"

### Objectives of the project:

The objective of the partnership was to promote the European dimension in education by developing cooperation between regional and partnership local authorities, education institutions and NGOs in the education sphere by working together on topics which both regions are interested in:

1. To form preconditions for signing the official cooperation agreement between the two municipalities – Ludza and Svishtov improving the sense of belonging to the European communities where each individual has rights to perform his own skills and talents;
2. To enable integration of children with special needs into the education process thus improving education quality, enhancing tolerance and mutual respect in society;
3. To raise the capacity of municipalities' employees, teachers and associations' activists.

### Main results and conclusions:

- 1) Investigation with thematic questionnaires was organized to find out the needs of the target group in Ludza town.
- 2) The practical methodological materials were developed. The practical aids were approbated in the creative workshops and lessons in the pre-schools. The methodological materials will help teachers who plan and organize classes for children with special needs. Development of the teaching aids and practical usage will promote formation of the creative learning environment in families with children with special needs. The methodology will be disseminated in the CD format with the booklet about the project;
- 3) The Support group of the families with children with special needs was formed and it will help the members to feel important and thus reducing the risk of social exclusion;
- 4) 2 informative seminars "Inclusion of children with special needs into the education process in pre-school institutions" were organized. The informative seminar "Possibilities of application of acquired experience in Bulgaria in Ludza Municipality education institution" was organized for pre-school teachers by the methodological association;
- 5) The international conference "I SEE.I HEAR.I DO. Public cooperation of Latvia and Bulgaria regions for children with special needs inclusion into the education process" was organized in the both partner regions;
- 6) The information about the project progress and its results were reflected in mass media: municipality's web page, local and regional newspapers, regional TV.

### Impact and use:

The project activities had strong impact on participants, pupils and teachers as well as on parents, social workers and NGO representatives. The both partnership regions have contributed to the project work and application of results for integration of children with special needs.

The booklet about the implemented activities within the framework of the project, methodological recommendations, useful contact information and project identification signs were created.

The project "LABU for CHILDREN" was displayed at an exhibition stand and the project coordinator presented the results at 2 valorisation conferences in the international event Baltic Expro 2010.

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Partnership project Website: Information about project: <http://www.ludzaspils.lv/?cat=309&lang=lv>

<b>Project Title</b>	Modern Approach Towards Education Promotion
<b>Partnership ref number</b>	2009-1-LT1-COM13-01450 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Joniskis District Municipality Administration Education and Sports Department (Lithuania)
<b>Partner organisations:</b>	Joniskio "Ausros" gymnasium Joniskis District School Headmasters' Association
Partner Regio 2	
<b>Coordinator organisation:</b>	City hall in Konin (Poland)
<b>Partner organisations:</b>	I Liceum im. T.Kosciuszki in Konin Konin Teachers' Training Centre

### Objectives of the project:

- To strive for mutual benefit in education system and infrastructure improvement in both regions by pointing out management and administration problems, analysing and sharing the best achievements as well as gained valuable practice;
- To look for innovative ways and successful methods in development administration, management, leadership skills;
- To promote cooperative and integrated activities by organising conferences, lectures, workshops, studies in order to create the best educational environment for staff and students in both regions;
- To analyse and compare educational systems (formal, informal) national examinations in both regions;
- To enhance administration and staff quality management and teaching competences.

### Main results and conclusions:

- Workshops and conferences on comparison of Lithuanian and Polish educational systems, organisation of examinations, school infrastructure, formal and informal education, education of learners with special needs;
- Videoconferences for school administration and staff in order to find out innovative ways and successful methods in development administration, management, leadership skills, and school autonomy;
- Students exchange;
- Not only the designed activities, but also headmaster to headmaster, teacher to teacher communication, participation in mobility visits, correspondence using IT, exchanging useful material, participation in open lessons provided great opportunities for cooperation between the regions. Better awareness of regional education peculiarities, local school infrastructures, administration methods helped to increase social competences. The cooperation will be continued after the project finishes.

### Impact and use:

This project was very useful to all the education institutions of both districts. During the visit in Konin representatives of Headmasters' Association, Education Department and Joniškis Municipality Administration shared their experience; school leaders got into contacts with the schools of Konin region. Delegations of Konin education representers had a possibility to get acquainted with our schools, management of our education institutions, infrastructures, finances and other points during their visits held in Joniškis.

For school administration and staff project enabled to find the effective and innovative management methods, to compare educational systems, school infrastructure, to share experience.

For teachers the project gave a possibility to put the shared experience in practice, apply new methods of teaching, participate in teacher and staff training, develop competences, work cooperatively, increase IT and English language knowledge.

For students the project was a possibility to have better educational conditions, to gain team working, cooperation, and self-evaluation skills, to be integrated into international education structure, compare the peculiarities of two regions.

All project documents, exchanged material is accessible for all teachers on the project website.

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<b>Project Title</b>	Motivated Students Build Their and Our Future
<b>Partnership ref number</b>	2009-1-LT1-COM13-01560 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Mazeikiai District Municipality Education Division (Lithuania)
<b>Partner organisations:</b>	Mazeikiai Ventos Basic School Mazeikiai Education Centre
Partner Regio 2	
<b>Coordinator organisation:</b>	Kütahya İl Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	Kütahya Atatürk Lisesi (Kütahya Atatürk Secondary School) Kütahya Merkez Rehberlik Ve Araştırma Merkezi Kutahya (Guidance And Research Center)

### Objectives of the project:

The idea of the project “Motivated Students Build Their and Our Future” was idealised by highly motivated students’ parents, who have doubts whether local schools will be able to provide appropriate education to their children. The second reason which stimulated the creation of this project was introducing peculiarities of different professions and trades, helping youngsters to choose a profession or get a wider understanding about jobs and occupations in which they can apply better their academic skills.

Firstly, it deals with teaching motivated students and helping them to develop their special abilities in the classroom.

Secondly, it introduces a lot of options available outside the classroom which help to prepare students for success in today’s global economy.

Thirdly, it provides the students with opportunities to get professional suggestions for their future career which might help to honestly evaluate their career options.

Finally, it allows the teachers in both countries to get special training and get advice from experts as well as share their experience teaching on gifted and motivated students.

### Main results and conclusions:

The project addresses practical issues of developing key competences.

The first project year involved activities concerning teaching motivated children in both countries: creating a special environment, using different teaching methods and so called “challenging curriculum” which requires students to stretch their minds. In addition to this, the students were given the opportunity to evaluate other forms of participation (classes in the museum, work in local).

Students of both partner countries visited enterprises and institutions and they have met representatives of different professions, such as a dentist, dolphin trainer, teacher of dance and a lot more. Working in a team, all the participants shared responsibilities, developed different skills, learnt from each other and studied.

### Impact and use:

Partnership activities have wide impact on gifted and motivated students in both countries as it develops their talent in practical situations, enables them feel emotional and psychological comfort while being together and communicating with other motivated students and adult specialists. Students meet foreign motivated pupils shared experiences, got intercultural awareness while living in foreign families, met a new culture, discovered other country’s traditions and develop their foreign language skills.

Mazeikiai District Municipality Education Division staff, school administration and teachers benefited at national and international level with collaboration and getting close cooperation with partners from Turkey, Education Both partner countries are able to compare and contrast work of local government institutions as well as share experience and learn from each other. Furthermore, during the whole project time they improve language and ITC skills. The local government staff has observed working conditions in the partners region institutions, analysed their working methods, rules and have started adopting best practice in school education at home.

As a result of the project a handbook with a CD about teaching motivated students through various activities will be made

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<b>Project Title</b>	Comenius Cup
<b>Partnership ref number</b>	2009-1-NL1-COM13-01397 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Bestuur SG Tabor (Netherlands)
<b>Partner organisations:</b>	SG Tabor, locatie Oscar Romero SG Tabor, locatie D'Ampte ROC ASA Amsterdam Jachtwerf Jongert B.V. Icon Yachts b.v. VAN DEN BERG windsurfing Dutch 470 Team Watersport Vereniging Hoorn (WSVH)
Partner Regio 2	
<b>Coordinator organisation:</b>	Ufficio Scolastico Regionale per la Campania (Italy)
<b>Partner organisations:</b>	IISS Caracciolo-da Procida Canottieri Isola di Procida "Pasquale Scotto di Carlo" Lega Navale Italiana - Procida (KNI)

### Objectives of the project:

- A group of motivated beta students (extra physics-chemistry) of both schools develop 2 ships each by drawing, building a model, testing the model;
  - A group of students who are technical educated will help by building the two boats;
  - A group of students will start sailing lessons and train themselves ready to race in the Comenius CUP;
  - The students have to cooperate with the regional partners (other school, shipyards, harbour and top sportsmen and women, coaches) to get the specific knowledge and the experience to be successful in the drawing, testing, building, training and racing;
  - In an organised eTwinning programme between the students of both schools we are going to share our experiences of this project.
- General objectives international visits:
- Ending prejudices
  - Learning your languages
  - Development of teachers and students
  - Development of knowledge, experiences
  - European attitude, globalist
  - Develop creative cooperation
  - Integrate the European dimension of Lifelong Learning in each participating organisation

### Main results and conclusions:

Building bridges between different units within the participating organisations. Pupils from all academic levels work together in this project (pre-vocational and pre-university students communicate and cooperate within Comenius CUP).

Boats have been developed and built, which has caused a change of curriculum and method in the schools involved. Pupils have learned to use a new type of material to build boats; the technical and practical lessons have had to change accordingly.

The boats are still to be tested in the races to come up at the final stage of the project. The proof of the pudding is in the eating of it!

### Impact and use:

It is planned that this project will last for years, to build new and faster boats every two years and to involve as many students and teachers as possible.

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<b>Project Title</b>	Bridge. Connecting Small Villages
<b>Partnership ref number</b>	2009-1-NL1-COM13-01398 1
Partner Regio 1	
<b>Coordinator organisation:</b>	SKOZOK (Samen Koersen op Zichtbare Onderwijs Kwaliteit) (Netherlands)
<b>Partner organisations:</b>	Gerardusschool Dorpsraad Weebosch
Partner Regio 2	
<b>Coordinator organisation:</b>	The School Board of Karvia (Finland)
<b>Partner organisations:</b>	Kantin koulu Kirkonkylän koulu Saran koulu The Library of Karvia

### Objectives of the project:

Schools are an important part of the life and liveability in small villages. The project connects the village and the village school. Within the project, the following topics are identified:

- Teaching how to become an entrepreneur
- Working with and in the outdoor classroom
- Local History project
- Strengthening of local self-esteem (small villages – great people!)
- Studying and exchanging ideas about the 'broad school concept'

### Main results and conclusions:

The project started in September 2009 and will be closed in July 2011. During the exchanges with teachers and inhabitants of both communities, we spend time to learn to know each other (habits, system of teaching, social life, way of living, etc.).

**Local self esteem:** The impact of the project on the local self esteem was surprising. People in Karvia were brought in contact with the activities of the EC and the inhabitants who took part in the exchanges were inspired and brought new ideas home. Also they got a better picture of their own strong points in organising school and their social activities. Working together in an international project brought the local organisations more together and resulted in a more close cooperation between school and village.

**Local History:** Karvia will organise an annual event on local history as of 2011 in which school, library, tourism agency and town council will work together in order to give lectures, excursions by volunteers who will guide the pupils and teach them about their local history. This script will also be implemented in De Weebosch, where they are preparing interviews for the school pupils in order to explore their family history. A GPS-guided walk (free internet download) around the historical places in the village is under construction.

**Outdoor Classroom:** There is a special Weebosch project. Volunteers in the village built a special outdoor classroom on the school premises. This year after winter snow the classroom will be used for biology, gardening, drama and playing.

**Broad school:** Broad School is a Dutch development. The concept brings school and other local services together under one roof. Their cooperation is good for the benefit of the children, but will also strengthen the relation between school, local services and the village. The Karvian exchange visited a broad school in the Netherlands in 2009 and will visit another school on their Summer visit in 2011. The broad school concept provided a lot of new ideas for the future development of the village schools in Karvia (opening the school for other groups and social activities).

### Impact and use:

The project was an eye-opener for many people in the villages. It had broadened their mindset and we experience that elements of the Bridge project are used in daily life.

School and village are now more aware and pro-active about liveability issues and are more focussed on future policy and actions.

Membership of the project proved also a strong PR tool for both school as community.

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<b>Project Title</b>	UniARTE-Experiment Kunst
<b>Partnership ref number</b>	2009-1-AT1-COM13-01688 1
Partner Regio 1	
Partnership project Website: <a href="http://www.comeniusregio.eu/bridge">www.comeniusregio.eu/bridge</a>	

**Coordinator organisation:** Stadtschulrat für Wien (Austria)  
**Partner organisations:** Hauptschule Himberg  
Junior High School for Science, Arts and ICT  
Universität für angewandte Kunst- Büro der KinderUniKunst und der JugendUni

Partner Regio 2

**Coordinator organisation:** Kreisverwaltung Unna- Der Landrat (Germany)  
**Partner organisations:** Otto-Hahn-Realschule  
Adolf Schulte Schule  
Geschwister Scholl Gesamtschule  
Gesamtschule Scharnhorst der Stadt Dortmund  
Märkisches Berufskolleg Unna  
Käthe Kollwitz Gymnasium  
Technische Universität Dortmund, Institut für Kunst und Materielle Kultur, Lehrstuhl für Kunstdidaktik  
Stadt Dortmund- der Oberbürgermeister Schulverwaltungsamt Regionales Bildungsbüro

### **Objectives of the project:**

Valorisation of the access of education and culture and active participation at society; Opening of education institutions; To make cultural education accessible and attractive to a broader proportion of the population, especially in complicated and disadvantaged environments; Showing new perspectives for lifelong learning and vocational development; Consequences against failure in school through experience in creativity and language skills.

Focus – Creativity: To have an impact, that development of creativity needs proficiency and knowledge; To visualise synergies between culture and education;

Focus – Social aspect: Integration through cultural education and social coherence in a common project;

Valorisation of social coherence; Experience in cross-cultural dialogue.

Focus – Character building: To experience expression, to get to know personal strength, to support self-fulfilment; To strengthen self-confidence through presentation of results.

Focus – Research: Dissemination of best-practise examples; Sensitising of students for cross-cultural approaches of cultural education; Testing and analysing new cooperation methods of research learning;

Summary of experiences in an own publication.

### **Main results and conclusions:**

- Between the regions: networks (teachers in all different types of schools); exchanging of information/educational experiences.

- Among the regions: using of the outcomes in training and in teaching.

- Implementation of good practice: “research learning” will be used in teacher-training; planning a follow-up project; to distribute films, pictures and documentation materials for education.

- Website/Book

- Video/DVD

### **Impact and use:**

Pupils will be offered new perspectives on integration. They will also learn how to use their strengths and other forms of expression in society. Teachers should use the different educational approaches in class. Students will use the concept of “research learning” at the Universities and it will lead to a stabilisation in European networking in school-education.

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<b>Project Title</b>	FLiP - Future Learning Perspectives
<b>Partnership ref number</b>	2009-1-AT1-COM13-01687 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Landesschulrat Oberösterreich (Austria)
<b>Partner organisations:</b>	Bundeshandelsakademie und Höhere Bundeslehranstalt für wirtschaftliche Berufe Rohrbach Education Highway Innovationszentrum für Schule und Neue Technologie GmbH
Partner Regio 2	
<b>Coordinator organisation:</b>	Southern Education and Library Board (United Kingdom)
<b>Partner organisations:</b>	St. Patrick's Grammar School, Armagh AMMA Centre

### Objectives of the project:

The focus of this project is to provide opportunities for teachers and learners to engage with innovative digital technologies and to evaluate their potential in enhancing learning; whilst integrating the support strengths of the partner regions. Teachers will have the opportunity to experience innovative technologies such as game-based learning, micro technologies and web 2.0 applications and to consider their implementation in teaching and learning. They will use online environments to engage and collaborate with their colleagues in both regions to develop and implement teaching models or schemes of work that enable them to modernise learning experiences whilst at the same time improving their own skills and competences. Outcomes will be monitored and evaluated before disseminating to other practitioners in the regions and beyond. They will include:

- Teachers skilled in the use of innovative digital technologies in learning
- Lesson plans that integrate the use of digital technologies into learning
- Small studies on the impact of digital technology on achievement
- A common programme of online professional development of teachers from both regions
- Conferences including seminars/workshops in both regions
- Stakeholder visits to each region
- Job shadowing for teachers between the regions

To provide opportunities for teachers to develop understanding and skills in the use of innovative digital technologies.

To support teachers in implementing the use of these technologies in the learning process.

To evaluate the potential of innovative technologies in raising the achievement of learners.

To utilise the strengths of the contributing regions in the project and facilitate a common development as a result.

### Main results and conclusions:

Teachers skilled in the use of innovative digital technologies in learning.

Lessons plans that integrate the use of digital technologies into learning.

Small studies on the impact of digital technology on achievement.

A common programme of online professional development of teachers from both regions.

Conference including seminars/workshops in both regions.

Stakeholder visits to each region.

Job shadowing for teachers between the regions.

### Impact and use:

To further develop eLearning in teaching and learning practice.

To raise awareness of the potential of innovative technologies in learning.

To involve more pupils and teachers in innovative ways of learning.

To initiate a discussion for stakeholders on future learning perspectives.

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<b>Project Title</b>	Lernen von- und miteinander
<b>Partnership ref number</b>	2009-1-AT1-COM13-01689 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Bezirksschulrat Tamsweg (Austria)
<b>Partner organisations:</b>	Volksschule Seetal Sonderpädagogisches Zentrum Tamsweg Volksschule Mariapfarr Volksschule Mauterndorf Volksschule Zederhaus Pädagogische Hochschule Salzburg
Partner Regio 2	
<b>Coordinator organisation:</b>	Staatliches Schulamt Erfurt (Germany)
<b>Partner organisations:</b>	Staatliche Grundschule "Otto Lilienthal" Stadtverwaltung Erfurt, Jugendamt

**Objectives of the project:**

The Project "Von- und miteinander lernen" works with thematic networks of schools of both regions – Erfurt and Tamsweg.

The integration of pupils with special needs will need particular attention in primary schools. Children in the school-entry phase will receive a sophisticated needs-oriented support. In the course of this project basic conditions and educational knowledge should be established and enlarged.

The development of a network between the two regions should support exchange. It should be worked on the following themes:

- Integration of children with special needs;
- Mentoring and valorisation of children in the school-entry phase.

**Main results and conclusions:**

Using the Comenius Regio Project as an opportunity to arrange an expert conference and exchanging education material.

Establishing a platform (homepage) for exchanging education results, information and education methods.

**Impact and use:**

During the mobilities in the respective regions, models of school organisation and administration will be discussed. Best-practise models will be developed.

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<b>Project Title</b>	Learning from the differences
<b>Partnership ref number</b>	2009-1-PL1-COM13-051041
Partner Regio 1	
<b>Coordinator organisation:</b>	Gryfino District (Poland)
<b>Partner organisations:</b>	Zespół Szkół Ponadgimnazjalnych Nr 1 in Chojna ( Secondary School in Chojna)
	Douzelage Association in Chojna
Partner Regio 2	
<b>Coordinator organisation:</b>	Dorset County Council (United Kingdom)
<b>Partner organisations:</b>	Gryphon School in Sherborne
	International Douzelage – Sherborne Branch

### **Objectives of the project:**

1. The aim was to use the experience of the two education establishments in either region to approach specific aspects of either organisation in the manner of their teaching, curriculum and the problems each faces in order to enhance current practice.
2. The most important area was the inclusion aspect of the two systems. How both establishments ensured that all students have an equal opportunity to an education and how they were supported whilst in the system to enable them to achieve.
3. The approach was to identify the nature of the problems, their causes and possible solutions. Then participants of the project met and discussed their particular experiences and their opinions as to how one might best go about things differently and perhaps better. Above all we tried to explore the differences – of method experience and success in order to see how each can learn from the other. A key feature of the partnership was to ensure that good practices were shared and peer training delivered based upon the findings from the initial research.

### **Main results and conclusions:**

1. Practical solutions based on partners' experiences were introduced in both partner organisations:
  - School art gallery was opened,
  - Written information for parents of first year students was established,
  - Boulles playground for students not very active at PE lessons was built,
  - Self-study and relaxation room for final year students was opened,
  - A special room for individual meetings with parents was opened.
2. Participants of the project have learned about;
  - Educational systems in both countries,
  - System of external exams,
  - The process of school recruitment,
  - European funds in the process of education
  - Institutions and associations helping in the process of inclusion.
3. There are similar educational problems in both countries; they are being solved using different methods and approaches.
4. Some of these solutions can be transferred to the other country.

### **Impact and use:**

The project enabled participants to find out about the systems which are in place in a different European country. It enabled participants to see how similar problems are faced in different countries and strategies which are in place to overcome potential problems. The ability to share these experiences with another European country is an opportunity which is otherwise not available.

The Councils were able to see how the schools are managed in the two countries and the cooperation which exists. They were able to explore new ideas based upon the findings.

Teachers were able to experience different learning environments and view alternative methods of inclusion that exist. They were able to bring these experiences into their classroom thus benefiting learning and teaching. This link benefitted pupils as actions were put into place and future projects developed based upon the link between the regions.

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<b>Project Title</b>	Pre-school cultural education
<b>Partnership ref number</b>	2009-1-PL1-COM13-05396 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Czarnków Urban Municipality (Poland)
<b>Partner organisations:</b>	Bajkowy Świat" ["Fairy Tale World"] Urban Pre-school No.1 im. Jana Brzechwy [Jan Brzechwa] Urban Pre-school No.2 Czarnków Urban Cultural Centre
Partner Regio 2	
<b>Coordinator organisation:</b>	Gadebusch Urban Municipality (Germany)
<b>Partner organisations:</b>	"Nad Jeziorem Grodowym" ["Lake Grodowy"] Pre-school Maria Montessori "Noah's Ark", Gadebusch Evangelist Pre-school Gadebusch Museum

### Objectives of the project:

The "Pre-school cultural education" programme is directed toward children of 3 to 6 years of age. The basic objective of the project is to awaken cultural and artistic activity in the child of pre-school age. The completion of the project will initiate development orientated toward the future high quality of cultural education, adapted to the needs of the European community. Cultural knowledge includes awareness of the local, national and European cultural heritage. The most important guide in this process is the teacher-tutor. The effectiveness and longevity of the undertaken activity depends on his or her potential, creativity and experience. Thus an important objective of the project is the exchange of experience between teachers of the partner towns.

### Main results and conclusions

Within the project a range of educational-artistic activities is implemented: performances, concerts, exhibitions and workshops the effect of which is the performance of specific activities in Pre-schools by theatre and dance teams and also visual arts groups. All the specified activities are presented in local environments.

Furthermore implementation of the programme enables comprehensive cultural development of the child, satisfying the need for active and creative use of free time with the simultaneous development of positive social and civic attitudes. The organisation of varied activities is intended to arouse cognitive and artistic aspirations, active participation in cultural education, development of the habits of artistic communication, acquisition of knowledge regarding the appropriate behaviour in public, shaping artistic and artistic sensitivity characteristics and also forming feelings of value and significance of the small homeland and the whole of Europe.

The result of the project equally for the children as for the other participants (teachers, parents and artistic environments) is the development of the habit and the need to participate in culture, learning impressionability and development of abilities. It is also informed tolerance, receptiveness to varied propositions, thought and action. Cultural and linguistic acquaintance of partners brings respect for the cultural heritage of Europe and also the dissolution of prejudice and historic barriers.

### Impact and use:

The project satisfies the requirements of the participation of the small child in culture, developing spontaneous activity and the capacity to perceive and react to the beauty of the surrounding world. Our regions are characterised by a growing difference in the standards of living of the citizens, the project is to be implemented in small social environments of medium prosperity, remote from large cultural centres. We are guided by the objective of equalising the educational chances of children from small environments and eliminating civilisation delays associated with culture in local environments through the comprehensive completion of the project.

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 Partnership project Website: www.czarnkow.pl or www.gadebusch.de

<b>Project Title</b>	Complex solutions for improvement of students' vocational skills
<b>Partnership ref number</b>	2009-1-PL1-COM13-05423 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Starostwo Powiatowe w Mikołowie/Head Office of Mikolow County (Poland)
<b>Partner organisations:</b>	Complex of United Technical Schools in Mikołów The Association For Civil Councillng DOGMA
Partner Regio 2	
<b>Coordinator organisation:</b>	Câmara Municipal de Grândola (Portugal)
<b>Partner organisations:</b>	Agrupamento de Escolas de Grândola Biblioteca Municipal de Grandola

### Objectives of the project:

- Development of knowledge and practical skills of the pupils from schools mentioned above, especially as for the key competences in ICT, English and entrepreneurship.
- Professional re-orientation and assistance in planning the future vocational career.

The survey concentrated itself also on the Complex of Technical Schools in Mikołów. In school year 2008/ 2009 about 930 pupils in the age 16-19 yrs old have been rendered the educational services. The standard educational offer is supplemented with possibility of taking part in extracurricular activities. However, it appears to be insufficient for the complete development of pupils' key interests that is confirmed by the opinions of beneficiaries themselves as well as the teachers of these units. Especially it concerns the lack of professional ICT tools as well as best practices from other countries in this domain.

It is envisaged that the project support covers 60 pupils of Complex of Technical Schools in Mikołów and 60 pupils of Schools Cluster in Grandola. In order to perform the recruitment we envisage using the two levels of it: the passive recruitment of pupils that will be run through the promotional project activities, where the press advertisements, posters, leaflets and the information on the partners' web-sites planned.

### Main results and conclusions:

The implementation of the activities will be directed on the achieving the following "solid" results:

- 1) two schools will receive the support within the limits of the project;
- 2) 120 pupils will be covered with extracurricular activities;
- 3) realization of 1168 hours of extracurricular classes (256 h of English, 128 h of entrepreneurship, 200 h of ECDL course in each partner country);
- 4) 120 pupils will gain an ECDL certificate;
- 5) 500 pieces of Summarizing Publication, which purpose will be the dissemination of the achieved results.

Project results in the reference to the pupils will influence on:

- 1) development of interests and interpersonal abilities of the pupils;
- 2) increase of pupils' self-esteem;
- 3) increase of pupils' social activities in the European dimension;
- 4) increase of confidence of benefits coming out of the improvement of the own competences;
- 5) increase of motivation to undertake the activities leading towards continuation of studies according to direction of interests;

### Impact and use:

Project results in the reference to the institutions participating in the project will have the influence on:

- 1) increase of their potential in the domain of promotion and initiation of European cooperation in educational aspect;
- 2) increase of their adaptation abilities in the course of changing educational needs of youth;
- 3) dissemination of the best practices from the rest of partner institutions in their limits.

The results achieved will be sustainable as the program will be continued and improved by the partners after the end of the project and evaluation of its results in order to use experiences and skills gained in the course of project.

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<b>Project Title</b>	Earth – Our Home
<b>Partnership ref number</b>	2009-1-PL1-COM13-05421 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Urząd Gminy Czarnków (Czarnków Commune Administration) (Poland)
<b>Partner organisations:</b>	Zespół Szkół in Kuźnica Czarnkowska Szkoła Podstawowa im. Powstańców Wielkopolskich 1918-1919 Państwowe Gospodarstwo Leśne Lasy Państwowe Nadleśnictwo Sarmia
Partner Regio 2	
<b>Coordinator organisation:</b>	Kaišiadorių rajono savivaldybė (The Municipality of Kaisiadorys District) (Lithuania)
<b>Partner organisations:</b>	Kaisiadorių rajono Kruonio vidurinė mokykla (Kruonis secondary school) Kaišiadorių rajono savivaldybės Kruonio seniūnija (The Municipality of Kaisiadorys district)

### **Objectives of the project:**

Partnership countries in the project are Poland (the coordinator) and Lithuania (partner). The predominant objective of the project is to elevate ecological awareness in both regions' communities, to promote pro-nature attitude, but also to increase second language competence and comprehension of representatives of institutions engaged in the partnership, and to initiate or strengthen relations and cooperation between all parties. Planned actions are aiming at activating students to work on the project by participating and organising numerous thematic events which will be coordinated, monitored and supported by partner institutions regions. The project initiates exchange of information regarding ecological problems and ways of dealing with them in both regions. Also, it creates an opportunity to start a permanent cooperation between partner institutions and regions.

### **Main results and conclusions:**

Except for visual products (calendars, brochures, power point presentations, chronicles, surveys, art, website, films, photo albums or purchasing media equipment necessary in documenting the project activities), project results in elevating English language competence of teachers and students cooperation in it, both due to contacts with peers and preparing project documents and products. Another result is the development of ecological habits in daily life and increasing awareness and interest in subjects connected with nature. Last but not least, main coordinators in both regions are willing to establish a sustainable legal cooperation.

### **Impact and use:**

All products of the partnership cooperation can be successfully used as lesson aids and materials promoting school in the region and local society in form of exhibitions, presentations and on conferences. Participants of the mobilities are now motivated to increase their language competence and have gained a considerable amount of reliable knowledge on partner countries. Working on specific activities promoted individual research and team work, developed manual skills and ecological thinking in daily life of students and employees of institutions involved in the project.

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<b>Project Title</b>	Cultural activities in school education – Polish and Hungarian experience
Partnership ref number	2009-1-PL1-COM13-05409 1
Partner Regio 1	
Coordinator organisation:	Miasto Poznań / The City of Poznan Urząd Miasta Poznania / Poznan City Hall, Plac Kolegiacki 17. 61-841 Poland, Wielkopolska Poznań <a href="http://www.poznan.pl">http://www.poznan.pl</a> (Poland)
Partner organisations:	I Liceum Ogólnokształcące im. K. Marcinkowskiego w Poznaniu / High School Nr 1 in 60-809 Poznan Bukowska 16. Poland, Wielkopolska Poznań <a href="http://www.marcinek.poznan.pl">http://www.marcinek.poznan.pl</a> Stowarzyszenie Przyjaciół DKF Dziesiątka / Association of Friends of Film Club "Dziesiątka" Os. 61-389 Poznan Rzeczypospolitej 111 Poland, Wielkopolska Poznań <a href="http://www.dkfx.org">http://www.dkfx.org</a> Towarzystwo im. F. Nowowiejskiego / F. Nowowiejski Association 60-603 Poland, Wielkopolska Poznań Al. Wielkopolska 11 <a href="http://www.nowowiejski.pl">http://www.nowowiejski.pl</a>
Partner Regio 2	
Coordinator organisation:	Győr Megyei Jogú Város Önkormányzata / Municipality of Győr Hungary 9021 Győr Városház tér 1. <a href="http://www.gyor.hu">www.gyor.hu</a> (Hungary)
Partner organisations:	NYME Öveges Kálmán Gyakorló Általános Iskola / Primary School Hungary 9022 Győr Gárdonyi U. 2-4. <a href="http://gyakorlo.atfk.nyme.hu">http://gyakorlo.atfk.nyme.hu</a> Nyugat-magyarországi Egyetem Apáczai Csere János Kar University of West-Hungary Apáczai Csere János Faculty Hungary 9022 Győr Liszt Ferenc utca 42. <a href="http://atfk.nyme.hu">http://atfk.nyme.hu</a>

### Objectives of the project:

Poznan and Gyor are twin cities and within the Comenius Regio project they are developing further cooperation between local educational authorities.

The projects main subject is competence based cultural education where both cities exchange their experiences in this field by organising study visits with the participation of local partners.

Poznan presents examples of successful after school cultural activities organised for school students and with participation of students (film, theatre and music activities) and Gyor presents an example of training school cooperating with university, implementing competence based approach to cultural education (taking theoretical school knowledge into practice by students). As a result of the project, partners develop a guide of best practices which will be presented during the international conference of educational authorities and distributed among local and regional educational institutions.

### Main results and conclusions:

The aim is to prepare the future teachers to learn complex tasks being creative, education in art, talent and to make the relationship between teachers and students better as well as to enhance essential key competences (ability, willingness, knowledge, flexibility, motivation, commitment and cultural competence).

### Impact and use:

1. Teaching through theatre in Hungary. Teaching through a movie: *MIKSI Attila*
2. Interesting aspects of music teaching in high schools. A Chopin evening in Hungary: *VÁRSZEGINÉ GÁNCSS Erzsébet*
3. Teaching through a movie – Polish-Hungarian Open University of Saint Kinga: „The movies of Wajda warn us on our tasks which have not been carried out” – Correlation between representing the history and national identity-: *PRINTZ-MARKÓ Erzsébet*
4. Talent recognition in a week - Apaczai Csere Janos, XIV. Apáczai-day Conference of Sciences: *VARGA Józsefné dr.*
5. Organising exhibitions: an exhibition devoted to József Bem, photo exhibition: *VARGA Józsefné dr.*
6. Combining artistic and ecological education – a sketch from nature – postcards. An artistic aspect in a complex forest schooling being an integral part of pedagogical program: Dr. habil *KOVÁTS-NÉMETH Mária – LAMPERT Bálint*

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<b>Project Title</b>	From the school supervision and external examinations results to the evaluation of the quality of the school work – sharing experiences between Małopolska and Rheinland-Pfalz regions in creating optimum conditions for school development.
<b>Partnership ref number</b>	2009-1-PL-1-COM13-05426 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Kuratorium Oświaty w Krakowie (Poland)
<b>Partner organisations:</b>	Okręgowa Komisja Egzaminacyjna w Krakowie XII Liceum Ogólnokształcące im. Cypriana Kamila Norwida w Krakowie
Partner Regio 2	
<b>Coordinator organisation:</b>	Direkcja Nadzoru i Usług Nadrenii-Palatynatu (ADD) – Trier (Germany)
<b>Partner organisations:</b>	Agentur für Qualitätssicherung, Wvaluation und Selbstständigkeit von Schulen. – Bad Keuznach Auguste-ViktoriabGimnasium - Trier

### Objectives of the project:

Main objectives of the project were to exchange of ideas, information and experiences connected with school supervision, comparison and implementation of evaluation tools and external examination sheets used in both regions.

It was also important to promote European school partnerships in the field of school performance standards and school development practices.

### Main results and conclusions:

Participants got acquainted with systems of education and methods of school supervision and control used in partner regions. Organization, tasks and goals of partner institutions were presented. Evaluation tools used by AQS were examined and implemented in evaluation of Cracow XII Liceum Ogólnokształcące (interviewing head teacher, teachers, parents and pupils, insight into the teaching/learning situations - lesson observation). Teachers of Augusta Victoria Gymnasium, Trier, gained knowledge about the Polish secondary school leaving examinations system and with examination sheets in English, French and maths used in Poland in the previous three years. In cooperation with OKE experts, Polish examination tasks in these three school subjects were selected to be used in secondary school leaving exams provided by AVG. Secondary school leaving exams were conducted in the Trier school, with the results assessed and analysed by both partner institutions (OKE and AVG). The results were presented in reports on school evaluation and on secondary school leaving exams.

1. External school evaluation and external secondary school leaving exams may influence school quality, if the following conditions are fulfilled:
  - a detailed analysis of results is carried out,
  - a “map of fields (goals) of development” is agreed upon,
  - adequate changes are implemented in the school.
2. It is recommended for schools to improve internal quality analysis of their work, particularly context-based analysis of their pupils' achievements in external tests and exams.
3. Schools should regularly overview effects achieved through implementation of the results.
4. Learning/teaching processes should be improved through using a variety of methods and forms, as well as through development of teachers' professional skills.

### Impact and use:

All project goals have been achieved. Project activities were adequate to the expectations of the participating target groups. The exchange of experiences in the fields of school evaluation, secondary school leaving exams and using the information about pupils' results for improvement of the school work have been regarded as particularly valuable. Conclusions and recommendations will be used to introduce improvements in evaluation tools used in Poland. Head teachers in Małopolska are interested in sheets used by German colleagues “to get an insight into teaching/learning situations” through observation being a part of internal evaluation.

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<b>Project Title</b>	Local educational initiatives in European Union
<b>Partnership ref number</b>	2009-1-PL1-COM13-05404 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Urząd Miejski w Krotoszynie (Krotoszyn Municipality Office) (Poland)
<b>Partner organisations:</b>	Zespół Szkół nr 1 z Oddziałami Integracyjnymi im. H. Jordana w Krotoszynie (H. Jordan Public School Complex with integration classes in Krotoszyn) Samorządowy Ośrodek Doskonalenia Nauczycieli w Krotoszynie (Local Government Teacher Training Centre in Krotoszyn)
Partner Regio 2	
<b>Coordinator organisation:</b>	Verbandsgemeinde Dierdorf (Dierdorf Collective Municipality) (Germany)
<b>Partner organisations:</b>	Grund- und Hauptschule, Gutenberg-Schule Dierdorf (Elementary and secondary school, the Gutenberg School, Dierdorf) Deutsche Lebens Rettungs Gesellschaft, Ortsgruppe Dierdorf (German Life Rescue Society, local group in Dierdorf)

### **Objectives of the project:**

The project aim is to improve competences of municipality offices employees through the exchange of experience in local education management, particularly in the aspect of organizing network between educational institutions, sources of finances for educational tasks and differentiation of schools authorities tasks. Another objective is to increase the innovation potential of teachers and methodical advisers by presenting and publishing good educational praxis of partner schools.

### **Main results and conclusions:**

Conferences with participation of partner municipalities representatives and training sessions for partner schools teachers and methodical advisers will create basis for good educational praxis and spread it on other schools in both partners municipalities. Teachers will be acquainted with pedagogical innovations. New forms of extracurricular activities organization and taking advantage of educational support institutions to meet pupils needs will allow enhancing and enriching the educational institutions' offer. Presentation of the newest educational management methods will influence the quality of work in municipality offices which are local education authorities and improve educational administration officers skills.

Revealing local educational initiatives will contribute to formation of municipal educational policy which will enrich national educational administration standards. Partnership of cities and schools will be excellent promotion of opportunities created by European cooperation on local ground.

### **Impact and use**

Krotoszyn Municipality and Dierdorf Collective Municipality as local education authorities will present analysis, reports and results of research among municipal educational institutions. Spreading experience will be carried on by municipal websites and local press. Good praxis, after confirming its usefulness, will be implemented and adapted to pedagogical activity of schools. On national level there will be articles on the project as in Polish local-governmental press as in pedagogical publications. Results of the project will be presented on local government organisations meetings and methodical conferences for teachers. Extension of forms and methods of cooperation will occur. Permanent forms of international contact between partner communes will be created, including exchange of local government workers groups. Schools will start activities in accordance to implement the best praxis in pedagogical innovations.

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<b>Project Title</b>	Multicultural mix – yesterday and today
<b>Partnership ref number</b>	2009-1-PL1-COM13-05398 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Urząd Miejski w Gdańsku ul. Nowe Ogrody 8/12, 80-803 Gdańsk, Poland
<b>Partner organisations:</b>	Gimnazjum nr 20 im. Hanzy ul. Zgody II/6, 80-380 Gdańsk, Poland Centralne Muzeum Morskie w Gdańsku ul. Ołowianka 9-13, 80-751 Gdańsk, Poland Biuro Podróży "Maltur" Andrzej Kiermasz Ul. Sienkiewicza 15, 82-200 Malbork, Poland
Partner Regio 2	
<b>Coordinator organisation:</b>	Ajuntament de Salou Passeig del 30d'octubre, 4; 43840 Salou; Spain
<b>Partner organisations:</b>	IES Marta Mata C/Sugranes i Gras, s/n; 43840 Salou; Spain Patronat Municipal de Turisme de Salou Passeig Jaume I,4; 43840 Salou; Spain

#### Objectives of the project:

- Developing educational offer and increasing its quality;
- Gaining new experience in passing knowledge about region identity, local society;
- Preparing students to live in multicultural society;
- Enriching students' knowledge on their city and region and partner's city and region;
- Learning different cultures - making students interested in the problem of foreigners in two regions;
- Cooperation between partner organizations in order to gain new experience.

#### Main results and conclusions:

- Students and teachers learnt about the geographical, social and economic conditions of Pomorskie Region and Catalan Region as well as their history, customs and regional identity: trips around regions, museum lessons, producing multimedia presentations about region now and in the past; creating a guide on routes and tourist attractions; Skype communication sessions of Polish and Spanish students; Summer camp for Polish and Spanish teachers in Kashubian region, visit of Polish students and teachers in Spain; writing a playscript and producing a play about multiculturalism.
- Partner organisations exchanged experiences – partner visits.

Activities were based on the use of new technologies, doing things together influenced individual development participants as well as gave them the feeling of group belonging.

#### Impact and use:

Project realisation had impact on learning history, culture and tradition of both regions. Students could integrate. They learned how to plan their work, prepare a presentation. All participants developed their language and organisational skills and workshop. They noticed the problem of migration adaptation to new conditions. Organisations exchanged experiences and learned innovative solutions. Active and innovative methods of work with student influenced their personal development.

Project solutions, methods and products will be disseminated among school directors and local councils.

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<b>Project Title</b>	Better together than apart- How to build bridges instead of walls
<b>Partnership ref number</b>	2009-1-PL1-COM13-05143 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Urząd Miasta Tarnobrzeg (Poland)
<b>Partner organisations:</b>	Stowarzyszenie ESTEKA Liceum Ogólnokształcące im. Mikołaja Kopernika w Tarnobrzegu
Partner Regio 2	
<b>Coordinator organisation:</b>	Antalya İl Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	İsmet Köroğlu Anadolu Lisesi İsmet Köroğlu Anatolian Akdeniz Üniversitesi Eğitim Fakültesi Antalya Yetim ve Muhtaç Çocuklara Yardım Vakfı

### Objectives of the project:

- establishing long term cooperation between two cities: Tarnobrzeg (Poland) and Antalya (Turkey) and their governmental, cultural and educational authorities and institutions,
- an exchange of the best educational practice between regions in Poland and Turkey regarding didactics, cultural heritage and e-learning along with the use of ICT,
- getting to know each other in the atmosphere of mutual respect and creative peer learning along with creating the feeling of belonging to EU community .
- implementing project's results in curriculum and work programs of participating institutions,
- strengthening cooperation both between local partners and foreign ones through mutual cooperation.

### Main results and conclusions:

Integration of project's participants; cooperation between them and local environment,  
Promotion of both regions abroad,  
Promotion of all the partners and their motherlands in local media, conferences and local environment,  
Development of knowledge, socio-linguistic skills and the use of ICT,  
Acquiring new skills and development of social and teaching competences through participation in workshops, seminars and project work,  
Involvement of the partners in preparing project's materials and project's promotion,  
Implementation of project's content in working programs of participating institutions,  
Popularization of educational systems of the partners along with their culture,  
Steady exchange of best educational practices,  
Creating positive image of the partner countries,  
Getting other local institutions involved into implementation of the project's content,  
Establishing new forms of cooperation between other schools, institutions, associations from both regions

Conclusions: The project itself had a positive impact on perceiving other cultures and people from different background and the willingness of further cooperation on regular basis. The project's activities aim at improving skills and getting new knowledge to be used in formal and informal educational processes.

### Impact and use:

The project has a direct impact on wide number of students and members of participating institutions. Its products are used during history, literature, art, ICT, geography and language classes of collaborating schools but also by the schools and kindergartens not directly participating in it but involved in dissemination of its results. Due to the project many students started learning languages of the partners. Since it has been promoted in local media and websites of participating institutions it reaches wider range of local community increasing its awareness and interest in participating countries. The project has set a positive example of promoting LLLP followed by the increasing number of new applications in local educational community.

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<b>Project Title</b>	Educational systems in Poland and Austria in the professional aspect and the labour market
<b>Partnership ref number</b>	2009 1 PL1-COM13-05422 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Powiat Żywiecki (Żywiec Municipality) (Poland)
<b>Partner organisations:</b>	Zespół Szkół Agrotechnicznych i Ogólnokształcących Centrum Kształcenia Praktycznego w Żywcu (Complex of Agrotechnical and General Schools Centre of Practical Education in Żywiec) Stowarzyszenie Przedsiębiorców Ziemi Żywieckiej (Association of Entrepreneurs of the Żywiec Region)
Partner Regio 2	
<b>Coordinator organisation:</b>	Gemeinde Opponitz (Opponitz district) (Austria)
<b>Partner organisations:</b>	Landwirtschaftlichen Fachschulen Hohenlehen und Unterleiten (Agricultural schools in Hohenlehen and Unterleiten) Amt der NÖ Landesregierung, Abteilung Landwirtschaftliche Bildung (The Agricultural Education Department at the Government Office of the Land Niederösterreich)

### Objectives of the project:

The project refers to the difficult situation of the vocational education, caused by the period of population decline or low attraction of preliminary professional education. A substantial condition of the project is a need for the professional education directed to practical abilities of graduates, with the help of the newest methods in order to raise their attraction on the labour market.

Main objectives:

- preparing the teaching staff in the theory and practice for the establishment and developing training-simulation companies at schools (hotel, junior company), in which young people will develop crucial key competence, necessary on today's labour market. They are: mathematical-computer competence, using a foreign language, the entrepreneurship, the creativity and practical professional abilities
- developing the knowledge about the cultural diversity and European languages amongst young people and teachers, understanding and the respect for this diversity
- bringing the working classes closer to the education, by inviting association of the entrepreneurs to the partnership and the active cooperation in the completion of the project

### Main results and conclusions:

- developing the knowledge and professional experience by the teaching and managing the education staff through the partner cooperation of schools
- starting up at cooperating schools training companies, in order to train practical and professional abilities of pupils
- a constant cooperation of schools with employers
- development of the cooperation between entrepreneurs of involved regions

### Impact and use:

Thanks to the teaching and managing staff involvement, backed up with the partners experience exchange, and to theoretical and practical training, at schools training companies are formed (e.g. the hotel, the travel agency or the service-sales company) which will be a permanent result of the project. These training companies will be constantly supported by local entrepreneurs. Students approach for the process of the learning is changing positively, thanks to new, more attractive and active methods of the work. The participation of young people in the project is helping them to learn solving problems, is developing the invention and the entrepreneurship, they are able to appreciate the command of foreign languages as well as is eliminating prejudice.

Local entrepreneurs involved in the project are developing the cooperation with schools as well as contacts with recruited entrepreneurs and the Economic Chamber in Austria.

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<b>Project Title</b>	Columbus in Education – A Cruise For a New Reality
<b>Partnership ref number</b>	2009-1-PL1-COM13-05 430 1
Partner Regio 1	
<b>Coordinator organisation:</b>	The Town Council, Bydgoszcz, Poland
<b>Partner organisations:</b>	High School 1 in Bydgoszcz BEST – Foreign Languages School in Bydgoszcz
Partner Regio 2	
<b>Coordinator organisation:</b>	ΔΕΥΤΕΡΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ ΠΕΙΡΑΙΑ (The Directorate Of Secondary Education Of Piraeus) (Greece)
<b>Partner organisations:</b>	Γενικο Λυκειο Καλλιπολης (Kallipoli High School) Συλλογος Γονεων Γενικου Λυκειου Καλλιπολης (Parent Association Of Kallipoli High School)

#### **Objectives of the project:**

- To gain the knowledge of educational system in partner country
- To learn about various teaching methods (similarities and differences)
- To enhance the quality and significance of teacher European education
- To exchange the experiences and teaching materials with other teachers
- To develop language competence
- To increase the awareness of cultural and linguistic diversities
- To learn about new strategies of a school promotion
- To promote an awareness of the importance of cultural and linguistic diversity within Europe

#### **Main results and conclusions:**

- We will disseminate the information about the cooperation based on Lifelong Learning Programme in mass media: local radio, TV and press.
- We will design a Web page (local, national, European level)
- We will implement and disseminate innovative approaches and methods in the process of teaching (local)
- We will produce multimedia materials (DVD) as a final product and promote them to other regions in our countries and to the NAs (national, European level)
- We will organise a teachers' seminars at regional level aiming at disseminating and promoting the use of innovative pedagogies and practice (local)

#### **Impact and use:**

- Improvement of the teaching methods and techniques
- The exchange of experiences with the administrative staff, teachers, students and parents from other European countries
- An increase in motivation for foreign language learning
- The provision of an attractive way of gaining knowledge and new experiences
- Enrichment of the school's educational offer
- Verification of the stereotypes about partner nations
- The involvement of pupils, teachers, parents, local authorities and associations
- Better prepared children

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<b>Project Title</b>	ENCUR – Enhancing Curriculum Relevance
<b>Partnership ref number</b>	2009-1-PT1-COM13-02423 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Regional Secretariat of Education and Training (Portugal)
<b>Partner organisations:</b>	Praia da Vitória Elementary School Biscoitos Elementary School Jerónimo Emiliano de Andrade Secondary School University of the Azores
Partner Regio 2	
<b>Coordinator organisation:</b>	Local Council, SA6, Bucharest (Romania)
<b>Partner organisations:</b>	City Hall, District 6, Bucharest School 59 School 205 Grigore Moisil High School University of Bucharest

**Objectives of the project:**

- . To promote cooperation between teachers from both regions in approaching issues of common interest, especially problems related to many students' lack of interest with regard to the school and to the curriculum;
- . To analyse curricular policies being implemented in both regions;
- . To develop teaching practice that allows students (especially those who reveal lack of interest for the school) to better acknowledge the relevance of the curriculum for their lives outside school;
- . To strengthen local and international partnerships in addressing educational problems via action research;
- . To strengthen competency-based approaches to curriculum development.

**Main results and conclusions:**

- . Teachers' acknowledgement of the importance of action research as a means of approaching curricular problems that emerge in classrooms;
- . Creation of innovative teaching strategies.

**Impact and use:**

Improvements in terms of:

- . Students' acknowledgement of the relevance of the curriculum;
- . Teachers' ability in conducting action research projects;
- . Implementation of competency-based approaches to curriculum development.

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<b>Project Title</b>	Regional Network for Inclusive Education
<b>Partnership ref number</b>	2009-1-RO1-COM13-03031 1
Partner Regio 1	
<b>Coordinator organisation:</b>	County School Inspectorate Caras-Severin, Romania
<b>Partner organisations:</b>	School Center For Inclusive Education "Primavara" Resita, Romania Association "Pentru Copiii Primaverii" Resita, Romania
Partner Regio 2	
<b>Coordinator organisation:</b>	Câmara Municipal De Figueiró Dos Vinhos, Portugal
<b>Partner organisations:</b>	Escola Secundária De Figueiró Dos Vinhos, Portugal Santa Casa Da Misericórdia De Figueiró Dos Vinhos, Portugal

### Objectives of the project:

The project was born from the necessity of developing an organized network to coordinate, to develop and to implement, in both regions, activities that promote access to education for all children. The project has as a final goal to attract the schools, NGO's, local authorities to become active members of the Regional Network of Inclusive Education and to develop further on activities that promote inclusive education.

The objectives of the partnership were:

- To exchange experiences in the practice of inclusive education
- To create a regional network as a support for the inclusive schools
- To integrate children with disabilities in the regular schools

### Expected main results:

- Experience in the field of integration, by comparing the situations, a better understanding of the difficulties disabled have to face and awareness concerning what we have to change in our educational systems;
- A functional network composed by many institutions/schools from both regions, willing to become a "resource unit" for the parents, teachers, other specialists by opening those information and documentation centres;
- Support for children with disabilities for a better integration in schools;
- A new perception towards disabled among the teachers from regular schools.

### Impact and use:

Due to the fact that an important number of teachers and parents have been involved in the activities of the project, they got the feeling of being part of the "changing process". They had to answer the questions from the questionnaires, becoming aware about the difficulties and the disfunctionalities the system has and also, about the possibilities to improve everything, by changing the attitude.

The teachers have shown much consideration and desire to become part of the network, understanding that it is a team work, appreciating very much the fact that it is possible to be partners with professionals in the field of education from a region abroad the country, sharing the same objectives and facing the same difficulties. That was very stimulated and motivated for the Romanian staff involved in the project. The number of the schools requesting to be part of the network was unexpectedly high.

The second year of the project was under the influence of the new legislative foreseen from the Law of the National Education, stipulating that evaluation of the schools will be realized considering 2 main criteria: inclusion and performance.

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<b>Project Title</b>	Comparing Educational Systems
<b>Partnership ref number</b>	2009-1-RO1-COM13-03033 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Arges County Council (Romania)
<b>Partner organisations:</b>	NGO "Giving You Will Be Given", Topoloveni School No.16 "I.L.Caragiale", Pitesti
Partner Regio 2	
<b>Coordinator organisation:</b>	Jelgava District Council (Latvia)
<b>Partner organisations:</b>	Ngo "Post Scriptum" "Stalgene" School

### Objectives of the project:

The Arges County Council and the Jelgava District Council signed a decentralized cooperation agreement in 2007. In this context, the project aims to find the best methods in achieving the education's efficiency in both regions. In the frame of the general theme, we will consider the following aspects:

- Compare the legislation of the educational systems regarding the management and the school's autonomy, the relationships between the local authorities and the schools in both regions;
- Ways to achieve the authority transfer and decision making responsibility from the national level towards the regional and the school level;
- Involvement of the civil society in the school and extra-school decision-making process;
- Invite parents and youth to get involved in the school strategic planning and education;
- Involve the local authorities and the school in solving ethnic problems and the issue of children whose parents are working abroad.

### Expected main results:

- Create an interactive working group between Romania and Latvia in order to analyze the partnership between school, local authorities, regional authorities and civil society;
- Implement an after-school programme to several schools with the support of the NGO "Giving you will be given" and the financial support from the local authorities;
- Advising parents in the establishments of as many associations with legal personality;
- Edit the magazine "European school" in cooperation with the "Stalgene" School;
- Edit, in cooperation with the NGO from Jelgava, of a "Guide for the Romanian and Latvian parents" regarding the involvement of parents and of the civil society in the school's life;
- Create a section on the site of the Arges County Council in which to present all the objectives, the project's ongoing and achievements, opinions of the civil society regarding the decentralization of the education system.

### Impact and use:

For the county councils:

- Development of the initiatives regarding the cooperation programmes between the new actors;
- Transverse institutional strengthening;
- A better capacity of development and adjustment to the education policies;

For the other partners in the project:

- Development of new cooperation relationships between schools and associations from Romania and Latvia;
- A better vision of the role and activities developed by schools and associations;
- Professional skills training for youth, in order for them to respond to the European requirements.

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<b>Project Title</b>	The communication between school and authorities involved in education – an important factor to improve the schools European dimension
<b>Partnership ref number</b>	2009-1-RO1-COM13-03034 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Local Council Varias (Romania)
<b>Partner organisations:</b>	Varias General Secondary School Gelu General Secondary School Non-Profit Association “Proscoalavarias” School Inspectorate Of Timis County
Partner Regio 2	
<b>Coordinator organisation:</b>	Nevsehir Provincial National Education Directorate (Turkey)
<b>Partner organisations:</b>	Karacaoren Cumhuriyet Primary School Örnekevler Primary School Faculty Of Commerce And Tourism Education- Nevsehir

**Objectives of the project:**

- Improving communication between all factors involved in education in order to optimize interpersonal relationships;
- Concrete forms of cooperation between regions to learn about other models of organization of education system
- Awareness of all factors needed to develop educational skills in order to ensure quality for asserting the European dimension in the school education

**Expected main results:**

- A better and more efficient communication within the educational institutions, between the institutions involved in education and between the partner institutions from this project;
- Initiation of the most adequate forms of collaboration between the institutions and the partner regions;
- All the participants in the project have to acknowledge the characteristics of other models of organization in education and to be able to make a comparison between models;
- Make the program, the argument for the optional “What does it mean to be an European citizen” and integrating it into the SDC from the schools of the two partner regions;
- Conceiving a curriculum for the children with special needs and sending it for validation to the qualified institutions;
- Participation of all the partners to a symposium which will help them to develop better communication and collaboration abilities;
- Develop two campaigns with the purpose of making aware all the factors involved into the education system to the need of improving the communication and collaboration skills.

**Impact and use:**

Teachers will be familiar with new methods of teaching, learning, assessment and they will be acquainted with the development of educational technology. It also aims to improve collaboration and communication between school directors and employees, between employees, between the school administration council and school principal and teachers. We want a change of approach in school management. We will introduce into the school curriculum a new optional subject with the title “What it means to be a European citizen”. This enriches the school education offer. We together with our partners will do a curriculum adapted for children with SEN, which will help to integrate them more comfortable in the educational system. Symposium that we will organize will increase both school and inter-community (institutional) prestige.

Regarding the impact on project activities, we intend to change mentalities and way of approach to education. Local Council wishes to support not only the development of materials in schools but to actively participate in exchanges, at school and extracurricular activities. Students involved in the project (selected by preference) will enrich their knowledge about national, cultural, geographic, historical and religious specific about the partner.

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<b>Project Title</b>	New approach and normative in qualitative pre-primary school education
<b>Partnership ref number</b>	2009-1-SI1-COM13-00878 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality Hoče – Slivnica (Slovenia)
<b>Partner organisations:</b>	Primary school Dušan Flis Hoče, Kindergarten Hoče ProFUTURUS d.o.o.
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipality Kabelsketal (Germany)
<b>Partner organisations:</b>	Kindergarten "Villa Kunterbunt" wisamar Bildungsgesellschaft mbH

### Objectives of the project:

- The first objective is to find a new approach for educational work in kindergarten, where all are equal apart from their social, linguistic and cultural background. By helping experts/teachers in pre-primary education the motivation of staff will be raised.
- The second objective is to involve quality into the work that fits modern standards. Even though the groups in small classes are bigger the children learn qualitative approach, something different, so the children and parents will not have doubts about work and stay in the kindergarten.
- The third objective is to encourage the staff to use mobility for taking and bringing some experience and learn through it, where the language and culture are not barriers.

The municipalities want to compare the pre-primary educational and financial system and normative, with the aim of changing the existing component for more qualitative work, for more accessible entry into the kindergartens and system that will be friendly to parents too.

The counselling company sees the opportunity in this project for analysis of work, educational and financial systems of pre-primary education and normative and its aim is to compare different segments of the project.

### Main results and conclusions:

The *first analysis* is the comparative one among the formal data (size of the kindergarten, number of the children in one group, depends on the age, social background, linguistic and cultural background of the children etc.) with the aim for creating new normative, standards and changing the financial system to be more friendly to users of pre-primary education. *Second analysis* is the comparison of the approaches shown and presented through peer-learning.

### Impact and use:

The project has great impact on target groups.

Experts from kindergarten: raise the level of foreign language knowledge, raise the level of foreign language knowledge, improve and develop teamwork abilities, exchange the ideas, become more successful at their work, get references for their future work, create and search for new solutions, join and experience the mobility, be able to outgrow their prejudices and prejudgements.

Kindergarten children: experience something different and more interesting, feel better, and recognise the importance of being different and unique, experience individual and group work.

Staff from municipalities: experience the cooperation with kindergarten and professional counselling companies for analysis, project work etc., experience different approaches in pre-primary school with the aim of better understanding this type/level of education, gain new ideas for better solutions in creating standards, normative, systems, experience different cultural and linguistic environment and gain or improve these skills, experience new partners in the partnership, join and experience the mobility.

Staff from companies: get involved into the project work and get the references, help and advice to all the other involved in the project, exchange experience in research work and analysis, get the opportunity to do the analysis and small study, experience new partners in the partnership, join and experience the mobility, evaluate.

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<b>Project Title</b>	Biblioprevention
<b>Partnership ref number</b>	2009-1-Si1-Com13-00880 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Municipality Of Domžale (Slovenia)
<b>Partner organisations:</b>	Primary School Rodica Youth Center Domžale Public Library Of Domžale Kindergarten Domžale
Partner Regio 2	
<b>Coordinator organisation:</b>	The City Of Lodz (Poland)
<b>Partner organisations:</b>	Grammar School No. 16 Regional Pedagogic Library In Lodz The Association For Mentally Handicapped Children And Young People "Closer To Yourselves"

### **Objectives of the project:**

The objectives of the project are education, violence prevention, solving problems through reading books and creating a model, which could be used in various institutions.

The topic is biblioprevention – the use of a book as a help for pupils confronted with life problems as an element of preventive, educational and therapeutic actions.

To achieve such objectives, the following methods are being used: discussion, brainstorming, job shadowing, case studies, interactive lecture and practical exercises within workshops, conferences and meetings.

The plan of work involves exchange of staff, experience and good practice, in connection with the development of the process of biblioprevention and its influence on the change of students' behaviour.

### **Main results and conclusions:**

The project is ongoing, so the final activities have not yet taken place. Until now three conferences have been organized and one brochure was published last May, after the first conference, which took place in Domžale.

Both partners carried out questionnaires which were presented at the third conference in Lodz last October. In addition, both schools have carried out bibliopreventive activities with students who have read and discussed the same books.

### **Impact and use:**

Added value of the project:

- increasing the efficiency of staff,
- increasing interpersonal, organisational, analytical abilities,
- enhancing communicative and language skills,
- decreasing of violence symptoms,
- reinforcing cooperation between the regions and organisations involved in the project,
- promoting European cooperation in education,
- enriching the educational offer,
- increasing reading motivation,
- reading literature of participating countries.

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<b>Project Title</b>	EUR-EMSET: Excellence in mathematics and the natural sciences, environmental education and technology: a European approach to enquiry-based learning
<b>Partnership ref number</b>	2009-1-SE1-COM13-01497 1 Swedish ref no:2009:1019
Partner Regio 1	
<b>Coordinator organisation:</b>	City of Västerås, Pedagogiska nämndernas stab/LEA (Sweden)
<b>Partner organisations:</b>	Rönnbyskolan, Västerås St Ilians skola, Västerås Lindboskolan, Hallstahammar ABB (Automation and Power Technologies), Västerås Vafab Miljö AB Mälardalen University Mediecenter Mälardalen AB Askövikens Nature School Västmanlands Kommuner och Landsting
Partner Regio 2	
<b>Coordinator organisation:</b>	International Education Office, Gloucestershire County Council (United Kingdom)
<b>Partner organisations:</b>	Cirencester Deer Park School Wyedean School and Sixth Form Centre University of Gloucestershire Gloucestershire First Economic Partnership Forest Education Business Partnership Real Ideas Organisation

### Objectives of the project:

Both partner Local Authorities have identified a need to improve the quality of education in mathematics, the natural sciences and technology – and to increase the take-up of these subjects in upper secondary and higher education. The project aims to achieve stimulating teaching and learning in science, maths, environmental education and technology through developing a joint framework for supporting student involvement in learning, development of key competences, cross-curricular international collaboration, joint projects between education and business, joint methodological development, identifying and sharing a wide range of materials and resources for teaching and learning.

### Main results and conclusions:

Project Wiki - <http://eur-emset.wikispaces.com> has enabled development of shared resources. This will be developed to include interactive discussion involving students and teachers in year 2 of the project  
Units of cross curricular work in Maths, Science, Environment and Technology for primary and secondary phases are under development in schools, with support from LA advisors  
Virtual resource boxes within the framework of the NTA (Science and Technology for All) concept, available in the FLOD system (Flexible Learning on Demand)  
Publication of examples of best practice in enquiry- based learning of Ma, Sc, Env and Te from the S-TEAM (FW7 project) survey done by universities in 17 European countries

### Impact and use:

Development of project Wiki in Year 2 will enable shared discussion of good practice in Maths, Science, Environmental Education and Technology, between all schools. LA personnel, representatives of business and environmental agency partners – including students' views and experiences  
University partner in Sweden will supply a student teacher to teach maths at one of UK partner schools as part of her/his training programme  
Final portfolios will enable some student teachers to include an international education dimension in their final assessment presentation  
Further Comenius school partnerships in this curricular area are planned – and project materials once fully developed will be made available through a variety of existing networks.

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<b>Project Title</b>	A Partnership Approach to Inclusion, Equality and Diversity of Different Ethnic Groups of Pupils
<b>Partnership ref number</b>	2009-1-SE1-COM13-01498 1 Swedish reference no: 2009:1016
Partner Regio 1	
<b>Coordinator organisation:</b>	Nyköpings Kommun, Division Barn, utbildning och kultur (Sweden)
<b>Partner organisations:</b>	Nyköpings hem, Långbergsskolan
Partner Regio 2	
<b>Coordinator organisation:</b>	Leeds Education (United Kingdom)
<b>Partner organisations:</b>	Childrens Society, Ralph Thoresby School

### **Objectives of the project:**

The project aims to develop an effective and transformational partnership between Leeds in England and Nyköping in Sweden to ensure all different minority ethnic pupils, and particularly international new arrivals, achieve to their full potential.

Both cities have approximately 18% of their pupils who are from an ethnic minority heritage and both cities face challenges with integration, underachievement, and racism and community cohesion.

The partnership works in line with national policies to 'narrow the gap' in attainment between different ethnic groups. It aims to develop in schools an ethos of high expectations and aspirations of all pupils, staff and parents and the promotion and celebration of cultural, religious and linguistic diversity. 'Schools for the future' will need to develop a context for their pupils of a stimulating, creative and inclusive learning environment where all pupils are valued and respected and become responsible global citizens.

The project will aim to develop strong leadership and management of these issues through a whole school approach, including developing and sharing good practice in relation to learning and teaching strategies and developing an effective pedagogy that engages all pupils, parents and the community.

### **Main results and conclusions:**

Participation in several conferences in both countries: Investment in Excellence, Children's, Sustainable Development, Schools for Success, World Children's Prize, annual reward, The Power to Change Conference, Open Day- disability Work.

School development in different areas: language development in all subjects, sharing teaching via arts. Sharing experience with social authorities, the police and housing companies, neighbourhood work with families, induction programme for new arrivals, education of teachers in a special method for working with new arrivals and their parents and staff, starting a parents group for Somalian mothers at Långbergsschool.

Building a homepage for sharing good practice and create an information platform for collect issues on integration in the community.

### **Impact and use:**

Increasing the competence of teachers and leaders and other partners concerning integration, democracy, and children's rights. We have developed the communication and cooperation between different groups within the community. Teachers have together developed new teaching methods for inclusion and for better results.

Good experience of international cooperation which can lead to other projects.

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<b>Project Title</b>	Future learning environment
<b>Partnership ref number</b>	2009-1-FI1-COM13-01499 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Kaarinan kaupunki (Finland)
<b>Partner organisations:</b>	a) Salvelanrinteen koulu (Salvelanrinne comprehensive school) b) Kaarinan kansalaisopisto (Open college of Kaarina) c) Varsinais-Suomen elinkeino-, liikenne- ja ympäristökeskus (Centre for Economic Development, Transport and the Environment of South-western Finland) d) Sanako Corporation
Partner Regio 2	
<b>Coordinator organisation:</b>	Camara Municipal de Ansião (Portugal)
<b>Partner organisations:</b>	a) Agrupamento de Escolas de Avelar (school department of Avelar), b) I.Zone, SGPS SA

### Objectives of the project:

Both regions gather and exchange best practices and develop and experience new kinds of learning environments for future demands.

During the partnerships both regions were to

- \* Work together both by networking and organizing common seminars and workshops
- \* Offer European learning experiences to local administrators, teachers and students.
- \* Innovate new operation models and learning environments and find new possibilities
- \* Produce a plan for the future concerning learning environments

This project's general idea was to collaterally seek new design methods and practical solutions when designing future learning environments. Within this project designing the future learning environment was seen as an open, investigative and flexible interactive process, in which process participants used the produced information in a way, which suited them best. In addition to official, published outputs and results the project will produce local, regional, national and European harmonized practices that are noticed to be good or follow-up projects which can be used in the best way. Since one of the goals of this project was to create more permanent networks, the development of learning environments will not stop even if the project is ended officially.

The aim of the project is to produce both theoretical and empirical knowledge. The theoretical inspection of developing future learning environment has used the simulation methods of the Helsinki University of Technology.

### Main results and conclusions:

The Partnership is processing mainly according to the plan. The first year was dealing with future learning environments. All the actions are done and the summaries will be made after the collected data is fully analyzed in May 2011.

After that the first questionnaire concerning future learning environments was made in October 2009. Teachers and administrators from both regions answered this questionnaire. Instead of the questionnaire students in both schools designed a future classroom. The plans and the questionnaires were collected and used in the preparations of the process simulation.

### Impact and use:

By now the project has given us wider perspective to think about new learning environments and about different learning methods. The new innovations in ICT make it possible for us to develop new ways of learning and teaching. The impact of this project hasn't affected solely the schools and the educational divisions of both municipalities. The impact is also seen in wider context. The town halls in both municipalities are about to start town twinning relationship which gives the possibility to new innovations. Because the project is still going on some of the impacts and use are not yet known.

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<b>Project Title</b>	ECO Travel: Working Internationally in Schools (ECO-TWINS)
<b>Partnership ref number</b>	2009-1-GB1-COM13-03658
Partner Regio 1	
<b>Coordinator organisation:</b>	Sunderland City Council (United Kingdom)
<b>Partner organisations:</b>	Castletown Community Primary School St Aidan's Catholic School and Language College St Paul's Church of England controlled Primary School Groundwork North East
Partner Regio 2	
<b>Coordinator organisation:</b>	Mairie de Saint-Nazaire (France)
<b>Partner organisations:</b>	Ecole Escurat (Escurat Primary school) Collège Albert Vinçon (Albert Vinçon Middle school) Ecole Michelet (Michelet Primary School) Office Municipal de la Jeunesse (Municipal Youth Office)

### Objectives of the project:

- Sharing of best practice on delivering education for sustainable development.
- Understanding of own and others' identities, shared history and present, and place in the world.
- Continued development of link between long-standing twin towns.
- Direct communication of pupils with counterparts via pen pal letters, emails and video conferencing.
- Piloting of schools' transnational project management to develop best practice to be shared with wider groups of schools in both cities following the project.
- Production of blended learning pack to support practitioners in schools in delivering transnational education projects (problem solving pedagogy; active participation of young people; multimedia)
- Drawing on expertise of additional partners in both countries, consideration of the teaching and learning of sustainability, particularly surrounding transport in our communities, cities, and countries.
- Application of theoretical approaches to examine real-life issues in Saint-Nazaire and Sunderland.
- Study of history of two cities and their twinning link, including through shared maritime heritage.

### Main results and conclusions:

- New practice learned from international partners during mobilities and from direct communication.
- Staff confidence and skills to deliver schools' transnational project and knowledge of available resources
- Broadened horizons of learners and staff
- Learners exposed to international visitors during mobilities.
- New relationships established between schools and local additional organisations working on project.
- Understanding of own city and region and its history as well as that of partner area and shared heritage
- Increased MFL activity within schools and real context in which it can be taught and learned.
- Improved ICT skills and meaningful context in which learners can employ them.
- Understanding of impact on world; sustainability as a global issue; and responsibilities as global citizen.

### Impact and use:

- Production of joint bilingual project newsletters distributed to all schools in both cities.
- Partners acting as ambassadors for European/transnational work within schools and education community.
- Toolkit to be shared with all schools in Sunderland and discussed through, for example Extended Services clusters, feeder school partnerships
- Press coverage in local press in both cities to raise awareness of project
- Project showcased as good practice example through networks such as regional European Officers' Group.

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<b>Project Title</b>	TRESCO Training and Enterprise to promote social, community and economic cohesion
<b>Partnership ref number</b>	2009-1-GB-COM13-03677 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Leicestershire County Council, Helen Trilling (United Kingdom)
<b>Partner organisations:</b>	King Edward VII Community College, Coalville, Principal: Noel Melvin Broom Leys Primary School, Coalville Headteacher: Robert Prior Leicestershire Education Business Company Manager: Barbara Chantrell National Apprenticeships Service Manager: Jane Bromley Connexions Leicester Manager: Abigail Kearley
Partner Regio 2	
<b>Coordinator organisation:</b>	Région d'Alsace, Dominique Philippe (France)
<b>Partner organisations:</b>	Lycée – CFA Le Corbusier, Nathalie Creusot Chambre régional de commerce et d'industrie, Hugo Staedelin Le rectorat de l'Académie de Strasbourg, Elisabeth Heitz

### Objectives of the project:

This project is to share good practice and experience in the two regions in the field of training, vocational education and apprenticeships. Professional integration of young people is one of the key conditions for social cohesion. In the project, we want to compare the methods for:

- reinforcing the link between schools and business
- To explore the ways of meeting the training needs of young people and the demands of local business in a global economy
- To research the different methods for finding companies which can host a student during training
- raising aspirations among young people towards vocational training and promoting it, in a very different context in each region.

### Main results and conclusions:

- To raise international awareness in our young people and supporting social inclusion in an increasingly diverse society
- To research all aspects of vocational training and apprenticeships in both countries to meet the needs of young people and local business

King Edward VII Community College has had contact with Lycée-CFA Le Corbusier through teacher exchange visits. A group of colleagues from King Edward VII attended the final conference of Le Mois de l'Autre organised each year by the Région d'Alsace. The focus was on gender inequality. The English school decided to replicate some of these activities observed in Strasbourg for their International Day in Coalville on 18 February 2011 with a focus on challenging prejudice and developing empathy with others. Playing Kinball was an innovative and very successful event bringing students of all ages together in mixed gender teams. Within the framework of this project, 6th form students from King Edward have been mentoring pupils at Broom Leys Primary School, helping with French lessons and raising awareness of opportunities in further and higher education

Both countries have exchanged detailed information regarding their systems of apprenticeship and are comparing relative strengths and weaknesses in careers guidance, counselling and engagement with industry.

### Impact and use:

Schools involved in Coalville are now developing a global curriculum and community cohesion is an integral part of their work. They have been inspired by what they observed in Alsace and the project has enabled them to carry out many activities. In terms of apprenticeships, this project has supported the development of a relationship between the Région d'Alsace and the National Apprenticeships Service in the Midlands.

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<b>Project Title</b>	Teaching Across The Primary Curriculum Through A Foreign Language
<b>Partnership ref number</b>	2009-1-GB1-COM13-03631 1
Partner Regio 1	
<b>Coordinator organisation:</b>	St Helens Council (CYPS Department) (United Kingdom)
<b>Partner organisations:</b>	Wargrave Church of England Primary School Parish Church of England Primary School Cowley Language College Haydock City Learning Centre
Partner Regio 2	
<b>Coordinator organisation:</b>	Landesschulrat für Tirol (Austria)
<b>Partner organisations:</b>	Volksschule Neuarzl Pädagogische Hochschule Tirol

### **Objectives of the project:**

Schools in Europe are being encouraged to explore how they can link language learning to other subjects of the curriculum. The term given to this movement is CLIL. This project focused on the development of CLIL in primary schools in St Helens and Innsbruck through mutual learning, authentic resources, new technologies, mobility and cultural experience.

### **Main results and conclusions:**

The mobility opportunities that this project has offered have been key to its success.

Links between schools are strong and have led to

- Successful video conferencing sessions – we hope to develop these further
- Teachers and teaching assistants leading activities in partner schools supporting the class teacher in their foreign language teaching
- Teachers spending time in partner classes observing current methodology and best practice in the partner country
- Researching teaching resources available that could be used to deliver the curriculum using CLIL techniques
- English teachers attending CPD German language courses at the local college to help increase their language knowledge
- CLIL activities being developed and used in classes
- Access to authentic resources to enhance teaching

### **Impact and use:**

Language teaching activities are now more firmly embedded in other curriculum areas;  
Teachers are more confident and have an increased understanding of CLIL teaching;  
Materials that have been developed have been used in other schools in the LA;  
The work will continue once the funding ceases as the link between the schools is strong.

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<b>Project Title</b>	Exchange Intercambio – Education and Arts
<b>Partnership ref number</b>	2009-1-GB1-COM13-033682
Partner Regio 1	
<b>Coordinator organisation:</b>	Haringey Council (United Kingdom)
<b>Partner organisations:</b>	Pembury House Children’s Centre Woodlands Park Children’s Centre PLEY
Partner Regio 2	
<b>Coordinator organisation:</b>	Ajuntament de Sabadell (Spain)
<b>Partner organisations:</b>	Rialles Espectacles Infantils i Juvenils CEIF Vapor Buxeda Nou CEIF Arraona

**Objectives of the project:**

Share and understand how individual identity and community cohesion can be enhanced.  
 Compare and share ideas whilst exploring cultural and social attitudes to family and young children.  
 Clarify what we understand as constituting high quality experiences for young children.  
 Articulate the importance of learning through play for parents and colleagues.  
 Draw together what is best practice for young children building on the experiences of artist/educator partnerships.

**Main results and conclusions:**

So far, we have learnt that the relationship between the educator and the artist is benefiting and enriching the pedagogical skills of both partners. Artists have offered their skills and expertise to the child and the educators have gained new insights into more creative ways of working.  
 This kind of creative activity with parent and child has enabled parents to develop and extend the approach in the home. Parents are developing their understanding of the individual way in which young children learn and how they can support them in the process of learning. At the same time it has allowed the child to become more receptive to a creative curriculum in the nursery and emphasised the importance of educators working with parents.

**Impact and use:**

This way of working has required educators and artists to reflect deeply on the work they do with children and families in the community and is beginning to embed a more creative approach to teaching and learning across the curriculum.  
 Working in a creative way has promoted innovation and has enabled participants to deepen their ability to think creatively.  
 Working with partners in another country and experiencing the work of the centres there, has opened up different perspectives and new ways of thinking for all participants.

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<b>Project Title</b>		Sharing Resources for Innovation and Cohesion (ShRINC)
<b>Partnership ref number</b>		2009-1-GB1-COM13-03593
Partner Regio 1		
<b>Coordinator organisation:</b>		School Improvement Service, East Riding of Yorkshire County Council (United Kingdom)
<b>Partner organisations:</b>		Keldmarsh Primary School, Beverley Molescroft Primary School Beverley- Lemgo Town Twinning Association
Partner Regio 2		
<b>Coordinator organisation:</b>		Schulamt fuer den Kreiss Lippe (Germany)
<b>Partner organisations:</b>		Suedschule Städtisches Museum Lemgo

### Objectives of the project:

Create a learning resource for local primary schools on local heritage and identity, past, present and future.

Extend the School Improvement Services' development of training for teachers, primary and secondary, around fostering an understanding of identity, diversity and the history of settlement and migration between East Yorkshire and Europe through the ages, to build an understanding of current patterns of migration today.

To further enhance school curricula by developing opportunities for outdoor learning, creativity and innovation.

To create partnership working models between schools, education authorities, local history societies, Museums, Libraries and Art galleries and Archives, cultural historical sites and the Modern Hanseatic League.

To create an enduring ICT resource based on a Virtual World model.

### Main results and conclusions:

The project teams in Germany and the UK have visited each other according to a planned programme of funded mobilities.

The UK schools have conducted pupil surveys to establish a baseline of children's knowledge and understanding of German life and culture. The teachers have written a report summarising pupils' responses.

'My Life in a Box' can be described as our project method of encouraging Lemgo and Beverley pupils to explore their own identities, then share and dialogue about each others transnational. The 'Box' is an A4 size box lid, into which is put photographs of yourself, your family, your heritage, your hobbies, interests, values etc. During mobilities teachers observe lessons in particular "culturally" specific activities, i.e. handball, mealtimes. Schools swapped school mascots, puppets, uniforms, school bags, and cultural memorabilia. As a result the project team was able to discuss pedagogical similarities and differences

The main activities during the project were lesson observation, comparison of curriculum design processes and teachers' working day, identifying ICT capacity across schools, head teachers responsibilities and learning about localities and cultural diversity.

### Impact and use

The Virtual World design and construction is almost complete and will be available for pupils in the project schools April,

The 'My Life in a Box' samples have been prepared and shared across the project team with adults and pupils.

Dr Nicholas Evans, lecturer at Hull University in WISE, has been subcontracted by the project team to write a Migration report between the 2 regions in the project.

My Town in a box is a teaching resource for pupils and teachers to engage with the diverse heritage of Beverley.

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<b>Project Title</b>	What's the Story
<b>Partnership ref number</b>	2009-1-GB1-COM13-03645
Partner Regio 1	
<b>Coordinator organisation:</b>	Stockport Metropolitan Borough Council, (United Kingdom)
<b>Partner organisations:</b>	Bramall Hall Hazel Grove High School
Partner Regio 2	
<b>Coordinator organisation:</b>	Klaipėdos miesto Savivaldybės administracijos Švietimo skyrius (Lithuania)
<b>Partner organisations:</b>	Klaipėdos „Gabijos“ pagrindinė mokykla Lietuvos jūrų muziejus Mažosios Lietuvos istorijos muziejus

### **Objectives of the project:**

To help pupils engage with their local museums by learning about the history of their local area or about the stories of specific characters who lived their in the past. The pupils were tasked with devising a piece of interpretation for use at their museum and to produce something that could be used to engage future pupils in the topic. In doing this the pupils would increase their interest in history generally and the project would contribute to improved motivation for learning. In addition to this there would be the opportunity for staff from the schools and museums to share skills and expertise.

### **Main results and conclusions:**

Pupils in both regions have gained a greater depth of knowledge of their local area and have shown a commitment to learning by attending extra curricular meetings and working in their own time. In April the pupils will each visit their counterparts in the other region and spend time learning about the history of that area from each other.

The staff from the schools and museums has had the opportunity to spend time in each others work place and to share their knowledge and experience. Museum staff in particular has benefited from this and some ideas for educational activities have been exchanged.

### **Impact and use:**

A DVD is being produced of a film made by the two groups which interprets aspects of the history represented in the museums. This will be used as a resource in the museums for other school visitors. It will be of particular importance to the sites because it will appeal directly to the age range of the pupils who have worked on the project (12-14), which is a group of people who do not readily visit museums.

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<b>Project Title</b>	The Writing on the Wall – a collaborative European research project exploring anti-social behaviour, criminal damage and arson within the school environment
<b>Partnership ref number</b>	2009-1GBI-COM13-03539
Partner Regio 1	
<b>Coordinator organisation:</b>	Derbyshire County Council, Children and Younger Adults Dept (United Kingdom)
<b>Partner organisations:</b>	The Pingle school, Derbyshire Constabulary, Derbyshire Fire and Rescue Service
Partner Regio 2	
<b>Coordinator organisation:</b>	Karlstads kommun, Barn- och ungdomsförvaltningen (Sweden)
<b>Partner organisations:</b>	Rudsskolan, Polismyndigheten Värmland, Karlstadsregionens Räddningstjänstförbund, Brandskyddsföreningen Sverige (The Swedish Fire Protection Association)

**Objectives of the project:**

The project was focussed on issues regarding the anti-social behaviour agenda, namely Anti-Social behaviour (ASB), criminal damage and arson within the school's physical environment. This is a common issue to both Sweden and the United Kingdom. This project involved the partners identified above, in both countries, is exploring the importance of taking proactive action through innovative partnership working in both countries. The project has built on existing expertise and share best practice. Both partner countries have used students as researchers as it has been shown that using young people to explore juvenile issues often produces both positive and effective outcomes.

**Main results and conclusions:**

The multiagency partnership working has been exemplary and the stated aim of cooperation has been achieved.

The ongoing discussion and reflection between a variety of agencies and young people about an important social issue is a unique outcome.

The involvement of young people, teachers and other partners from two countries in a structured approach to research about an important social issue gives the project unusual depth.

The results of the research will be showcased by the young people from both countries at an International Conference in May 2011 in Derbyshire, England. Delegates will watch a DVD, made by the students, on their research into the causes of anti social behaviour and the ways to promote positive social behaviour. Both countries will then demonstrate their idea of a safe school, both in terms of the physical structure and the supporting curriculum.

**Impact and use:**

The final outcome will be an educational package that could be used in both Swedish and UK schools and crucially lead to reduction in arson and criminal damage within schools. Tangible outcomes towards building safer schools and communities must be a major focus in the second half of the project, one of which should be the transfer of the project methodology to appropriate bodies.

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<b>Project Title</b>	Shrinking the Channel
<b>Partnership ref number</b>	2009 – 1 – GB1- COM13 - 03385
Partner Regio 1	
<b>Coordinator organisation:</b>	Durham County Council (United Kingdom)
<b>Partner organisations:</b>	The Hermitage School Orangery Education
Partner Regio 2	
<b>Coordinator organisation:</b>	Conseil Général de la Somme (France)
<b>Partner organisations:</b>	Collège Jean Moulin CEMEA Rectorat – Académie d’Amiens

**Objectives of the project:**

Building on existing and successful school links between two European regions, we seek to investigate ways in which the links can be strengthened and supported through the use of new information and communications technologies. This will involve research into and the development of compatible systems, lesson content shaping and staff training in the successful use of the end product. The benefits of the project will be shared widely across schools in the Académie d’Amiens and her sister authority in England; initially reaching 292 schools in County Durham and 170 schools in the three French départements of the Somme, Aisne and Oise.

This project will also seek to involve parents and families in the use of information and communication technologies. How to bridge the digital divide through international cooperation is the question we have decided to reflect upon together during the next two years.

This project will focus on the 50 public middle schools (collèges) of the Somme Département, the leading partner in France being the Conseil Général which has a responsibility for some aspects of 11 – 15 education.

The benefits of the project will be shared widely across schools in the 170 middle schools of the Académie d’Amiens and the 292 schools in County Durham.

**Main results and conclusions:**

Learning tools have been created and lesson plans carefully adapted to meet the learning objectives of both school communities whilst incorporating innovative use of new technologies.

The local authorities with responsibility for information and communication technology provision in schools have worked together to arrive at the provision of a user friendly and appropriate working platform to meet the needs of staff. This collaboration has been supported and enhanced with involvement of associations and education consultants who have added valuable perspectives to eth project development.

Both schools have become confident in the use of new technologies in modern foreign language learning and can see its impact on pupil motivation and success. They have jointly been able to trial and incorporate new software and hardware into teaching and learning.

**Impact and use:**

A dissemination conference and production of best practice guide will be delivered towards the end of the project. The guide will include step by step instruction as to how to best employ these new technologies. The results will be shared with all schools in both areas and in particular adapted for use by the 260 schools which are formally twinned between the Académie d’Amiens and Durham County Council

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<b>Project Title</b>	Swansea- Silesia Partnership in Learning
<b>Partnership ref number</b>	2009 – 1-GB1-COM13-03650 1
Partner Regio 1	
<b>Coordinator organisation:</b>	City & County of Swansea (United Kingdom)
<b>Partner organisations:</b>	Morrison Comprehensive School – Wayne Newton Terrace Road Primary School – Alison Evans Hafod Primary School – Rachael Webb Swansea Library Service – Steve Hardman
Partner Regio 2	
<b>Coordinator organisation:</b>	Kuratorium Oświaty w Katowicach – Joanna Sobotnik (Poland)
<b>Partner organisations:</b>	Szkoła Podstawowa nr 42 i, Józefy Kantorówny w Katowicach – Urszula Sliwka Zespół Szkół Ogólnokształcących Nr 4 – Augustyna Janta Przedszkole nr 48 z Oddziałami Integracyjnymi - Jolanta Koscielny Biblioteka Śląska – Aneta Satława Stowarzyszenie Nauczycieli Matematyki – Katarzyna Sikora Stowarzyszenie Nauczycieli Edukacji Początkowej – Maria Lorek Szkoła Języka i Kultury Polskiej Uniwersytet Śląski - Jolanta Tambor

### Objectives of the project:

- To work together on aspects of literacy development & the integration of migrant populations.
- To compare the levels of competence in national basic skills and evaluate the use of tests.
- To evaluate strategies for teaching English/Polish as an Additional Language.

### Main results and conclusions:

Swansea partners invited authors to talk to the target groups with the aim of increasing their interest in reading.

- undertake drama workshops in order to open a debate about issues around diversity and cultural identity.
  - undertaken a 'migration project' called "Moving Stories" to enable the pupils to produce creative writing and artefacts to illustrate the theme of migration
  - used bilingual English/Polish books to provide support in Language
- Silesia partners have -
- carried out case studies, assessment of level of basic skills, conditions, impacts, of success and failure
  - Best practice research and sharing, dissemination of strategies to improve the achievement of boys
  - Support for children of migrant workers, immigrants who do not speak English or Polish and Polish people in UK
  - Examined specific problems, possible solutions, testing dissemination, courses
  - Gained knowledge of both work methods with young – early stage of primary as a key of educational success exchange of good practice, implementation of the best examples
  - Analysis of results of reading, writing and numeric skills learning, competences of boys, definition of the causes of problems in achievement of competence in basic skills through the comparison of case studies,
  - research of examples of good practice, exchange of methods and solutions concerning improvement in the level of basic skills, introduction in practice, evaluation of results, dissemination

### Impact and use:

- Sharing of good practice and lessons learnt
- Work on future partnerships for etwinning

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Partnership project Website:

<b>Project Title</b>	Collaborative Learning in Information Communication Technologies. CLICT
<b>Partnership ref number</b>	2009-1-GB1-COM13-03514
Partner Regio 1	
<b>Coordinator organisation:</b>	Devon Local Authority Children and Young Peoples Services (United Kingdom)
<b>Partner organisations:</b>	Stokeinteignhead Primary School University College of St. Mark and St. John
Partner Regio 2	
<b>Coordinator organisation:</b>	Consellería de Educación e Ordenación Universitaria (Spain)
<b>Partner organisations:</b>	CPI O Cruce Universidad de Santiago de Compostela

### Objectives of the project:

- a. To analyse the existing ICT competencies of 5 – 16 year olds, within schools in the rural regions of Devon and Galicia
- b. To develop a catalogue of EU standards of ICT competencies for both Primary and Secondary schools
- c. To develop and share collaborative approaches and methodologies in teaching and learning through the use of e Learning tools as an online community
- d. To develop programmes for the training and development of ITT, teaching and support staff
- e. To assess the impact of the project outcomes through questionnaire, case study and conferences
- f. To develop sustainability through the dissemination of the project outcomes and design of material and training resources
- g. To investigate effective methods of collaboration within rural schools
- h. To ensure students and all school staff are fully aware of the key principals and practice of online safety with regard to child protection
- i. To explore how this project can encourage teachers to become reflective practitioners.
- j. To give students, trainee teachers, teachers, advisers, lecturers and other educationally related adults an opportunity to engage within a European project, which will enhance their understanding and participation of the European Dimension and support linguistic competency.

### Main results and conclusions:

A catalogue of EU standards of ICT competencies for both Primary and Secondary schools and for ICT training modules within the ITT departments of both universities

A CD and a booklet with project results: it includes: programmes for the training of schools and development of trainee teachers, teachers and support staff. Collaborative approaches and methodologies in teaching and learning and a catalogue of EU standards of ICT competencies for both Primary and Secondary schools

The project initiatives are addressed to develop (in both regions and across Europe) in teachers, trainee teachers and students' skills required to achieve digital competence, the confident and critical use of ICT for work, leisure, learning and communication. Digital Competences are the skills required to achieve digital competence, and the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate, was included by the EU as one of the eight essential skills, in the recommendation on Key Competences for Lifelong learning

### Impact and use:

Teachers share knowledge on ICT use (England has Interactive White Boards in most classrooms, Spain has good experiences using e-learning materials and now has whiteboards and even a computer for each student " Proxecto Abalar"). Both regions got benefits implementing teacher s skills in the use of ICT as teaching and communication tool but also students perceive the importance of ICT in people's personal and professional lives. It means that new media are meaningfully connected to student's individual and social needs and purposes and to their everyday lives.

Both partners will explore the common agenda of rurality and isolation and share methodology surrounding examples of good practice.

The project will support the learning of Modern Foreign Languages (MFL), CLIL methodology and meet the curricular demands of national, regional and local priorities.

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<http://www.ejournal.fi/ipm710>

<b>Project Title</b>	CAERDYDD- WARSAW INTEGRACJA Project
<b>Partnership ref number</b>	2009-1-GB1-COM13-03672 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Emily Daly Cardiff County Council (United Kingdom)
<b>Partner organisations:</b>	EMAS Race Equality First Michaelston Community College St Mary's RC Primary School
Partner Regio 2	
<b>Coordinator organisation:</b>	Mirosław Sielatycki Education Department, Warsaw (Poland)
<b>Partner organisations:</b>	Szkola Podstawowa nr 211 Gimnazjum z Oddziałami Integracyjnymi nr 14 Fundacja Sztuki ARTERIA

### Objectives of the project:

Partners in both regions identified the growing need to work with newly arriving parents to provide support programmes within their new communities which will help parents and families to integrate quickly and fully into different and new school systems. Specific problems which we identified were linked to language barriers, cultural differences and problems related to social adaptation including isolation from the community and parents' lack of knowledge and understanding of different education systems. We intended to establish support programmes specifically catered to the needs of the identified group which will enable them to have full access to school life and opportunities in their local communities. The partnership aimed:

- To provide opportunities for newly arriving communities to gain full access to and to become socially included within the context of different and new education systems.
- To facilitate opportunities for social cohesion, intercultural dialogue immersion and full integration and inclusion within the school system, local communities and society in general.
- To prepare current and future teaching and non-teaching staff to meet the needs of migrant communities with their institutions and in the wider community
- We intend to establish support programmes specifically catered for the identified group which will enable them to access and be fully included in school life and their local community.
- To improve teachers' understanding and training which enables them to access the skills necessary to write and deliver effective lesson plans taking into account new and recently arrived communities.
- To develop documents, adaptable for individual schools, which will serve as flexible toolkits to assist schools to address the issues outlined in this proposal.

### Main results and conclusions:

We approached these issues by the exchange of current good practice in each of our regions which will in turn inform the development of practising and student teachers teaching skill. In addition we will involve the wider community in the development of parent support groups and a greater understanding of our education systems. Partner schools were audited to assess their baseline position. Audits were carried out by young learners and staff. The results of these audits informed a number of in-service training sessions for practitioners. The aim of these was to raise awareness and understanding. Delegates came from many schools across the city, community organisations and the parent support group

Good practice guidance, teacher training packages and a Welcome Pack are currently being finalised. The Welcome Pack, developed by schools, parents and pupils, will be translated into many languages and is aimed at helping newly and recently arrived families to understand how our schools operate.

### Impact and use:

To date partner schools have seen an increased understanding of the issues outlined above and the audits have informed future practices in all schools involved. The packs and Welcome Packs will be available on local, regional and national levels. Apart from achieving these concrete objectives the bringing together of all stakeholders in Cardiff and Warsaw has been an achievement in itself and we look forward to continuing these relationships well into the future.

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Partnership project Website: <http://www.caerdydd-warsaw.eu/> (currently being updated)

<b>Project Title</b>	The Samphire- Zeekraal Inclusion Project (ZSIP)
<b>Partnership ref number</b>	2009-1-GB1-COM13-03693
Partner Regio 1	
<b>Coordinator organisation:</b>	Norfolk Children's Services-J'Anne Robertson (United Kingdom)
<b>Partner organisations:</b>	Sidestrand Hall School- Sarah Fee Eaton Hall School Specialist college- Val Moore Brooklands, Eastern Area PRU- Gill Buckley Downham Market High (Western learning partnership)- Andrea Smith Earlham High School( now City Academy) inc Norwich Education Partnership- John Roche-Kelly The Hewett High School- Sheryl Latto Charles Burrell Humanities ( now Thetford Academy)- Nicco Dobbin Leiston Middle School- Bill Carson Playing for Success- Keith Grainger
Partner Regio 2	
<b>Coordinator organisation:</b>	Samenwerkings Verband Voortgezet Onderwijs Oosterscheldegebied- Rik Steenaard/Jos Brand (Netherlands)
<b>Partner organisations:</b>	Pontes Scolengroep- Adri de Gans Ostrea Lyceum- Jos Brand Edudelta Goes- Ton Tissink Praktijkschool De Wissel- Jan Heijsteck OPDC De Vliedberg- Jan Huijskens Time out and Rebound Goes –Lyda Vos De Stadsring – Hetwig Samson

### Objectives of the project:

To explore similarities and differences in each region regarding the inclusion of young people at risk in Education and Society

- 1.1 Identify and share good practice
- 1.2 Identifying change ethos that support young people at risk (within the age range of 13 up to 21)
- 1.3 Joint conference to share findings between the partners and local and national authorities.
- 1.4 Exchange of teachers and young people
- 1.5 Communicate on an international level
- 1.6 To build a possible model of international links around troubled young people.

### Main results and conclusions:

To date over 50 mobility's have taken place from Norfolk to Zeeland. Our target was for 24. This has included a group of EBD pupils studying in Zeeland for a week and a return visit from similar young people of Zeeland planned this year. They have gone on to adopt practice from each other in their schools and to promote shared activities between students through visits to each others regions and a planned for joint drama and literacy project.

Playing for Success here in Norfolk has supported the Zeeland region in developing their programme as well as supporting Holland's national programme development.

A side effect of the programme has been a review of school architecture for new schools in Norfolk based on the imaginative use of space made in schools in Zeeland with joint school and community use. A future free school is also linked in to this aspect.

### Impact and use:

For Norfolk schools and settings

Opportunities for teachers and students to visit, share their hopes and fears around education and future placement in the workspace and gain confidence.

Adoption and adaptation of practical ideas for ensuring a worthwhile curriculum provision for vulnerable youngsters.

Improved opportunities for young people through adaptation of the Dutch vocational system to Foundation Learning programmes for highly vulnerable young people.

Ongoing links that will involve the young people themselves in international learning opportunities.

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Information would be of use to DfE, Other EBD schools and Pupil Referral Units, Schools involved in Foundation Learning programmes for vulnerable groups of pupils

<b>Project Title</b>	Exploring and Improving participation activities for young people within a Local Authority
<b>Partnership ref number</b>	2009-1-2011-GB1-COM13-03683 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Manchester City Council – Children Services (United Kingdom)
<b>Partner organisations:</b>	Manchester Youth Service St Matthew’s RC High School
Partner Regio 2	
<b>Coordinator organisation:</b>	Stadt Chemnitz (Germany)
<b>Partner organisations:</b>	Georgius-Agricola-Gymnasium Stadtteilgenossenschaft Sonnenberg eG

### Objectives of the project:

The project allowed both countries the opportunity to work with a range of different local authority personnel to explore what are the most effective ways of involving young people in the decision-making process at local government level. The schools chosen had already recognised the importance of pupil voice within their own school setting but this project allowed them to look at the wider community and the European dimension. The three overarching objectives for the project were:

- to enable children and young people to get the most out of participative opportunities and involvement in decision making by developing their skills, confidence, knowledge and capacity.
- to ensure that consultation and participation opportunities promote community cohesion and reach out to vulnerable or disadvantaged groups to support and develop the capacity of local agencies, including schools,
- to engage effectively with children and young people.

### Main results and conclusions:

The involvement of the Workforce Development Manager has ensured that social care and our business support departments have also benefited and learnt from this partnership. Furthermore, we have begun to make links with the voluntary sector. For example, a group called “Reclaim” is working with 12-13 year olds in the North of the city and part of their manifesto is to encourage other young people to be active in their community. We are hopeful that this type of group will provide sustainability for the partnership to continue after the funding stream ends.

Although in the original bid it was intended to use the CROA Total Respect Training model, it was felt that it did not fit into the city’s strategy for pupil participation that had been published in July 2009. However, although the total respect training has not been used by the Youth Service and the school, the strategic lead for looked after children has agreed to pilot the training with a group of LAC children in the city, so we can still share the learning outcomes with our partners at the end of the programme. As an alternative to the CROA training, the Youth Service commissioned a local Manchester charity called “2Young Advisors” to work with the adults and children on skills such as public speaking, confidence building and equal opportunities.

As a consequence of this project, the youth service was able to access funds to allow a student exchange to take place between the schools from both cities. Throughout the lifetime of the project, the young people have been taking a more prominent role, with them eager to engage in debates on how they can influence and participate more within their school and local communities.

### Impact and use:

The purpose of this project was to raise the awareness and need for young people to participate with different sectors of the council and within their own community. As the project involved a high school in the North of the city of Manchester, the impact can only be measured at a local level. What now needs to occur is that the learning is publicised across the city and the student training is cascaded.

The mobilities have allowed each city to engage in a professional dialogue with a range of Local Authority officers, teachers and youth workers which has been extremely useful for their own professional development. We are confident that the schools will continue to maintain contact through visits, video conferencing and email communication.

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<b>Project Title</b>	Career Pathways in the Education Sector (CPES)
<b>Partnership ref number</b>	2009-1-GB1-COM13-03531
Partner Regio 1	
<b>Coordinator organisation:</b>	London Borough of Haringey (United Kingdom)
<b>Partner organisations:</b>	Fortismere School, BRIEF
Partner Regio 2	
<b>Coordinator organisation:</b>	İstanbul Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	Arnavutköy Korkmaz Yiğit Anadolu Lisesi, Beşiktaş Rehberlik Araştırma Merkezi

### Objectives of the project:

- To compare how different institutions grow leaders, address succession planning and develop support staff.
- To work collaboratively to develop a career pathway model for teaching and non-teaching staff within the education sector.
- To develop a partnership of local and national agencies who can work with the local authority and provincial regions to deliver routes through the career pathways model for successful Continuing Professional Development (CPD).
- To provide training through Solution Focused Practice.

### Main results and conclusions:

Both regions have different models- one centralised the other more local in its approach to developing and delivering CPD. Levels of flexibility with resources is very different.

With changes in government policies within UK the elements surrounding support staff is not available.

Whilst UK's education department is moving away from local authority control to more individual accountability, Istanbul is keen to look at developing regional support for schools and associated bodies.

Teachers from both regions have enriched their experience through joint CPD sessions as well as personal and professional development by running training sessions around good practice for partners.

### Impact and use:

Training tools around professional development that ensures no student is excluded from education - explored using external partners who can work with mainstream settings.

Partner 2 looking to model some of the systems used in UK for LA to centrally co-ordinate CPD.

Schools to use more of International opportunities to further teacher's professional development by exposing them to other systems.

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<b>Project Title</b>	Model United Nations
<b>Partnership ref number</b>	2009-1-GB1-COM13-03625 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Haringey Council (United Kingdom)
<b>Partner organisations:</b>	Highgate Wood School Park View School Citizenship Foundation
Partner Regio 2	
<b>Coordinator organisation:</b>	Bedzin Town Council (Poland)
<b>Partner organisations:</b>	Complex of Schools No. 1 in Będzin Complex of Schools in Wojkowice Association 'Education for the Future'

### Objectives of the project:

- To develop a sustainable infrastructure to support schools in participation in Model United Nations conferences
- To develop an understanding amongst all partners of global citizenship education and the role of MUN in that process
- To contribute to training teachers and embedding MUN in school curricula
- To develop a website on MUN with appropriate resources
- To organise a 2030 Vision competition for secondary school students in the partner countries

### Main results and conclusions:

Constructed and launched our Model United Nations (North London) website and Polish colleagues have translated material.

Commissioned and distributed a resource on Year One conference theme 'Children in Conflict' and Year Two conference theme, 'Women-Half the world, ' with Polish translations. Production of a wide range of teaching and learning materials on the UN, teaching on global citizenship and the democratic school.

Undertaken surveys in both partner schools in preparation for the 2030 Vision competition and identified contributor schools.

Held a successful conference with almost 200 student participants, representing 14 schools from six north London boroughs in March 2010 with another conference planned for March 12th 2011 with almost 250 student participants and 15 teachers (15 schools) planned.

Supported a successful conference in Bedzin with 20 schools and 70 student participants and 20 teachers in June 2010 with another planned for June 2011 at the University of Silesia.

Our mobility visits to Poland have enabled LA, teacher and Citizenship Association partners to attend the Polish MUN conference and review and plan our activities with our partners and meet with a Polish teacher trainer college team (Katowice) and 20 teachers participating in the Bedzin conference.

Commissioned a team who have begun project evaluation. The completed report will be distributed to over 100 secondary schools in north London, to London local authorities and located on our own website with link on the Citizenship Foundation website. Similar marketing is planned by our Polish partners to extend the reach and life of the project beyond the funding period.

### Impact and use:

The programme has achieved widespread commitment from teachers, head teachers, students and partners who have recognised MUN as an invaluable method of teaching and learning on global citizenship, with many embedding the programme into their school curriculum.

Students and teacher have developed their knowledge and skills around active citizenship education, with teachers seeing the programme as an exemplary method of active teaching about global citizenship. Students have learnt a wide range of peer leadership, negotiation, communication, debating, investigation, team working, strategic thinking and problem solving skills and learnt about global issues of war and peace, democracy, equality and social justice.

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<b>Project Title</b>	Creativity to Break Barriers to Achievement
<b>Partnership ref number</b>	2009-1-GB1-COM13-03569
Partner Regio 1	
<b>Coordinator organisation:</b>	South Lanarkshire Council (United Kingdom)
<b>Partner organisations:</b>	Trinity High School University of the West of Scotland
Partner Regio 2	
<b>Coordinator organisation:</b>	Direccion General de Mejora de la Calidad de la Ensenanza de la Consejeria de Educacion de la Comunidad de Madrid (Spain)
<b>Partner organisations:</b>	IES Renacimiento Fundacion Belen

### Objectives of the project:

To raise and improve educational performance through the development of a programme for the teaching of study skills. A study skills pack will be produced for staff and pupils with a support pack available for parents. Through the project, it is also the intention to develop closer links with a school in Spain to provide a context for the enrichment of international links as well as study skills. The resources produced will provide a range of learning strategies and enhance skills to learn independently. It is hoped that this will improve motivation and achievement. The use of drama and the production of a DVD will also be an integral part of the project.

### Main results and conclusions:

Enhanced and fruitful international links with Madrid and at home with University of the West of Scotland. The development of products – study guide, support pack and DVD – which were of good quality and well-received by user groups.

- 93% believed the content and delivery were interesting.
- 86% learned a lot about study skills
- 58% learned many tips and techniques on how to focus their studies became more independent in their approach to study and learned new study techniques.
- Students believed they were able to discuss techniques and ideas other students used to develop study skills.
- Students found the materials useful and helped them to organise their study time better.
- Students believed it provided a wide range of advice, support and ideas.
- It has been a worthwhile project with benefits for all partners.

### Impact and use:

At this point in time the project is still underway and it is too early to measure or comment fully on its impact on educational performance. Students and staff have been using the study skills pack but the impact on exam results will not be known until August 2011.

International links with Madrid have certainly been enhanced as well as a closer link developed with the University of the West of Scotland. This should and will be continued and students and staff will certainly benefit. The DVD is in its final stage of production and has been shared with our Madrid partners.

The use of "Get the Edge" materials had a positive impact on pupil performance and attainment. Above all it increased their capacity for independent study. The materials provided advice, ideas and support. Following initial use the revised materials are being used by more than 300 students.

Responses to the "Parent Packs" were impressive. They believed the "Parent Packs" provided them with ways and tools to support their children. For then it filled a gap in highlighting ways to help their children develop educationally. Parents believed the materials would make their children better equipped to learn how to learn and study.

Teachers who have used the Pack have commented positively on the ways it encourages independent skills. The accompanying materials have received positive comment for drawing together many techniques and supporting revision. They reinforced the students' views that it changed their views on how to approach their studies.

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<b>Project Title</b>	MILE – More Inclusion, Less Exclusion
<b>Partnership ref number</b>	2009-1-GB1-COM13-03586
Partner Regio 1	
<b>Coordinator organisation:</b>	Bournemouth Borough Council, England, (United Kingdom)
<b>Partner organisations:</b>	Avonbourne School, Bournemouth, England; Shadows Professional Development, Bournemouth, England
Partner Regio 2	
<b>Coordinator organisation:</b>	Municipal Department of Education, Oulu, Finland
<b>Partner organisations:</b>	Merikoski Senior Secondary school, Oulu, Finland; Sustainable Development Centre Association, Oulu, Finland

### **Objectives of the project:**

1. To produce within two years, a prototype, which can be used throughout Europe (in a common format with internally agreed criteria), for tracking, recording and monitoring the educational and social progress of young people who become migrant.
2. Share best practice from Bournemouth and Oulu
3. Hold a conference at the end of the two-year partnership to showcase findings, strategies and actions. Target audience: Europe.

### **Main results and conclusions:**

1. The main result of the project is to produce a prototype of the Educational Passport for Migrant Children (EPMC), which can be used throughout Europe for tracking, recording and monitoring the educational and social progress of young people who become migrant.
2. The main result of the cooperation is the bi-lateral production and piloting of the prototype Educational Passport for Migrant Children between England and Finland. Similar needs and contexts exist in both countries where the prototype has attracted considerable interest amongst educational staff. Concrete feedback from schools about the content, form and cultural context of the EPMC fed into the final, adopted design which allows transference into further E.U. languages. Based on the evidence, we conclude that there is an increasing need throughout Europe for a common procedure. This encourages us to continue our work in a Comenius Multilateral Project during the coming years.

### **Impact and use:**

1. Pupils: will have greater access to employment, training and further education through increased language skills.
2. Teachers: will be able to target resources accurately and with increased effect owing to a greater knowledge of the migrant student's prior educational progress and social integration.
3. Communities: will be able to participate in planning and monitoring their children's education and future employment.
4. Migrant communities: will be better integrated and less excluded.
5. European Cooperation: Through the co-development of bespoke programmes and the development of a multi-lingual prototype to track and communicate student progress between sender and receiver school, we hope to present to a European audience of educationalists at the Conference to be held at the close of the project (4th April 2011 in Bournemouth).

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<b>Project Title</b>	Community Cohesion through Collaboration (3 Cs)
<b>Partnership ref number</b>	2009-1-GB1-COM13-03676 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Haringey Council (United Kingdom)
<b>Partner organisations:</b>	Metropolitan Police Haringey, Crowland & St Ann's Primary Schools, Gladesmore Secondary School.
Partner Regio 2	
<b>Coordinator organisation:</b>	Kuopio Education Department (Finland)
<b>Partner organisations:</b>	Kalevala School, Neulamaki School Mental Health and Social Services Department for Children Kuopio Police Department

### Objectives of the project:

- To train key school staff and staff from partner agencies to be able to use Restorative Approaches in their roles when handling conflict, violence and behaviour management in school and the extended community.
- Adopt a "Whole school Approach" to the use of Restorative Approaches by incorporating its use into the school policy and procedures for dealing with conflict, blending its use with the school and communities use of punishment, sanctions and exclusion.
- Explore and implement the best methods to involve the wider community around school, including parents to adopt the pro-social re-integrative skill set of Restorative Approaches.

### Main results and conclusions:

- Restorative Practices Training has been devised from within the project team rather than being bought-in from an outside source. This approach has given flexibility to organise timetables and it has enabled sustainability; the rolling-out of more Restorative Practices to a wider range of schools and community partners.
- The training, a 17 hr programme is delivered in 3 separate steps
- The trainers are part of the UK project team and have been available to Kuopio Finland, so that project partners can also be trained, the following is a summary of the training that has been or will be completed. It is intended that Kuopio Team might be trainers for the future but it is not know at this point what development needs would be needed.

### Impact and use:

**UK context:** School partners have now planned for and started the implementation cycle to extend the use of RA in schools by expanding its use by more staff in each of the participating schools, this will grow over the next 12 months.

The Police as an agency are providing the drive for this approach to become more widely accepted and used as an alternative to legal processes of arrest and punishment that stays outside the school system and to help minimise pupil exclusion from school. The project has now obtained political support from the lead local politician who speaks on Crime and Anti-social Behaviour at the local town hall with the recommendation that Haringey becomes a "Restorative Borough" – meaning the Town Council approves of this approach. The community will become informed of this movement and approach.

**Finland context:** School Partners are implementing this approach mainly within the context of special needs classroom support, for situation when conflict has become a higher risk.

The Police at community level have concluded that this approach has a place in their standard operating procedures with regards to how juveniles might be dealt with when appropriate. They have embarked on a new initiative of putting police officers into much more close school liaison role and the experience shared by the UK police Safer School Partnership has stimulated the development of Finland's offer.

The police lead from Kuopio will present to the Police training school in Tempere Finland on May 18th the progress and use of this approach to Finish police.

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<b>Project Title</b>	Bilingual Learning in Schools and Libraries - BLISL
<b>Partnership ref number</b>	2009-1-GB1-COM13-03487
Partner Regio 1	
<b>Coordinator organisation:</b>	The Learning Trust, Hackney, London, United Kingdom
<b>Partner organisations:</b>	Springfield Primary School Clapton Girls' Technology College Betty Layward Primary School Tyssen Primary School Hackney Public Libraries
Partner Regio 2	
<b>Coordinator organisation:</b>	Tordesillas Town Council, Local Education Authority Castilla Y León, Spain
<b>Partner organisations:</b>	Divina Providencia School Pedro I School Tordesillas Public Library

### Objectives of the project:

Partners will create a bilingual, Spanish-English working atmosphere in primary and secondary schools and bilingual sections in public libraries. Teachers and associated staff in partner schools and in public libraries in the two authorities will work together to develop bilingual resources for the library and resource centres in schools and for public libraries.

In public libraries, they will develop suitable collections of books and other resources that will attract and encourage children and their parents to visit and to use the libraries regularly.

The project wants to take out the learning of languages of the schools and to implicate all the community giving it some sources where they could learn, show, read, write English. These could be the Public Library, the English lessons for parents and the school itself with the notorious work of teachers and responsible of the project.

In next months some seminars about "The new technologies for learning languages" and "Folk, kids and traditional songs: a way of teaching foreign languages" will be held in Tordesillas.

### Main results and conclusions:

- Higher number of records in Library visits and English books borrowed.
- Progress in written and spoken English in Spanish schools.
- Learning of English for parents of both schools to collaborate as well as with the schools (one of the schools is bilingual) and to be able to use the English section in the library.
- Creation of educational materials at class in English and send them to Hackney schools.
- Using of ICT for the learning of the English at class.
- Changes in the attitudes to languages among pupils and their parents.

### Impact and use:

- Creation of a web for the project: [www.hackneytordesillas.org](http://www.hackneytordesillas.org)
- Results of the different activities included in the project will be submitted for publication (edited, impressed and on the web).
- Links among the different schools, these allow in future collaborate in different programmes: between teachers, between pupils or even multiply the Comenius Regio with new ideas, new partnerships.
- To compare a village of about 10.000 inhabitants and about 15 different nationalities and Hackney with about 220.000 inhabitants, more than 50 different nationalities and about 20 languages spoken at schools.
- Give solutions to same linguistic scholar problems but in different contexts, every part gives solves but adapted to its area of influence that is: Tordesillas doesn't have immigration problems but maybe has a lack of specialists at class for receiving new students with no knowledge of Spanish.
- That is what we do to compare different educational projects to identify possible problems, and give possible solutions from two points of views and above all with the hard, notorious work of the teachers, headmasters, etc..

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<b>Project Title</b>	Building bridges between countries through leadership in sports
<b>Partnership ref number</b>	2009-1-GB1-COM13-03663
Partner Regio 1	
<b>Coordinator organisation:</b>	London Borough of Greenwich (United Kingdom)
<b>Partner organisations:</b>	Crown Woods School, Greenwich Mrs Julie Taylor Tag Rugby Development Trust Mr Trevor Martingell
Partner Regio 2	
<b>Coordinator organisation:</b>	Inspectoratul Scolar al Judetului Valcea: Mrs Tatiana Marrandici, (Italy)
<b>Partner organisations:</b>	Colegiul National Mircea Cel Batran: Mr Marius Margarit Colegiul National Lahovari: Mrs Gabriela Ene Scoala I. GH Duca: Mr Silviu Grecu Consiliul Judetean Valcea: Mr Dumitru Persu Asociatia Pro Educatie Si Formare: Mr Bogdan Eugen Marandici

### Objectives of the project:

The objectives of the project are to promote leadership, multicultural understanding and respect for health through the exchange of best practice in the field of sport. The Greenwich partners offered an accredited sports leadership programme as a model of best practice to schools in Ramnicu Valcea who, in return, have exchanged their knowledge and skills as national champions in volleyball, to help develop the variety of sports available in Greenwich.

### Main results and conclusions:

To date, 52 mobilities have taken place. In March 2010, 14 newly qualified young leaders from Crown Woods school (Aged 16-18), along with two young lead tutors from the Tag Rugby Trust, trained 54 peer Romanian Young leaders to teach the game of Tag Rugby. The project has had the support of the Romanian Rugby Federation, who have trained a further 42 primary school teachers from 32 primary schools in the district between mobility visits. This involvement will guarantee a positive legacy of well established links between secondary schools & primary schools in Ramnicu Valcea. The first return visit to Greenwich took place in June 2010, during which the Romanian young leaders delivered a similar training programme in volleyball to our young leaders and students. A second trip to Ramnicu Valcea took place in February 2011, during which a further group of 27 teachers and 14 young leaders were trained.

### Impact and use:

The District Council of Ramnicu Valcea has now accepted Tag Rugby as a Primary School Curriculum sport and 22 primary schools have signed up to teach it in the region. The Tag Rugby Trust and the Romanian Federation are continuing to support the development of the sport and teaching methods in the region and have brought in a new partner, Petrov College in Devon, to continue with a five year development plan for the game in schools. In Greenwich, the schools are benefiting from the increased number of young leaders trained through this project and staff have benefited from professional development as a result of participating in the project.

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<b>Project Title</b>	The Green Way – Developing Sustainable Schools
<b>Partnership ref number</b>	2009-1-GB1-COM13-03521
Partner Regio 1	
<b>Coordinator organisation:</b>	Solihull Metropolitan Borough Council, Education and Children's Services Directorate (United Kingdom)
<b>Partner organisations:</b>	Solihull Metropolitan Borough Council, Sustainable Development Langley Primary School Lady Katherine Leveson CE Primary School (new) Langley Secondary School (new)
Partner Regio 2	
<b>Coordinator organisation:</b>	Staatliches Schulamt für den Landkreis Groß-Gerau und den Main-Taunus-Kreis (Germany)
<b>Partner organisations:</b>	Naturschutzhaus Weilbacher Kiesgruben Grundschule Am Weilbach Westerbach Schule (new) Heinrich von Brentano Schule (new) Albert Einstein Schule (new)

### Objectives of the project:

- Benefit children and young people in both regions and improve sustainable development in schools
- Improve teaching and learning
- Increase the ability for a greater number of schools in each region to achieve a recognised sustainable schools award (Eco School/Umweltschule)
- Strengthen links between the regions and gain knowledge and expertise from another European country
- Set up pupils links between partnering schools in the project
- Familiarise each other with differing managerial/operational/strategic structures

### Main results and conclusions:

The original project flagship schools have engaged in various activities including school visits, exchange of pupil letters, comparison of sustainability/eco work and Exchange of seeds for creation of German Garden at Langley Primary and English Garden at Grundschule Am Weilbach and this work is now beginning with the new schools.

The project has delivered several sessions of teacher training including Fair Trade (MTK), Earth-walk (Solihull) and Biodiversity (MTK)

A very successful End of Year 1 Conference was hosted in Solihull at the end of the first year. Participants included schools from both regions (13 Solihull schools and 4 MTK schools) and also the Landrat and other officials from Main Taunus Kreis and the Schulamt and also the Mayor and Mayoress of Solihull.

A Dual Language Flyer "The Green Way" has been developed for distribution to schools and other interested parties in both regions. This was launched at the Solihull conference.

All participants continue to share ideas, experiences and good practice. The project is seen as positive and beneficial in both areas.

### Impact and use:

This project incorporates aspects of Sustainable Development for the future and the Global Dimension. The partner schools are currently working together, involving their pupils, on specific projects. The outcome of these projects will be presented as a dual Solihull/Main Taunus Kreis presentation to all the project participants by each school partnership during the next project visit to Solihull in March. This will be held in the new Eco building on the Naturschutzhaus Weilbacher Kiesgruben site, so maximising and showcasing the facilities of one of the project partners and hopefully garnering future business.

It is expected that this partnership will further strengthen the links between Solihull and Main Taunus Kreis and that the pupil links formed between the schools in two different European countries on the project should outlast the time span of the project itself.

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Partnership project Website: N/A

<b>Project Title</b>	Family Matters
<b>Partnership ref number</b>	2009-1-GB1-COM13-03659
Partner Regio 1	
<b>Coordinator organisation:</b>	Lincolnshire County Council: Jill Chandar-Nair (United Kingdom)
<b>Partner organisations:</b>	Lincoln Christ's Hospital School, Lincoln: Anne Batty Monks Abbey Primary School, Lincoln: Vicky Johnson Gleed Boys School, Spalding: Mandy North Lincolnshire Council For Voluntary Youth Services: Sarah Akerman Home Start, Lincoln: Mandy Sowerby
Partner Regio 2	
<b>Coordinator organisation:</b>	Radomsko City Council: Justyna Polrola (Poland)
<b>Partner organisations:</b>	School Complex No.1: Agnieszka Biedrzycka School Complex No.5: Ewa Molik Family Support Centre: Slawomir Kotlicki

### Objectives of the project:

- To compare the provision and delivery of services for children in the two authorities;
- To explore issues arising from migration out of and into the authorities;
- To consider how standards of teaching and learning can be maintained and improved, especially among families affected by migration and instability;
- To compare the role and function of voluntary services in supporting families and encouraging community cohesion;
- To observe youth cabinets and councils at work in the two authorities and provide opportunities for the Student Voice to be heard;
- To promote and even provoke discussion on what constitutes good practice;
- To draw conclusions on the most appropriate ways to develop support for children and families in the first five years of the second decade of the twentieth century

### Main results and conclusions:

- Mobilities involving officials, volunteers, teachers, Student Councils and others;
- We have learnt from each other. The British partners have a better understanding of the social and educational context from which Polish families have arrived, while the Polish partners learned about the environment in which emigrants are now living;
- Implementation of improvements in Radomsko schools including active participation of young people and the development of volunteer services based on the British experience.

### Impact and use:

- Closer links between the Radomsko and Lincolnshire partners;
- Radomskans changing delivery of support services for families and young people;
- British altering some strategies for welcoming non-English native speakers; also recognising key aspects of Polish culture which can be nurtured and respected in the UK;
- On-going dialogue on some teaching methodologies e.g. maths, healthy living;
- On-going dialogue on youth participation and involvement;
- On-going dialogue on SEAL – Social and Emotional Aspects of Learning;
- Comenius project linking schools and the authorities

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<b>Project Title</b>	Sharing Sustainable Landscapes
<b>Partnership ref number</b>	2009-1-GB1-COM13-03674 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Walsall Children's Services / SERCO (United Kingdom)
<b>Partner organisations:</b>	University of Wolverhampton Leighswood School Castle Business and Enterprise College
Partner Regio 2	
<b>Coordinator organisation:</b>	The Offices of Primary Education for Kefalonia and Ithaki (Greece)
<b>Partner organisations:</b>	The Teachers Association of Kefalonia and Ithaki Vlachata Primary School Peratata Special School

### **Objectives of the project:**

1. To develop and exchange best practice in the areas of: Global Sustainability. Use of the outdoor environment in effective teaching and learning and the embedding of ICT into classroom delivery
2. To provide leading edge professional development opportunities for participants enabling the development of high quality teaching and learning resources and programmes of work
2. To establish a co-operative structure for exchange which is sustainable and which will provide a model of excellence and facilitate subsequent multilateral school partnerships within the partner regions

### **Main results and conclusions:**

Although the project is not yet complete, evaluations to date have:

- Highlighted that the significant strengths of the work lie in its focus on high quality professional development opportunities for teachers in the early stages of their careers.
- The opportunity to share seminar work on global issues, held by all partners to be of significance to their own institutions has enabled practitioners to reflect on and remodel teacher and pupil initiated activities in schools
- The opportunity for schools with cutting edge practice to work with LA leaders, Teacher Associations and the University is ensuring effective lines of communication with those placed in important strategic roles

### **Impact and use:**

- Significant sharing of good practice between schools and those support agencies in areas of MFL, ICT and SEN resulting in changes to classroom practice
- Long term planning for sustained working relationships based on excellent relationships between individuals, groups and institutions
- DVD resources modelling outstanding practice in Outdoor Education and use of ICT produced

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<b>Project Title</b>	Quality Improvement and Language Learning
<b>Partnership ref number</b>	2009-1-GB1-COM13-03603 1
Partner Regio 1	
<b>Coordinator organisation:</b>	Robert Dalzell (United Kingdom)
	North Lanarkshire Council
<b>Partner organisations:</b>	Clyde Valley High School and The Goethe Institut Glasgow
Partner Regio 2	
<b>Coordinator organisation:</b>	Rolf Heckerroth (Germany)
	Staatliches Schulamt für den Landkreis Giessen und den Vogelsbergkreis
<b>Partner organisations:</b>	Vogelsbergschule –Kooperative Gesamtschule des Vogelsbergkreises and The German Institute for International Educational Research

### **Objectives of the project:**

To share good practice in both regions in implementing a Quality Improvement Framework that impacts on schools and pupils.

To share our understanding of the school system in each country and the role of language learning.

To develop school links which will enhance provision in both schools for our staff and young people.

To explore the use of ICT to enhance language learning and develop class links.

### **Main results and conclusions:**

A project blog was established and contributions came from all parties concerned with the project. Restrictions on giving pupils direct access to the blog meant that the full potential of this media was not fully exploited.

Pupils were clearly motivated in their language learning and enjoyed using ICT such as Flipcam video recorders and the Marratech software which allowed for one to one speaking activities with their counterparts in Germany and Scotland.

Quality Improvement staff in both local authorities benefited from the sharing of good practice and the development of contacts in Germany.

### **Impact and use:**

It is clear to all participants that the impact targets we outlined in our application have all been achieved. They are listed below:

1. Better mutual understanding of school systems and Quality Improvement frameworks.
2. Better understanding of the teaching of languages in both countries and greater interest in the learning of different foreign languages.
3. Greater direct contact between staff and pupils in both countries.
4. Greater familiarity with using ICT to enhance educational provision.
5. A desire to continue to work and share experiences after the project is complete.

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<b>Project Title</b>	Personalisation and Innovative Pedagogies
<b>Partnership ref number</b>	pa9-comR-006, 2009-1-GB1-COM13-03687 1
Partner Regio 1	
<b>Coordinator organisation:</b>	International Learning and Research Centre - <a href="http://www.ilrc.org.uk">www.ilrc.org.uk</a> (United Kingdom)
<b>Partner organisations:</b>	St. Mary's school, Timsbury and Bath and North East Somerset Council, Children's Services
Partner Regio 2	
<b>Coordinator organisation:</b>	Gentofte Municipality – <a href="http://www.gentofte.dk">www.gentofte.dk</a> (Denmark)
<b>Partner organisations:</b>	Gentofte School, Gentofte and Metropolitan University College - Teachers Training

### Objectives of the project:

It is a bilateral partnership based on action research with teacher observations of teaching – “job shadow” - both at home and abroad, contributing to new, and innovative pedagogical practices in foreign language teaching. One of the focuses is to establish and implement a shared IT-platform both in the teaching of foreign languages and for the pupils' communication.

### Main results and conclusions:

Job-shadow and action research are in progress. The project is now involving the pupils. The first visits made in UK and DK had a focus on observations of the differences and similarities in the topic. The next visits, where the teachers were “tuned in” on action research, had a more specific emphasis on the teaching of foreign languages. Apart from the UK-DK partnership Gentofte Municipality has profited from the cooperation with the teaching training college.

### Impact and use:

We can summarise the benefits of the professional development on four levels:

**Pupils:** A unique opportunity for genuine and authentic involvement with pupils their own age from another country.

**Teachers:** The genuine relations between UK teachers and DK teachers have made it possible and to share reflections. They have been reading the same theories on language teaching which means a shared “language” on the observations during the job shadow and action research visits.

**Leaders:** The project is really “owned” by the heads of the schools what ensures that changes of staff/teachers during the two years will allow the continuity of the project.

**Local authorities:** The project can be implemented in our local strategy for all of the 13 schools. The head of Gentofte School will be part of a network of five school leaders which bring international partnerships into focus. Furthermore, we use this as a part of our strategy for teachers' development of competences.

We are planning a national conference on language learning and global citizenship in May 2011. Here all the partners will contribute.

At the moment, an application to the LLP project: Elos - education stretching borders is in process. Elos is an educational concept which seeks to promote the European and international dimension in primary education. Participants here will be 8 Danish schools (two from Gentofte), 8 schools from each of the partner countries and Metropolitan University College.

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<b>Project Title</b>	Cultural Awareness and Skill Sharing (CASS)
<b>Partnership ref number</b>	2009-1GB1-COM13-03653
Partner Regio 1	
<b>Coordinator organisation:</b>	Fife Council (United Kingdom)
<b>Partner organisations:</b>	St. Andrew's High School Adam Smith College
Partner Regio 2	
<b>Coordinator organisation:</b>	Town Hall of Będzin (Poland)
<b>Partner organisations:</b>	Grammar school No 1 in Będzin, Town and District Public Library in Będzin

### Objectives of the project:

1. To develop long-term working relationships between the educational establishments/institutions in Będzin and Fife (exchange of experiences between the partners),
2. To enhance services and provide opportunities within a global marketplace (training opportunities, gaining new professional skills)
3. To promote vocational skills and motivation towards the regeneration of international skilled work-force,
4. To exchange best practices and thus create best value for both partners.

### Main results and conclusions:

1. Staff IT and students' platforms have been developed as part of both councils official websites
2. Case studies on main obstacles and needs for information/assistance have been gathered from Polish migrants who had spent time in Scotland and returned back to Poland to areas in and near Bedzin
3. Qualifications framework and mechanisms of their recognition on both sites have been researched and actively promoted within the partners.
4. Points of contact for qualifications recognition have been identified within partners in Fife and Bedzin for future reference.

Partners have produced 3 short films focusing on Migration experience of Polish young people and adults, Cultural awareness of both partners and Changing attitudes of Polish and Scottish young people towards each other as the result of migration.

Work shadowing to enable sharing of culture and best practice.

Over 100 of interviews have been carried out by Adam Smith College. Press releases have been produced. Exhibitions have been organised and displayed.

Fife and Bedzin partners participated in Scoping Study for the Recognition of Learning and Skills for Migrant Workers and Refugees event

### Impact and use:

Pupils: development of language, culture and IT skills; changes in social and sociological behaviours and attitudes in thinking.

Teachers: development of professional and personal skills, identification and exchanges of best practice in the field of educational work.

Residents and employees of each local authority: spreading information about the project, life and work opportunities in other countries; sharing best practice in educational, local, regional and national strategies.

Partner Institution Staff: potential access to work experience, work placement and staff development. Fife Council Staff involved in the project will undergo short basic Polish language course as part of their development activity.

Other Beneficiaries (Further Education students, users of institutions): access and information about the project, broadening knowledge about other cultures and access to new opportunities.

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<b>Project Title</b>	Integrating Content, Culture and Language - the Learner's Perspective
<b>Partnership ref number</b>	2009 – 1 – GB – COM13 - 03684
Partner Regio 1	
<b>Coordinator organisation:</b>	Birmingham City Council: Children, Young People and Families - School Effectiveness Division; (United Kingdom)
<b>Partner organisations:</b>	Dorington Primary School, Birmingham Whitehouse Common Primary School, Birmingham; Newman University College;
Partner Regio 2	
<b>Coordinator organisation:</b>	Consorti d'Educacio de Barcelona; (Spain)
<b>Partner organisations:</b>	CEIP Els Pins, Barcelona; CEIP Barrufet, Barcelona; Universitat de Barcelona - Facultat de Formació del Professorat;

### Objectives of the project:

To explore and develop three themes relating to the primary classroom and the learner's perspective on language learning and other cultures.

1. Content and Language Integrated Learning (CLIL). This concerns the delivery of a curriculum area (e.g. science, history, etc.) through the medium of the foreign language. The approach makes explicit the relevance of the foreign language, and supports the embedding of language learning within the primary curriculum.
2. Pupil Voice. This focuses on using learners' opinions and their reflections on their experiences, to inform future planning and improvement in learning, school policies, and the school environment.
3. Intercultural understanding. Our focus has been to go beyond superficiality and cultural stereotypes, to look into ways of providing children with real insights into their own and each other's cultures, and exploit school and class links.

### Main results and conclusions:

Participants from Birmingham have been impressed by, and learned from, the CLIL approach that has been developed in Barcelona's schools, and its impact on children's learning of subject and language. Participants from Barcelona have witnessed a range of pupil voice activities, relating to reflecting on learning and on administrative and strategic matters. Pupils are reflecting upon their experiences of language learning and this project.

Children have exchanged information about their daily lives, pastimes, schooling etc., and this has provided opportunities for them to reflect upon their own cultures – and the differences within their own communities!

At the same time, teachers have gained tremendously in their understanding of the partner institutions, and reflected not only on the different cultures generally, but specifically in different pedagogies and educational philosophies.

### Impact and use:

Major impact on enthusiasm for language learning and teaching, mutual understanding, and curiosity about and openness towards 'otherness'.

By the end of the Project we hope to have materials relating to the three focuses, and usable activities which will be of interest to people involved with primary languages teaching. This will include an evaluation of the project using pupil voice, to look at it from the learners' perspective.

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<b>Project Title</b>	Promoting Language Capacity (PLC)
<b>Partnership ref number</b>	2009-1-GB1-COM13-03816
Partner Regio 1	
<b>Coordinator organisation:</b>	South Eastern Education and Library Board (United Kingdom)
<b>Partner organisations:</b>	Ballynure Primary School International House
Partner Regio 2	
<b>Coordinator organisation:</b>	Consejería de Educación de Castilla la Mancha (Spain)
<b>Partner organisations:</b>	Five Primary Schools: CEIPs Martínez Parras, No 8 Alcázar de San Juan, Gerardo Martínez, Maestra Plácida Herranz, La Fuente. Six Teachers Centres: CEPs de Azuqueca de Henares, de Toledo, de Belmonte, de Tomelloso, de Alcázar de San Juan, de Hellín.

### Objectives of the project:

1. To promote the sharing of good practice in languages provision between key policy makers and educational trainers in N Ireland and Castilla-la Mancha.
2. To deliver a reciprocal training programme for 100 teachers from Castilla-la Mancha and 100 teachers in N Ireland in respective partner regions with the following goals:
  - (a) Increase the linguistic competence of participants in respective target languages;
  - (b) Give them first-hand experience of partner education systems;
  - (c) Update participants' grasp of current methodological developments in modern languages teaching;
  - (d) Update their knowledge of culture and lifestyles within the target language country.
3. To establish ongoing school-to-school contacts between 50 schools in N Ireland and 50 in Castilla-la Mancha in support of their development of languages provision.

### Main results and conclusions:

This project differentiated a "Core Group" of policy-makers who used Regio funding for study visits, planning and review meetings (24 mobilities each way); and a "User-Group", comprising teachers who participated in reciprocal training activities. Bidding for Comenius IST grants to fund the latter meant that 71 Primary teachers from N Ireland and 50 from Castilla-la Mancha (Primary/Secondary) were able to spend a full week's work-shadowing in host schools, improving language skills and gaining first-hand knowledge of life and culture in respective partner regions. Around 25 school-to-school partnerships have been initiated.

### Impact and use:

In addition to the above results, policy-makers and teachers were able to exchange good practice in developmental areas such as new technologies (e.g. Interactive Whiteboard) and use of the European Portfolio for Languages. All partners found the project supportive in their priority work of promoting language competence within their educational contexts. The strategy of using Regio funding to support the project framework and complementary Lifelong Learning funding to deliver activities on the ground proved highly effective.

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<b>Project Title</b>	Arts, Language and Cultural Identity
<b>Partnership ref number</b>	2009 -1 –GB1 –COM13-03668
Partner Regio 1	
<b>Coordinator organisation:</b>	Warrington Borough Council (United Kingdom)
<b>Partner organisations:</b>	Warrington Schools' Arts and Culture Service Warrington Museum and Art Gallery Birchwood Community High School and William Beamont Community High School
Partner Regio 2	
<b>Coordinator organisation:</b>	Stadtverwaltung Hilden (Germany)
<b>Partner organisations:</b>	Hilden Musikschule Wilhelm-Fabry Museum Wilhelmine-Fliedner Realschule und Wilhelm-Fabry Realschule

**Objectives of the project:**

- To strengthen links between Warrington and Hilden with regard to Arts Language and cultural identity.
- To address the issue of cultural identity with young people from both towns.
- To strengthen the meaning of our 'Twin Town' status with students in both regions.

**Main results and conclusions:**

Each regional partner highlighted individual targets for this project. After visiting Hilden, it was decided to merge ideas so that output and opportunities for colleagues and students would be maximised. This has strengthened working partnerships within individual towns and between Warrington and Hilden. The project has given the opportunity for meaningful cultural exchange between teachers and provided a valuable insight into working practices which will ultimately benefit students.

**Impact and use:**

Additional outcomes will be evident at the end of the project which was not originally highlighted in the project bid. We view this as being very positive. This has occurred as a result of observing inspirational teaching. For example, Warrington has implemented an Early Years Music and Dance Project in 6 schools in addition to the focus on the development of Schemes of Work for Polish Children. This is due to the inspirational work observed in the Hilden Kindergarten.

Hilden Musikschule has employed a new teacher of Gospel Singing and will adopt Warrington's practices in order to develop a sustainable project in secondary schools. They will also adapt our whole class Keyboard teaching model for use in their extra-curricular classes and we are looking for additional opportunities to support this training programme in the future

Warrington Museum and Art Gallery has worked extensively with Warrington secondary schools which has given a greater depth to the planned project, 'Das bin Ich' (That's Me). This is a photography project where students think about their views, ideas and feelings as a teenager. We look forward to an exhibition of photographs in both Warrington and Hilden which will open in June and be shared with the wider community. Each photograph will be accompanied by a short narrative in both English and German.

This project has impacted upon the working practices of a significant number of colleagues and students and has been valued as a mechanism for cultural and artistic development which will hopefully be sustained beyond 2011. The twinning partnership between Warrington and Hilden is in a strong position to move forward because of the Comenius Regio experience.

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Partnership project Website:

<b>Project Title</b>	Using new Language the classroom: the pedagogy of integrating language and learning into extra curricular experiences
<b>Partnership ref number</b>	2009-1-GB-COM13-03610 (Cornwall)
Partner Regio 1	
<b>Coordinator organisation:</b>	Cornwall County Council (United Kingdom)
<b>Partner organisations:</b>	Hayle Community School Fowey Primary School The Eden Project
Partner Regio 2	
<b>Coordinator organisation:</b>	Delegacion Provincial en Malaga de la Consejeria de Educacion de la junta de Andalucia (Spain)
<b>Partner organisations:</b>	IES Reyes Catolicos Colegio Infantil y Primaria Pintor Felix revello de Toro IES La Rosaleda Consortio Centro de Ciencia Principia Fundacion Museo Picasso Malaga

### Objectives of the project:

The project involves exploring contexts and places to learn languages outside the classroom, using video in both languages

### Main results and conclusions:

We will develop following activities:

- In Secondary schools we will work on the subjects of Mathematics, Geography and Physical Education. The lessons in their own native language will be also studied in the foreign language.
- In Primary schools, teachers will work on local culture

### Impact and use:

Once the project is well developed enough, entrepreneurial and business activities will be carried out. Students share information and communicate one another using a blog to develop the activity.

Year 1:

- Preparation of videoconferencing systems in schools in both countries.
- Visiting Cornwall secondary school representative to the school in Malaga to prepare the students' activities.
- Training of the teachers involved with lessons in both languages.
- Development of the first business activity and findings, by videoconference. Two teachers visit from Malaga to Hayle school in Cornwall.

Year 2:

- Selection of new students to participate in business activities.
- Preparing students to organise the next visit to schools in Málaga.

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Partnership project Website: NA

<b>Project Title</b>	Transformational Change Through Partnership
<b>Partnership ref number</b>	2009-1-GB1-COM13-03669
Partner Regio 1	
<b>Coordinator organisation:</b>	Education Leeds (United Kingdom)
<b>Partner organisations:</b>	Cardinal Heenan Catholic High School, East SILC – John Jamieson, John Smeaton Community College, Methley Primary School, Temple Moor High School Science College, CapeUK
Partner Regio 2	
<b>Coordinator organisation:</b>	Utbildningsförvaltningen I Stockholm (Sweden)
<b>Partner organisations:</b>	Bagarmossen Brotorp, Hässelbygårdskolan, Kärrtorps Gymnasium, Rödabergsskolan, Tullgårdskolan, Kulturskolan Stockholm

### Objectives of the project:

The project uses world class ICT to ensure that pupils have a real time experience of other schools both within their own country and abroad. The project consists of five schools in Leeds and five schools in Stockholm plus the education authorities and creative partner organisations in each region. This learning partnership will engage all partners in a new relationship and focuses on transformational change for pupils, educational staff, and school management. Outcomes from this project will be used to inform policy and practice in the education authorities.

The overall objective of this partnership is to reinforce lifelong learning to promote heightened participation in employment through improved educational outcomes for pupils in both regions. This objective is achieved through individual aims from within and between schools covering the following areas:

- innovative ICT based practice embedded throughout the learning programme;
- creativity based learning through the use of partners supporting curriculum deliverers;
- support to the aesthetical learning process as well as heightening motivation in students;
- assessment for learning and mentoring between students of the different partner schools; and
- a focus on language learning, cultural diversity and sustainability

### Main results and conclusions:

Each pairing of schools is running Action Research impact assessment on their project aspect. For example John Smeaton Community College and Bagarmossen Brotorp are assessing the impact of peer to peer assessment on the results of a leisure and tourism course whilst researching the impact of these techniques on pupils with poor attendance and motivation. Methley Primary School and Tullgårdsskolan are researching the impact on writing with primary age children using animation and methods to strengthen pedagogical learning particularly with the introduction of interactive devices.

The results of these assessments will be collated in May for publication in the toolkit which is a product of this project. However initial results suggest that the introduction of the technology without face to face engagement is not effective. Once the human scale relationships are established, the technology accelerates the interaction and the opportunity for learning significantly. Technical issues limitation the interaction (issues such as access to specific websites or technologies) reduce the effectiveness of the projects but schools are robust enough to develop working practice to overcome these issues.

### Impact and use:

The initial results of the project have lead Leeds to change the focus of significant ICT investment projects (for example Building Schools for the Future) and grants (for example Harnessing Technology) away from large scale ICT deployments at a school level towards smaller deployments working at the classroom level building towards the whole school solution.

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<b>Project Title</b>	Increasing Literacy Skills
<b>Partnership ref number</b>	COM13-00847
Partner Regio 1	
<b>Coordinator organisation:</b>	Ringsaker municipality (Norway)
<b>Partner organisations:</b>	Nes primary school Fagerlund primary school Library Service
Partner Regio 2	
<b>Coordinator organisation:</b>	South Lanarkshire Council (United Kingdom)
<b>Partner organisations:</b>	Crawforddyke Primary/Nursery Lanark Primary/Nursery Carluke High Coulter/Lamington Primaries Library Service

### **Objectives of the project:**

To raise and improve educational performance through the development of literacy skills. It is also the intention to develop closer links with libraries and schools in Norway and Scotland to provide a context for the enrichment of international links as well as literacy skills. The resources produced will provide a range of learning strategies and enhance skills to learn independently. It is hoped that this will improve motivation and achievement. Each partner will contribute to literacy development and mutually enhanced resources.

### **Main results and conclusions:**

Teachers from both regions report that they have benefited from exchanging experiences in the use of different pedagogical models and methods. Teachers from South Lanarkshire were for example interested in the Early Years Literacy Project used in Ringsaker, in the reading assessment programme S.O.R. and in outdoor learning. Norwegian teachers report that they have experienced practical/methodological ideas that can be used directly in the classroom, e.g. the thematic approach that the schools promote through the Curriculum for Excellence framework and VCOP – a strategy for children to improve their writing. They also say that they have become more confident in speaking English. DVDs providing information about the methodological work in the classroom have been made and shared between the regions.

The libraries have exchanged ideas they want to implement in their practice, both within schools and in the public libraries. An example of this is that Ringsaker will try out the 'Storysacks' project based on an initiative seen in South Lanarkshire. Being together in the project and travelling together has also brought the participating schools and the libraries within each region closer together. There has been regional partnership activities beyond those planned in the project as a result of this. Also other schools in both countries have benefited from this work.

Both regions are working on local strategies to improve literacy education in the early years of school. As a result of this project, the link to the public libraries will be a central part of these strategies.

A bonus for Ringsaker has been the sharing of experiences to promote quality improvement. This is an area where Ringsaker has a lot to learn from South Lanarkshire. As a result of this, a quality improvement officer from South Lanarkshire held a seminar for head teachers in Ringsaker during the mobility in November 2009.

A newsletter from the project was published February 2011. The work on a literacy learning web-page has started.

### **Impact and use:**

The project partners are flexible and eager to maximize the learning outcome of the project. There is therefore a continuous dialogue on what to include in the partnership visits and how to cooperate in the future. There is already a link established for further cooperation through a Leonardo da Vinci project where Ringsaker has been granted funding to come to South Lanarkshire to study the work in nurseries. The close links between the schools in the project will hopefully lead to some of our establishments applying for Comenius partnership projects in the future.

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 Partnership project Website: (the website is under construction)

<b>Project Title</b>	Joy for learning
<b>Partnership ref number</b>	COM 13-00846
Partner Regio 1	
<b>Coordinator organisation:</b>	Vestby municipality (Norway)
	Education manager Kåre Solvang
<b>Partner organisations:</b>	Principal of Son primary school
	Assistant professor in Ostfold university college
Partner Regio 2	
<b>Coordinator organisation:</b>	Mäntsälä municipality (Finland)
	Director of Education Pekka Lintonen
<b>Partner organisations:</b>	Principal of Sääksjärven primary school
	Department of youth services and leisure time activities

### Objectives of the project:

The mobility part of the project was very successful. Participants from Norway are the principals from 8 schools, director of educational psychological service, special adviser for special education, manager of education, research from teacher education, and the municipality's Head of Training. During the first visit to Finland, emphasis was placed on trying to understand the Finnish school culture, school structure, organization and especially to form working groups with Finnish principals. Through our visits to different schools and a visit to Finland's largest textbook publishers, we wished to find out possible reasons for Finland's success in PISA, and to identify differences between Finnish and Norwegian schools.

### Main results and conclusions

In order to build Finland after World War 2, there was a strong focus on education. It is very popular to be a teacher, so the number of applications and grade level of education is high, the status is high. Finland also has a 1 year assistant education. The media rarely write negative articles about schools. There have been relatively few structural changes in the school. We believe that Norwegian teachers would recognize the Norwegian school from the 70's. There is little debate about the curriculum content in Finnish schools. We find that textbook publishers describe the curriculum level and volume in individual subjects. Publishers also describe in part the teaching methodology / didactics in teacher guides and other teaching materials. Our observation is that the textbook is very controlling in teaching.

In the period between visits, our principals looked at the difference in the progression of learning mathematics in the textbooks. As from the first grade, Finnish students have much more quantity and faster progress in mathematics than Norwegian students.

During our second visit to Finland, we observed lessons, and went further into the Finnish special education and new forms of organization in secondary schools. The Finns are under high pressure to learn. Instruction begins and ends at right age. We experienced that the teacher had high authority in the classroom, especially at the primary level.

We also visited a special alternative school Jobo. The students do not perceive this as segregation but an alternative. It is interesting to consider whether it is possible to make a similar offer in Norwegian schools.

### Impact and use:

Participants in the project have good contacts both in our meetings, but also by mail. We have now started to translate the Finnish mathematics tests for use in municipal schools, as well as working on the translation of some chapters from textbooks in mathematics.

Vestby municipality is working to change the special education in the community so that it becomes more like the Finnish model. Our Finnish friends have translated and adopted the system Step for step, and had translated Norwegian student survey to Finnish. We feel that the cooperation between the municipalities will continue and we hope that it will be possible to go much deeper into the pedagogical, organizational and structural differences later.

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<b>Project Title</b>	CREATE; Collaboration in Education Aiming Towards Employment
<b>Partnership ref number</b>	2009-1-NO1-COM13-008482 Swedish ref no: 2009:1014
Partner Regio 1	
<b>Coordinator organisation:</b>	Karmoy commune (Norway)
<b>Partner organisations:</b>	Haugaland Skole-Arbeidsliv, Bo ungdomsskole, Vormedal skole, Skudenes ungdomsskole, Åkra ungdomsskole
Partner Regio 2	
<b>Coordinator organisation:</b>	Mjölby kommun, skolförvaltningen (Sweden)
<b>Partner organisations:</b>	Föreningen Framtidsfrön, Klämmestorpsskolan, Blåklintsskolan, Lundbyskolan

### Objectives of the project:

Our objectives in collaboration between municipalities, schools and private enterprises in the two regions are:

- To reflect on how to use a newly-developed ICT solution to coordinate and organize placement of lower secondary students in upper secondary schools and in work placements
- To prepare youth for their choice of next level of education and/or vocational training.
- On the basis of several year's experience in Mjölby in the use of entrepreneurship as a tool for collaboration between working life and school, to develop this tool further and also to disseminate its use to more schools in both regions, and maybe even to neighbouring municipalities.
- To adapt educational and vocational direction in the aim of preventing drop-outs.
- To clarify the role of fruitful collaboration between schools and private enterprises
- To encourage more collaboration between schools involved in Comenius School partnership projects.

### Main results and conclusions:

Teachers and headmasters from Mjölby visited Karmoy three times. The group is now reflecting on four main areas:

- The association between "school and culture"
- At Holmen Skole there is an entire philosophy concerning personal development, maturity and "breaking patterns" in order to grow. In this school they prove that it is possible to make a shift from being the one who "messes up" to being the one who is "skilled"
- The new subject "utdanningsvalg" is collaboration between education and working life in the region. The goal is to give students the necessary tools to make a wise first choice in determining their future careers.
- "Praksisbrev" gives the students aged 16-19 of Karmsunds Vidaregående skole the opportunity to combine theory and practical work experience.

### Impact and use:

- As from August 2010, we started to introduce parts of the philosophy of Holmen skole in Mjölby.
- We are now reflecting about "utdanningsvalg" and Praksisbrev" and what is in it for us.

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Partnership project Website:

<b>Project Title</b>	Performance Management and Self Evaluation for Qualified Education in Europe
<b>Partnership ref number</b>	2009-TR1-COM13-05306-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Eskişehir Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	Kılıçoğlu Anadolu Lisesi Odunpazarı Belediyesi
Partner Regio 2	
<b>Coordinator organisation:</b>	Prienu rajono savivaldybes administracijos Švietimo, kultūros ir sporto skyrius rienu rajono savivaldybės Išlaužo pagrindinė mokykla (Lithuania)
<b>Partner organisations:</b>	Prienu švietimo centras

### Objectives of the project:

1. Analyzing the concept of “quality” in different education systems
2. Analyzing the culture of quality in educational institutions,
3. Creating infrastructure for the studies of forming self-control system in EU countries and determining a common assessment framework (CAF) in public.

### Specific Objectives:

- As quality in education cannot be monitored with qualitative indicators among regions,
- 4. Monitoring and assessing quality in education with observable indicators,
- 5. Creating common concept about quality in education.
- 6. Forming indicators which will assess the quality in education by using result criteria of EFQM and CAF,
- 7. Creating a web-based programme to make self-evaluation and compare,
- 8. Enabling schools to make self-evaluation by using the results of performances,

### Main results and conclusions:

We have analyzed the quality approach of regional institutions and schools in education, the quality culture of regional institutions and schools the EFQM and CAF models

We have created the performance indicators and questionnaires to assess the quality in education by considering result criteria of EFQM and CAF, a web-site of project, <http://comregiotrlt.org/>

We have briefed the partner schools on self-evaluation. Schools have made self-evaluation by questionnaires. We have made comparison with partner schools by considering the processes and the results of self-evaluation.

### Impact and use:

Partner Regions: They will be able to monitor and assess the performances of schools in education with quantitative data (by web-based programme). Areas for improvement will be discovered. Priorities for common works will be identified. By means of comparisons, they will find out whether areas for improvement are sourced by system or individuals. When they find out the point to be improved, they will be able to make studies to improve the system or to support the personal improvement of staff. They will be able to use more realistic data when they are informing authorities. It will be arranged about alternative models of self-evaluation.

Partner schools: Like in partner regions, schools will be able to monitor their performance and performance goals annually. They will be able to prioritize the areas for improvement. They will be able to observe the performances of peer schools, also they will be able to compare the good practices and apply in their own institutions.

They, as non-governmental and governmental organizations will have the chance to revise the contribution that they can supply to education and educational activities. They will observe that the quality can also be applied to the educational sector and they will have the tendency to carry the good practice examples in other sectors to educational sector.

At the end of the project, common performance areas and performance indicators of schools will have been created. In the framework of above mentioned models (EFQM and CAF); the results that schools have got at the end of pilot studies will be disseminated and European cooperation will be enabled.

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Partnership project Website: <http://comregiotrlt.org/>

<b>Project Title</b>	Violence at School
<b>Partnership ref number</b>	2009-1-TR1-COM13-05284
Partner Regio 1	
<b>Coordinator organisation:</b>	Düzce Provincial Directorate of National Education (Turkey)
<b>Partner organisations:</b>	Arsal Anatolian High School Düzce Anatolian Teacher Training High School The Arts and Science Center of Düzce Research and Guidance Center
Partner Regio 2	
<b>Coordinator organisation:</b>	Panevezio rajono savivaldybes administracijos svietimo, kulturos ir sporto skyrius (Lithuania)
<b>Partner organisations:</b>	Raguvos gimnazija Panevezio rajono Smilgiu vidurine mokykla Paistrys, Juozo Zikaro secondary school Panevezio rajono pedagogu svietimo centras Panevezio rajono pedagogine psichologine tarnyba

### Objectives of the project:

- To analyze the situation in order to find out the range of violence at school in two different cultures at schools;
- To develop partnership in order to find out the facts and compare the measures of drug abuse at schools in Turkey and Lithuania;
- To develop psycho-education techniques in order to prevent sources of violence and exchange them among partners

### Main results and conclusions:

12 teachers from the two partner schools were trained about SPARK program. The National School Crime and Safety Survey were applied by both teachers and 8th and 9th grade students studying at the partner schools. The results of the survey were similar in both regions. Activities were revised according to items those we got unexpected results. Sports and cultural activities focusing on the risky students were organized (basketball, volleyball and football tournaments among the classes and socio-cultural trips) Psychological counselling was given to the 12 teachers for 8 hours in Panevezys Region. Seminar containing SPARK program practices (violence, substance abuse, communication, problems of adolescence etc.) was given to the families of the students from partner schools. Students at pathological level were determined and guided to the Research and Guidance Center. Individual psychological counselling is supplied to these students at the Center. Documents and outputs of the activities and photos and videos of the studies done during the mobilities were published at the project web site.

### Impact and use:

The National School Crime and Safety Survey will be applied to the teachers and students of the partner schools as a post test in May. Pre-tests and post tests in both regions will be compared and the impact of SPARK psycho-education program will be determined in both regions. In this evaluation, it is expected that the attitudes of the students towards violence and substance abuse will change in positive way. In the case the expected results were obtained, SPARK education program applied during the project will be disseminated to other schools. It is seen that applying SPARK education program starting from primary schools leads to get better results.

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<b>Project Title</b>	LEARN to TEACH
<b>Partnership ref number</b>	2009-1-TR1-COM13-05298
Partner Regio 1	
<b>Coordinator organisation:</b>	Kirkilareli Provincial Directorate for National Education (Turkey)
<b>Partner organisations:</b>	Kirkilareli University, Kirkilareli Public Education Center, TOBB High School
Partner Regio 2	
<b>Coordinator organisation:</b>	ISJ SUCEAVA (Romania)
<b>Partner organisations:</b>	Casa Corpului Didactic "George Tofan", Scoala Cu Clasele I-Viii Nr. 10, Gradinita Cu Program Normal Nr. 12 "Tandarica", Gradinita Cu Program Prelungit Nr. 2 "Aschiuta", Asociatia Regionala Pentru Educatie Si Dezvoltare

### Objectives of the project:

- \* To create a new vision on the teaching content and methodology through the learning partnership between the two regions,
- \* To exchange information, experiences and good practices between teachers from the two regions,
- \* To develop European dimension of education through educational activities done in partnership by the two regions,
- \* To introduce nominee teacher training systems and curriculums to each other through work visits, meetings and investigations,
- \* To make new teachers attend to photography classes to gain necessary skills and which they will use at the photography exhibition of which theme is "Education through the eyes of a new teacher",
- \* To form a renewable, flexible in-service curriculum which will prepare new teachers to their professional lives and European culture?
- \* To pilot the new curriculum at partner regions,
- \* To evaluate the outputs and reform it to come in contact with national authorities for an expanded use of the curriculum and for the sustainability of the project.

### Main results and conclusions:

A renewed and up-to-date programme to be used for training of new teachers in both countries

- A raise in awareness of EU citizenship and dimension in education
- A long-lasting friendship and cooperation between partner institutions and countries
- A framework in which new projects can be developed to elaborate this project results

### Impact and use:

The practically oriented aim of this project is to provide a more flexible and renewable curriculum for new teachers which can be widely used both in participating regions and at a national level. The results of research will be published in a web site designed for this very purpose and in visual and written media while NGO-s carry certain activities and chair representative meetings to reach higher numbers of audiences. The project activities, final products and teaching tools will be disseminated at the local, regional, national and international level. Therefore, in both involved regions, international conferences will be organized, where new teachers from the whole region will participate. A specific number of representatives from the two regions will participate to their partner conference, to disseminate the project in the partner country. Also, photography exhibitions held in participating regions will provoke a public attention and awareness of the project.

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<b>Project Title</b>	My Sweet Digiworld
<b>Partnership ref number</b>	2009-1-TR1-COM13-05287-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Kayseri Provincial Directorate of National Education (Turkey)
<b>Partner organisations:</b>	Refika Kucukcalik Primary School, A.Halim Bezircilioglu Primary School, Provincial Police Department, Erciyes University Faculty of Education, Cetin Sen Science and Art Centre
Partner Regio 2	
<b>Coordinator organisation:</b>	Ventspils Education Board (Latvia)
<b>Partner organisations:</b>	Ventspils Gymnasium Nr 1, Ventspils Digital Centre

### **Objectives of the project:**

To identify problems in the use of digital materials and to determine solutions to those problems, to promote and to disseminate the use of ICT in education with a special attention to include those schools and students located in a socially-disadvantaged area of the region, to increase the number of teachers who are competent in use of ICT, To make digital materials accessible to all teachers in the city via web site and to promote the use of them in lessons

### **Main results and conclusions:**

A survey is conducted in pilot schools to detect the problems in the use of ICT in classroom. Then, a survey is held online to detect the need to in-service training in ICT field. As a result of these two studies, the in-service training programme is updated and new in-service training courses called "How to Use ICT in Education", "Web Based Digital Learning Materials Development", and "Preparing Project by Using ICT". 240 teachers have been trained in 2010-2011 term only via these new courses. Two mobilities have been realized to Latvia and 24 people from coordinator and partner organisations have attended and had the chance to examine the education system and to observe the good examples in education in partner country. 3500 digital learning materials have been gathered from all schools in the city and classified into folders. Then, they have been put on the web site and the announcement about how to reach digital materials has been sent to all schools in the city. A book called "Handbook on How to Use ICT in Class" has been prepared by the ICT experts of our Directorate and has been disseminated to 740 schools in our city and to the Directorates of 81 cities.

### **Impact and use:**

A web site has been used to share all the outcomes of the project ([www.mydigiworld.org](http://www.mydigiworld.org)). 6 monthly bulletins, all news about the project and the digital learning materials have been published on the web site. An official letter has been sent to all schools about how to reach to web site of the project and as a result all teachers and administrators have been informed about the project. A direct link from the official web site of our Directorate (<http://kayseri.meb.gov.tr>) and another link from the web site of Project Coordination Team of our Directorate (<http://www.kayseriarge.org/pke/pke>) have been formed. An opening and a closing meeting with EU Information Day have been realized to better inform administrators of the key institutions in Kayseri, NGOs, school administrations and partner organisations about the benefits of the EU projects. "Handbook on How to Use ICT in Class" has been disseminated to all schools in city and directorates in 81 cities. The mobility reports have been prepared and put on the web site of the city. Then, all followers have been informed about the education system of the partner country and the good examples of the partner organisations.

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<b>Project Title</b>	Using Information Technologies Effectively In Educational Activities
<b>Partnership ref number</b>	2009-1-Tr1-Com13-05300-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Zonguldak Provincial Directorate Of National Education (Turkey)
<b>Partner organisations:</b>	Zonguldak Technical And Vocational Education High School Zonguldak Vocational Education Center Zonguldak Meksa A.Ş. Zonguldak Municipality
Partner Regio 2	
<b>Coordinator organisation:</b>	Duisburg Municipality (Germany)
<b>Partner organisations:</b>	Friedrich Albert Lange Berufskolleg Kaufmannisches Berufskolleg Duisburg Mitte Kappadokien Kulturverein E.V

### Objectives of the project:

One of the objectives of our regional partnership is to strengthen European dimension by supporting cooperation between local authorities responsible for education. Also by this partnership different educational institutions and schools have the opportunity to work together on their common interests. Furthermore, a sound cooperation between regions has been formed by this partnership. Common applications about reflecting information technologies into education systems will be formed by schools. By means of mutual study visits within this partnership, partners have discovered new cultures and have become more active citizens.

Both information context and technological developments are changing and spreading very rapidly these days. Naturally, teaching and learning styles are affected by these changes. Since education based on computers and internet is applied in primary and secondary schools, an opportunity to compare the methods and techniques used in EU countries has been provided by this partnership.

We are realizing our objectives by visits in order to see the personnel responsible for school education during working. Also we will hold seminars and workshops. Dissemination of the project outputs will be done. Activities will be arranged for transferring good applications between regions. Publication and broadcast related to partnership activities will be provided. Finally, evaluation meetings will be held.

### Main results and conclusions:

- \*Signing the contract with the National Agency after the acceptance of our project proposal,
- \*Project meetings with our local partners and revising project activities,
- \*Preparation of the website,
- \*Being in contact with our regional and local partners at every step of the project,
- \*Comparing applications of IT in educational activities between regions by mutual study visits,
- \*Teacher training seminar on using IT technologies during educational activities,
- \*Reporting every step,
- \*Publication of teaching materials and seminar results,
- \*Distribution of questionnaires,
- \*Preparation of magazine and publishing of 500 copies,
- \*Publication of leaflets of the seminar,
- \*Dissemination of project outcomes in both regions by all of the partners,
- \*Preparation of final report by all of the partners from both regions.

### Impact and use:

By means of this partnership, cooperation between two regions has deepened and during the project; partners from both regions have had the chance of comparing applications and as a result of this comparison different applications have been determined and the ones that can be adopted would be transferred to education systems. Partnership also supported cultural awareness. This partnership will also serve as a basis for future project proposals.

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<b>Project Title</b>	Preventing violence in 5 steps in education environments project
<b>Partnership ref number</b>	2009-1-TR1-COM13-005281-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Şükrüpaşa High School (Turkey)
<b>Partner organisations:</b>	Guidance Research Center
Partner Regio 2	
<b>Coordinator organisation:</b>	Professional Secondary School in tourism „Ivan Vazov” (Bulgaria)
<b>Partner organisations:</b>	Regional Association of School Psychologists and Teachers – Bourgas

#### **Objectives of the project:**

1. To contribute for decreasing of violence at the education environment;
2. Involving students who tend to violence with help of suitable free time activities (e.g. social and cultural activities)
3. To encourage students to participate in international projects and learn
4. To develop an action plan by regional partnership, for prevention of violence;
5. To raise awareness about violence among students, teachers and families;
6. A module on Violence Prevention will be created;
7. A team work and exchange of good practice between partners will be developed

#### **Main results and conclusions:**

1. Prospecting school environment in order to determine the trends in students' behaviour and protection against violence between students, also between teachers and students.
2. Education for students, teachers and parents in "violence" problems:
  - recognizing different acts of violence;
  - finding out victims of violence;
  - psychological help and support for the victims of violence;
3. Formation of clubs/organizations, where students to be occupied/busy with activities, interesting for them – sport, theatre, music, dance, ecology, public relationships.
4. Improving the "psychological" climate at school.
5. Establishing contact between organizations of students and teachers, establishing personal contacts, stocking their mind with knowledge and improving their communication abilities.

#### **Impact and use:**

1. Restricting incidence of violence at school. This will contribute to improve quality of education.
2. Development of students' individual potentialities, encouragement of their creative talent and opportunities for expression of talented students.
3. Establishing a closer relationship between school and parents.
4. Building a cultural bridge between the two regions – the members of movements has the chance to be familiar with specialties of educational systems, to go sight-seeing and visit cultural and historical records/monuments.
5. Opportunities for new projects and new partnerships will be created.

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<b>Project Title</b>	LiFeTea: Live, Feel, Teach: Social Bridges of Education
<b>Partnership ref number</b>	2009-1-TR1-COM13-05305-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Afyonkarahisar İl Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	İscehisar İlköğretim Okulu Salar İlköğretim Okulu Rehberlik ve Araştırma Merkezi
Partner Regio 2	
<b>Coordinator organisation:</b>	Silales Rajono Savivaldybes Administracijos Svetimo, Kulturos ir Sporto Skyrius (Lithuania)
<b>Partner organisations:</b>	Silale r. Kvedarnos Kazimiero Jauniaus Gimnazija Šilales Simono Gaudešiaus Gimnazija Silale Rajono Svetimo Centras

### Objectives of the project:

- To develop the competences and social skills of teachers and administrative staff working in disadvantaged areas in order to close the gap between them and the other areas.
- To make teachers more sociable by involving them into social activities.
- To make teachers reflect on their abilities and knowledge, and try to improve themselves in order to face new situations.
- To reduce the deficiencies of school education system in order to try and find solutions for common problems in schools and to transfer/adopt good practices by sharing experiences and knowledge.
- To develop good relationships among teachers and between teachers and students.
- To strengthen intercultural education to make teachers more aware of other cultures in Europe
- Developing/Using non-formal education methods to improve the quality of school education.
- To get acquainted with a new culture to reduce prejudices about other cultures.

### Main results and conclusions:

#### Seminars

- Teacher Training Seminar on developmental stages and personal development of pupils & Teacher Training Seminar on Learning and teaching process , Motivation techniques & Classroom management and effective communication skills in classroom, Career counselling, Educative games useful for classroom teaching, The development of the teacher's competence in the change of the educational process (TR), The techniques of the students' learning, The creation of the effective educational environment , Teacher's personality: the development of self – respect and the improvement of image , Job Shadowing - Teachers' Visits (TR), Forming hobby rooms for teachers (TR)

We discover teachers and other staffs' thoughts needs, interests and motives, their methods in class; they exchange ideas and experiences and learn more about non-formal education. We enable teachers develop themselves socially and develop their artistic skills. They also implement new strategies which they get from seminars, use drama techniques or digital resources. We motivate both teachers and students and we learn students' ideas and wishes. In addition, we try to reach and inform about the results and outcomes and we establish new networks for future projects.

#### Impact and use:

- We add European Dimension to the partner organizations.
- We encouraged cooperation between organizations at both national and international level.
- Teachers and others in the project get aware of differences and similarities between cultures and education systems.
- Teachers in the project develop a lot personally and professionally thanks to seminars.
- Teachers become more social and they think more critically and openly.
- Teachers get motivated to learn foreign languages and go other countries.
- Teachers use new techniques and methods in their classes.
- New opportunities for future projects occur.

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 Partnership project Website: www.lifetea.us

<b>Project Title</b>	Isolated Schools Are Ladders Reaching Nowhere
<b>Partnership ref number</b>	2009-1-TR1-COM13-05290-1
Partner Regio 1	
<b>Coordinator organisation:</b>	Tekirdağ İl Milli Eğitim Müdürlüğü (Turkey)
<b>Partner organisations:</b>	13 Kasım İ.Ö.Okulu Ticaret ve Sanayi İ.Ö.Okulu Tekirdağ Merkez Anadolu Lisesi Tekirdağ Endüstri Meslek Lisesi Tekirdağ Ticaret Meslek Lisesi Tekirdağ Ticaret ve Sanayi Odası Tekirdağ Serbest Muhasebeciler ve Mali Müşavirler Odası Tekirdağ Valiliği
Partner Regio 2	
<b>Coordinator organisation:</b>	Kohtla-Järve Linnavalitsus (Kohtla-Järve Town Government) (Estonia)
<b>Partner organisations:</b>	Kohtla-Jarve Kesklinna Gymnasium Kohtla-Jarve Jarve Russian High School Kohtla-Jarve High School for Adults Kohtla-Jarve Noortekeskus (Kohtla-Jarve Youth Centre) Kohtla-Jarve Polevkivi Muuseum (Kohtla-Jarve Museum of Oil-Shale)

#### Objectives of the project:

- school and local community cooperation
- creation of cooperation network between all the institutions involved
- analysis of the reasons to socialization problems (namely school conflicts, dropping-out, absences etc),
- help to pupils of migrant families, pupils who live in the orphanage and pupils of Roma families to integrate into the schools,

#### Main results and conclusions

- We have met 23 parents from 13th November Primary school, and we visited 8 families of drop out students.
- Students and members of students' councils from Tekirdağ and Kohtla Jarve held a video conference meeting in September,
- Students from both regions prepared some works about their schools and regions and presented their works to their friends and teachers from partner region.
- We have carried out 13 mobilities so far.

#### Impact and use:

- The percentage off absentees at 13th November Primary school dropped from 50% percent to 20%,
- Parents from 13th November Primary school have requested new training programs for themselves, and the Centre for Guidance-Counselling has put extra training programmes into the local project "Responsibility Training", which has been in use since 2009.
- Students from both regions have been in touch since September 2010 via Internet.

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