

ERASMUS+

&

AVRUPA DAYANIŞMA PROGRAMI

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katil
uygula
parçası ol*



BİR DERLEME:
23 NİSAN ÖZEL

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2. Empowering pre-primary schools to collaborate with "shadows" for children with special educational needs
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10. Sharing Good Practices for the Psychoeducation of Children of Parents with mental health problems in Europe
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26. Let's revive folk customs and traditions together
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30. HUMAN RIGHTS AND CITIZENSHIP
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33. Interpreting Child-Centredness to support Quality and Diversity in Early Childhood Education and Care
34. Game of shadow

Bu broşür, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı için özel olarak hazırlanmış olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (<https://erasmus-plus.ec.europa.eu/projects>) sayfasını inceleyebilirsiniz.

Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Social and Emotional Skills Development at Early Childhood Education

Good practice example



Project Coordinator

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Project Information

Identifier 2020-1-TR01-KA201-094111
Project Web Site <http://www.sesdece.com>
Start Date Dec 31, 2020
End Date Aug 30, 2023
EC Contribution 118,908.2 EUR
Partners Kauno lopselis-darzelis "Giliukas" (LT) , BURSA ULUDAG UNIVERSITESI (TR) , WINDMILL INTEGRATED PRIMARY SCHOOL LIMITED (UK) , Szabó Pál Általános Iskola és Alapfokú Művészeti Iskola (HU) , Istituto Comprensivo Garibaldi-Leone (IT)
Topics Early childhood education and care ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

The proliferation of digital technology usage areas, screen addiction and the increase in the time spent on technological devices and the gradual decrease in outdoor playgrounds have a negative impact on the social and emotional development of children and cause problems such as social adaptation, school attendance and academic success. The increase in these problems has revealed different difficulties on the school, family, teachers and children in the school starting period.

- To reveal the framework of the problems and difficulties experienced by children during the adaptation period to school, to take measures against the problems and difficulties that arise, to develop positive social and emotional skills in children.
- To make educators realize the importance of social and emotional development in early childhood and integrate games and children's books with drama methods to ensure their professional development.
- To observe the different adaptation processes carried out in the partner schools, to organize the adaptation processes to the school and to support all stakeholders (families, students and educators)

Objectives

- Minimizing anxiety in children by developing social and emotional skills, encouraging positive attitudes, creating a school atmosphere that stimulates the excitement of learning,
- Teaching a new training method to teachers and supporting their application of this method inside and outside the school, and increasing their professional development.
- To improve the quality of the school integration process

Implementation

Within the project's scope, three learning/training activities, two transnational project meetings, six online meetings and dissemination activities were carried out.

Achievements

- Good practices were brought to the fore by examining school adaptation programs among partner countries and making educational and programmatic comparisons.
- A map of the social and emotional problems experienced in the process of adaptation to school was created, and application examples and suggestions were created for teachers, children, and schools to support positive skills of these problems.
- School, Family, and Teacher development plans were prepared.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Empowering pre-primary schools to collaborate with “shadows” for children with special educational needs

Good practice example

Project Coordinator

Organisation Centrul Judetean de Resurse si Asistentia Educationala Vrancea
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Website www.cjraevn.ro

Project Information

Identifier 2020-1-RO01-KA201-080227
Start Date Dec 31, 2020
End Date Feb 27, 2023
EC Contribution 144,797 EUR
Partners UNIVERSITATEA LUCIAN BLAGA DIN SIBIU (RO) , ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.) (ES) , Buca Ilce Milli Egitim Mudurlugu (TR) , Asociatia Alternative Educationale Vrancea (RO) , Huseyin Avni Atesoglu Primary School (TR) , ISTITUTO COMPRENSIVO DI MANIAGO (IT) , CENTRO STUDI PLURIVERSUM SRL (IT)
Topics Access for disadvantaged ; Disabilities - special needs ; Early childhood education and care

Project Summary

Background

The SHADOW project was based on the more general principle of integrating the children with special educational needs (SEN) in mainstream schools / kindergartens: “pupils with special educational needs do not need integration: they need education (Hegarty et al., 1981).

“Shadows” appeared in education to assist the children with special educational needs: a shadow is an educational assistant (teacher or not) who works directly with a single child with special needs during his/her early school years. The partners concluded from their contact with schools that having facilitators in mainstream schools can be very difficult, and one of the most important reasons for this difficulties is the lack of information and training for both teachers and shadows, as teachers do not know how to collaborate with facilitators and how to involve them in educational activities, while many shadows are not trained to respect the didactic and pedagogical principles in the classroom and really assist the teachers.

The SHADOW project addressed directly this need for training the teachers and the shadows by developing training methodologies for both categories of specialists.

Objectives

Implementing this project allowed the partners:

1. to extend the services that they provide to the pre-primary and primary teachers & to the shadows and / or adults interested in working as shadows, through integrating two innovative trainings, one for teachers working with shadows and one for the shadows themselves, with the training methodologies tested and validated in real training context;
2. to promote the institutional development through exchange of good practices and two joined staff training events for mutual development of staffs' skills, especially the skills for training the teachers and shadows.
3. to enhance the internationalization process of all the involved partners, based on the increased interest in transnational projects and international exchange of good practices.

Implementation

The most important activities the partners implemented during the implementation of the SHADOW project were:

- the development of the intellectual outputs: one international research to identify the needed skills for teachers and shadows to fully collaborate, one training methodology for teachers and one training methodology for shadows;
- 2 joined staff training events to test the training methodologies in real training context, to identify potential upgrades and to validate their effectiveness and usefulness;
- 4 transnational project meetings, that, on the one hand, allowed the proper management, and, on the other hand, facilitated the exchange of good practice within the partnership and with other local institutions;
- 4 multiplier events, dedicated to sharing our new developed resources with teachers and other specialists in education from the 4 involved countries and to develop their skills in using those resources;
- local events (training, meetings etc.) organized in all participating countries for disseminating the project results and to allow partners to have relevant feed-back regarding the developed resources.

Achievements

The most important outputs are:

- one research on the skills considered necessary for teachers working with shadows and for the shadows themselves. The research data is relevant for all schools and other educational institutions that want to train their teachers and the facilitators in order to provide better quality services for children with SEN, but were also useful for the partners, as analysis of needs for developing the other 2 intellectual outputs;
- one training module for pre-primary and primary teachers working with shadows, training methodology that is used by partners and other educational institutions to develop the skills of teachers collaborating with facilitators;
- one training module for shadows / facilitators, focusing on the primary didactic and pedagogic skills and on collaboration skills needed in the shadow-teacher team.

An important project result is related to the direct involvement of 32 staff members from all partners in the development and direct testing of the training methodologies, therefore developing their teaching and training skills, their linguistic, intercultural and team-work abilities, as well as their interests for international cooperation.

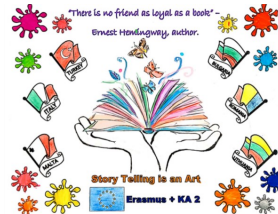
Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Story Telling is an ART



Project Coordinator

Organisation ISTITUTO COMPRENSIVO L. PIRANDELLO
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Project Information

Identifier 2020-1-IT02-KA229-079262
Project Web Site <https://erasmusplus81.wixsite.com/storytelling-an-art>
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 87,233.55 EUR
Partners 75. YIL MESUT YILMAZ ILKOKULU (TR) , Dr Peter Beron Private Secondary School (BG) , Zejtun Primary A (MT) , Siauliu r. Meskuiciu lopselis-darzelis (LT) , Scoala Gimnaziala Mihail Sadoveanu (RO)
Topics Key Competences (incl. mathematics and literacy) - basic skills ; Early childhood education and care ; Early School Leaving / combating failure in education

Project Summary

CONTEXT

Children, starting from small ages, have a genuine predilection for stories. Stories generate that magical realm and the sense of wonder about the world where every child can pace in order to unfold mysteries and miracles, to differentiate the good from the bad and then to get precious life lessons, to absorb universal forms that tell them about the consequences of their actions, teach about themselves and the nearby world and nevertheless that make them embrace a positive social behavior model. Storytelling is a distinctive method for children to cultivate comprehension, admiration and gratitude for other cultures and to encourage constructive attitudes for people with different origins, races and religions.

The project consortium have partnered up to build the setting for their pupils in order to improve the ability to understand the world that surrounds them through insights into universal life experiences.

OBJECTIVES

O1 to cultivate young learners' creativity, critical thinking, linguistic, communication and teamwork skills

O2 to project a set of operative storytelling tools and techniques

O3 to increase intercultural awareness, acceptance and respect for cultural diversity

O4 to provide prospects for teachers' professional progress

O5 to reinforce the European dimension of the curriculum and cross-border mobility in partner schools

NUMBER AND PROFILE OF PARTICIPANTS

The participants to this project will be a target group of pupils aged 4-11 that are enrolled in pre-primary and primary levels of education. They will represent the essential group on which local activities will be implemented. At partnership level, the estimated number of pupils as direct participants involved in this project will be around 600. They will play an active role in project implementation stage by attending local and virtual activities which will be organized by the school coordinator of the project supported by project team members, the school counselor and the psychologist.

A minimum number of 10 pre-primary and/or primary teachers will form the project team in each school involved in the partnership. They will apply storytelling techniques, methods and tools assimilated during training events on direct participants in their organization. Moreover, teachers from the project team will start up practical workshops for targeted pupils to design multiple storytelling project materials, to invent their own stories, to engage in role-plays and drama activities, to put stories on stage in English so as to improve not only their linguistic skills but also communication abilities, to develop creativity, self-expression and interpersonal skills.

MAIN ACTIVITIES

C1- Storytelling with realia

C2- Dramatized storytelling

C3 - Storytelling Recycled material

C4- Digital storytelling

C5- 3D Story books

C6- Storytelling with pictures and drawings

METHODOLOGY

The methodology applied will consist of creating innovative and personalized storytelling techniques, new teaching tools by applying the information and knowledge gathered during all LTTAs combined with former specialized experience, integrating the new assets in local and international activities with young pupils, and creating a rich assembly of storytelling teaching aids.

RESULTS

The concrete results of the project will be: thematic expositions, story dioramas, the booklet with storytelling activities for pre-primary and primary level, worksheets, templates, storytelling card kits, digital stories, project story calendar, puppets created by children, exhibitions, project website, twin space, impact and feedback forms,

reports, social media page, international conference, certificates.

IMPACT AND LONG-TERM BENEFITS

“Once upon a time, little storytellers” will bring new prospects for qualified development, will reinforce the profile of the teaching occupation among management teams and participants in LTTAs. All these will happen owing to national and international activities which will be carried out throughout the training sessions that everyone will attend and which will create the perfect setting for the exchange of teaching practices, knowledge, tools and methods that will be further transferred in the institutions comprised in the project.

Furthermore, the partnership will bring multidimensional improvements and quality in each school involved, adding diversity to syllabus by means of innovative storytelling techniques and tools applied, completely dependent on interactive learning which will positively impact young learners’ results and equip them with lifelong key skills.

The project is intended to serve as a model of innovative interventions that would produce progress in both teaching and learning areas. All partner organizations will boost project management capability and expertise and will increase visibility and opportunities to extend the international network.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Partnerships for Creativity

Project Title

Amazing children, amazing nature



Project Coordinator

Organisation Gradinita Ciupercuta

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Project Information

Identifier 2020-1-RO01-KA227-SCH-095342

Project Web Site <https://sites.google.com/view/amazingchildrenamazingnature/homepage>

Start Date Mar 1, 2021

End Date Feb 28, 2023

EC Contribution 32,380 EUR

Partners Agrupamento de Escolas Trigal de Santa Maria (PT) , Saime Aslan Anaokulu (TR)

Topics Inclusion - equity ; Early childhood education and care ; Creativity and culture

Project Summary

Background

The pandemic situation has created a social and emotional barrier for children, especially the little ones, our project supports the development of the inclusive social side of children.

Nowadays, children spend more and more time in front of screens. They only know nature from pictures or movies. However, the child's contact with nature is essential for its harmonious development. A child's potential cannot be developed separately from his emotional, social and physical potential and this can only be done in a positive educational climate where children collaborate and help each other, trust each other and their teachers. Through this project we set out to remove the barriers between children.

Each child is unique and we, as teachers, must capitalize on the particularities of each individual.

Teachers must acquire knowledge and skills designed to facilitate the optimal integration of these children.

Through this project, our kindergarten aims to develop the ability of preschoolers to adapt to the challenges of society by mastering creative strategies for problem solving, relationships and communication, which will facilitate the inclusion of children from vulnerable groups.

Objectives

Through this project, our kindergarten set out and succeeded, we believe, in developing preschoolers' ability to adapt to society's challenges by mastering creative problem-solving strategies, relationships and communication, which would facilitate the inclusion of children from vulnerable groups. Through the implementation of this project we wanted to develop as many inclusive outdoor activities as possible, to use and promote innovative techniques in preschool education, to develop children's creativity as well as their ability to face the challenges of society as well as the team spirit of children, emphasizing inclusion.

We wanted to develop high-performing human resources for preschool education, with a focus on inclusive outdoor education, which will later translate into an increase in the level of education. Depending on the duration of the effects, one can talk about a prepared and efficient human resource and the exchange of experience that will affect the institutions in the consortium by taking over international knowledge.

The results of the activities carried out within the project provided us with information that will contribute to the improvement and modernization of the Romanian outdoor education system.

Implementation

The main activities implemented are inclusive outdoor activities. We implemented tinkering activities, art therapy, animal therapy, STEAM, coding in nature, with the help of stories, reading workshops in nature, experiments in nature and with materials from nature, transient art, treasure hunts, sports games, in team and on teams, household activities, trips and visits to nature, etc. These activities contributed to the education process that became strong and capable of changing social behaviors by developing team spirit and offering physical, emotional and mental benefits that ensure the child's well-being.

Let's not forget the activities carried out during the mobilities, the activities leading up to the mobilities - the selection of the team of teachers who will go on the mobility, as well as the report after and the dissemination of the information accumulated during the mobility.

Activities were also carried out to promote the project (articles were published, a website, a facebook page and an etwinning project were established), to disseminate its results (dissemination events within the Erasmus days, dissemination event organized at the end of the project, published articles, best practice guides, etc.).

Achievements

As concrete results, we could say that we published two best practice guides and 3 collaborative virtual exhibitions that promoted inclusive outdoor education. These guides were made available to all those interested and we, as coordinators, also published them on the didactic.ro website. (

https://staticlb.didactic.ro/uploads/magazines/57/18/5//ghid_1_acan.pdf ,

https://staticlb.didactic.ro/uploads/magazines/20/29/13//ghid_2_acan_tradus_in_toate_limbile_partenerilor.pdf).

Through these guides/brochures we aim to share our experience with other teachers who want to experiment.

Creative skills gained through outdoor education have been addressed and showcased, including participation in cultural and creative activities, field trips, documentary visits, give children the tools they need to be creative and inventive, problem solve and work collaborative and experimental. Experiential approaches are essential to foster creativity, innovation and inclusion. If inclusive education is paired with outdoor education, the impact is stronger and the results are more sustainable.

At the end of the mobilities, all participating teachers obtained mobility participation certificates.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Integrative Parents' Autism Training

Good practice example



Project Coordinator

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Website www.kpechios.org

Project Information

Identifier 2020-1-EL01-KA204-079195
Project Web Site <https://ipatproject.eu/>
Start Date Nov 1, 2020
End Date May 31, 2023
EC Contribution 166,443.07 EUR
Partners Greek Carers Network EPIONI (EL) , ASOCIACION DE PADRES DE PERSONAS CON AUTISMO DE BURGOS (ES) , GAZIANTEP UNIVERSITESI (TR) , Società cooperativa sociale Controvento ONLUS (IT)
Topics New innovative curricula/educational methods/development of training courses ; Disabilities - special needs ; Inclusion - equity

Project Summary

Background

Training of the parents of autistic children is known to provide knowledge about the disorder, to enhance parental skills for improving the communication with their child & the management of behaviors that cause concern. Also, it can substantially contribute so as to modify the parental attitudes towards the person's challenges, against social isolation & stigma & for promoting the generation of realistic expectations from the parents' side. Training is also known to positively contribute to developing parental self-esteem, the efficiency of their parental role, to decreasing parental stress & improving the self-perceived quality of life. Longer programs (minimum 12 sessions) & those addressing the transition periods (childhood to adolescence & to adult life, respectively) are considered more effective than shorter ones.

Objectives

The Objectives of the Project were:

1. To train parents with an autistic child, in order to:
 - a. Increase their knowledge & skills, with regard to the disorder & the management of behaviors of concern
 - b. Modify their attitudes against social exclusion & stigma & increase the parental resilience
 - c. Decrease the parental stress & improve their perceived quality of life.
 - d. Support their active seeking behavior for the fulfillment of their perceived remaining needs, at different life stages.
2. To create an Integrated Parents' Autism Training-IPAT module & a digital self -training Tool- IPATT, in order to:
 - a. Enable professionals to use the module in their professional practice for the parents' training
 - b. Provide parents with an accessible self-education digital tool, able to support them to refresh or initiate training
 - c. Improve the care provided by the parents to their autistic

Implementation

1. We trained parents with an autistic child, in order to decrease the parental stress and improve their quality of life
2. We created an Integrative Parents' Autism Training-IPAT module and a digital self -training Tool- IPATT, was used by professionals and parents, respectively. Sixty four parents of individuals with ASD, without prejudice to the age of the child, the function or the degree of autonomy, from 4 partner countries- Greece, Spain, Italy and Turkey - participated in the Parents' Training activity.

The needs assessment incorporated the results from the literature review and the needs identified in the parents' focus groups, to held in all partner countries. An Integrative Parents' Autism Training module –IPAT- developed and was used for the creation of the training material and the Parents' Training activity. The Activity consists of 24 training hours, delivered in sessions of 90-120' over 6 months.

The content of the module was adapted in order to produce the Integrative Parents' Autism self- Training digital Tool – IPATT. The IPATT addresses the refreshment of already acquired knowledge and skills or the initiation to parental training.

Achievements

IO1: Resource document Needs assessment: The Report of the literature review-The focus groups' Tool

translated to 4 languages-Organisation and implementation of the 4 parents' focus group-Analysis of the results of the focus group-The Focus group country specific report-The Focus group global report.

IO2: Integrative Parents' Autism Training Module-IPAT Module:The IPAT Module, structure and content-The training material-The translated versions of the IPAT Module and of the training material-The Parents' Training Activity-The 8 moderators' Training of 64 parents-The Guidelines for Moderators-IPAT Module Moderators' Guidelines-Translated versions of the Guidelines for Moderators - Implementation of the Parents' training activity.

IO3: Integrative Parents' Autism self-Training digital Tool-IPATT: The Integrative Parents' Autism self-Training digital tool-IPATT-The translated versions of the IPATT-The piloting of the IPATT and adaptation of the tool.

IO4: Documentation: Study for the documentation of the short term effectiveness and satisfaction of the participating parents with the IPAT Module and Tool-Implementation of the study-Analysis and interpretation of results.

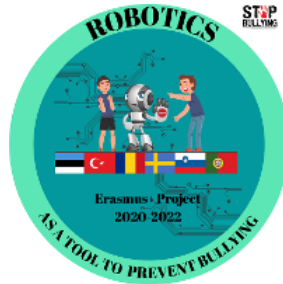
Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Robotics; As a Tool to Prevent Bullying



Project Coordinator

Organisation Storåskolan
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Website www.lindesberg.se

Project Information

Identifier 2020-1-SE01-KA229-077805
Project Web Site <https://os-breg.si/ratab/>
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 132,063 EUR
Partners Kuressaare Nooruse Kool (EE) , OSNOVNA SOLA BREG (SI) , Manisa Fen Lisesi (TR) , Agrupamento de Escolas da Batalha (PT) , Colegiul National Tudor Vladimirescu (RO)
Topics New innovative curricula/educational methods/development of training courses ; Inclusion - equity

Project Summary

Bullying among children is a global challenge, with numerous detrimental side effects that have broader societal implications. Both victims and perpetrators of bullying suffer across various dimensions, including personal social development, education, and health, with negative effects persisting into adulthood. Bullying is also a serious concern for policymakers and child practitioners. High rates of bullying amongst children should raise warning flags regarding child rights' failings. Moreover, due to its damaging effects on learning and behaviour, bullying in schools could reduce the effectiveness of public investment in children's education and may incur costs through riskier behaviour in the future. It is a fact that nobody is ever born a bully that bullying is a learnt behaviour which could be changed. The project will focus on physical bullying, virtual bullying cyberbullying and social exclusion (being purposefully ignored or excluded from groups). For this purpose, we will start by training our teachers first. Our teachers who receive the intended training will work one-on-one with the students after the mobility.

Therefore, we aim to :

- help headteachers and school staff, mums and dads
- publish complaints policy on bullying at each school
- Using Robotics to increase the students' academic achievements
- Guide the bullied students together with school physiologists
- give information to know about pupil behaviour and bullying in schools
- use Robotics provided skills to prevent before bullying goes through criminal blames
- enable the transfer of guidance for schools on preventing and replying to bullying
- PREVENTING BULLYING VIA ROBOTICS by exchanging the good practices/experiences
- help bullies recognize why they keep in the action and resolve the fundamental reasons
- support victim students with Robotics that will provide problem-solving skills&self esteem
- enrich the professional profile of teachers involved, connecting the world of school with the world outside
- tackle bullying at the earliest opportunity and not allow it to escalate to a point where a pupil suffers emotional or physical distress

"Robotics As a Tool to Prevent Bullying" has a duration of 24 months and involves 6 partner schools from 6 countries (Sweden, Portugal, Turkey, Romania, Estonia and Slovenia) as

*Storåskolan(coordinator)

*OS Sola Breg

*Manisa Fen Lisesi

*Kuressaare Gümnaasium

*Colegiul National Tudor Vladimirescu

*Agrupamento de Escolas da Batalha

Each mobility will last 5 days(2 days for travel). Partners will participate with 4 STEM teachers to be able to create safe, disciplined environments where teachers are able to teach and fulfil their potential.

Our planned activities will consist of non-formal, informal methods such as Interactive workshops/training courses, peer to peer activities, excursions/cultural trips, cooperations with universities and public organizations, Face to face meetings, Counselling, Cognitive analytical and behavioural therapy, team building activities/icebreakers and energizers, questionnaires

Thanks to the methods above, 12 aims of the project as aforementioned will be achieved after 6 staff mobilities as;

C1(SE): analyzing all types of bullying
C2(PT): Cyberbullying
C3(SI): Cyberbullying
C4(TR): Physical Bullying
C5(RO): Verbal bullying
C6(EE): all types of bullying

Sweden, Romania, Slovenia, Turkey, Portugal, Estonia activities will be on creating educational activities, games, plans to conduct with robotics. Our activities and aims are all related to the topic and in harmony. All activities will attend to realize objectives among Timetable, dissemination and follow up plan. Our participants will use the activities/plans developed during mobilities with teachers. Our LTT activities shaped to find a new method. They facilitate contact between participating institutions not just at the national level, but also transnationally. These links provide an opportunity to share environmental information, good practices about to protect our children from bullying with skills engaged via LEGO EV3, VEX IQ, MBOTs, LEGO SPIKE etc.

The results that the project will generate (both tangible and intangible) are directly related to the needs identified and detailed at the beginning of this form such as Anti-Bullying Games e-Booklet/e-magazine, Public Report and Antibullying short video, Antibullying Units and Clubs, Creation of complaints policies, Antibullying Flyers/Brochures/Posters, Project Website/Youtube Channel/ FB page, School Counselling Reports, %5 replacement in bullying, %5 increase at academic success and promo sets.

We plan to involve schools as active beneficiaries which will have the main impact of the project. Our project will contribute to creating safer school environments for teachers and pupils. We all aim to make our schools more positive places for teachers and pupils and use the new method; using Robotics as a tool to prevent bullying via Anti-bullying clubs for many years.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Eur'Hop



Project Coordinator

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Project Information

Identifier 2020-1-FR01-KA229-079754
Project Web Site <https://www.facebook.com/profile.php?id=100063701364713>
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 197,900 EUR
Partners Liceul Teoretic "Ioan Pascu" Codlea (RO) , AKÇANSA FATİH SULTAN MEHMET ORTAOKULU (TR) , Osnovna skola Hvar (HR) , Teleki-Wattay Muvészeti Iskola Alapfoku Muvészeti Iskola (HU) , Consejería de Educación Cultura y Deporte de la Junta de Andalucía, IES "La Laguna" (ES)
Topics EU Citizenship, EU awareness and Democracy ; Creativity and culture ; Health and wellbeing

Project Summary

Adolescence is this complex period of time between childhood and adulthood during which the teenagers have to face many changes on different levels that are inherent to their condition. Physically, mentally, intellectually and emotionally, a revolutionary process occurs in the adolescents' bodies and minds. This period of transition may be painful or at least uncomfortable. The role of the adults is to accompany these young people in the best possible way, even if they do not always understand one another.

Since dance appears as a sport, an art and a philosophy, involving the body and the mind we thought it could be a relevant vector to accompany these young people through adolescence and towards adulthood. On the one hand, we will focus on the adolescents' issues and we will try to lead them towards an embodiment of European values. Dance will be used to express who they are, their emotions, their way of seeing the world and to experiment and embody the European values such as identity within diversity, equality, solidarity, children's rights, freedom and environmental respect. Each teenager's issue will be linked to the most relevant European value as a RITE OF PASSAGE.

Children move naturally. Dance is a natural way for learning and a rudimentary form of cultural expression. Children learn gestures as easily as they acquire language. As our educational systems include drawing and singing, they often fail to include dance. It is fundamental that education provide our children with the developmental benefits and unique learning opportunities that come from organizing movement into the experience of dance.

Dance is a powerful ally for developing many of the attributes of a growing child. Dance helps children mature physically, emotionally, socially, and cognitively. The physical benefits of dance are widely accepted, but the emotional, social and cognitive attributes have only recently begun to be appreciated.

Dance involves a greater range of motion, coordination, strength and endurance than most other physical activities.

The European teenagers will express themselves through dancing and love for physical exercise. Dance may help them learn to take responsibility, cooperate, make partnership, express freely and know their own rights. The teenagers involved in the project will be able to shape emotionally, spiritually and bodily by DANCING. Thus, they will manage to renounce old habits, spending too much time with electronic devices. They will have the opportunity to socialize, learn and share new movement techniques, cooperate in an optimal context and encourage one another in any situation. Teenagers, not necessarily the most skillful and talented ones, avoiding any kind of discrimination, need to be encouraged and taught to live healthily, share cultural and traditional dancing experiences, learn to live in peace and harmony. We will motivate teenagers into discovering themselves, into studying the various European lifestyles, cultures and dance movements, to learn to live together, with other nations and nationalities and accepting one another. The present teenagers should be allowed to initiate new dancing strategies in order to establish European partnerships and create a new world perspective.

Dancing is the ideal way to concretely support young people to go through that difficult period. It allows individual and collective development. Dancing is also an element of emancipation.

Hopefully, our European teenagers will develop their full potential in every possible way and open to the European values. We wish them to become the happiest and the most accomplished European citizens in the future. Beyond any skills or knowledge they may acquire we would like to convey these teenagers the following message: « You don't have to be great to start, you have to start to be great! » (Zig Ziglar)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Child Safety Matters



Project Coordinator

Organisation INSPECTORATUL SCOLAR JUDETEAN HUNEDOARA
Address GEORGE BARITIU, NR.2 , 330065 DEVA , RO
Website www.isj.hd.edu.ro
Contact Claudia Balici

Project Information

Identifier 2020-1-RO01-KA201-080253
Project Web Site <https://childsafetymatters.weebly.com>
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 91,340 EUR
Partners International Institute of Applied Psychology and Human Sciences
associazione culturale (IT) , Osnovno uciliste so resursen centar "
Dr..Zlatan Sremec "-Skopje (MK) , Osman Ulubas Kayseri Fen Lisesi (TR)
, Agrupamento de Escolas Nuno de Santa Maria (PT) , WYZSZA
SZKOLA BIZNESU I NAUK O ZDROWIU (PL) , Mehmetçik Anadolu
Lisesi (TR)
Topics Early School Leaving / combating failure in education ; Access for
disadvantaged ; Social responsibility of educational institutions

Project Summary

Background

We applied for this project to address the issue of child abuse and neglect, and its detrimental effects on society. Our objectives included creating a supportive environment for children, educating teachers on recognizing and addressing abuse, and promoting cross-cultural collaboration in Europe. We aimed to foster active citizenship, human rights awareness, and a shared responsibility among adults to protect children, in line with the UNCRC and other human rights conventions. By implementing preventative measures, providing necessary support for affected children, and strengthening the social links between youths, families, and organizations, the project sought to minimize the occurrence of child abuse and contribute to the development of responsible, informed EU citizens. By fostering a strong community of support and education, we can ensure the safety and well-being of children across Europe, leading to a more harmonious and equitable society. This transnational approach is essential as child abuse knows no borders, and collective action is required to protect the most vulnerable members of our society. Working together, we can build a future where every child is safe, supported, and free to reach their full potential.

Objectives

By implementing our project, we integrated social entrepreneurship activities, empowering children in socio-political life, business, community, and youth education. Our small steps in disadvantaged areas aimed to inspire profound societal change. Our objectives included sharing best practices and strategies through seminars and workshops, building trust between educators and parents, and reducing child abuse. We established a network of young volunteers across partner countries for mutual support. Teachers were supported in improving their competencies and teaching strategies. A project website was developed for sharing best practices. Cultural interaction and EU citizenship were promoted through project meetings and partnerships. The effectiveness of the project was measured through organized meetings and questionnaires. A guidance book was made available on the project website and sent to stakeholders, schools, and UNICEF offices. Main stakeholders were involved, providing tools for participants to become more confident about their future. This strengthened cooperation between local communities and schools. The project resulted in an increased civic participation of young people, and success for all organizations involved.

Implementation

At the project's onset, we initiated activities for optimal management and implementation. We allocated 80% of the budget to all partners, ensured each set up a project team, and facilitated continuous online communication through a dedicated WhatsApp group and Gmail address. Despite the COVID-19 context, we signed a Partnership Agreement outlining budget divisions, payments, obligations, and tasks. We also established a common website (<https://childsafetymatters.weebly.com>) and Facebook page, as well as an e-Twinning project (<https://twinspace.etwinning.net/137483/home>). After the withdrawal of the one of the partners (CORUM IL MILLI EGITIM MUDURLUGU), we extended the project duration by 12 months and sought additional partners. Key milestones included the first Transnational Project Meeting (TMP) in Poland, followed by the first Learning/Teaching/Training Activity (LTT C1) in Italy. Post-activity reviews led to the decision for the second TMP in North Macedonia, funded by the PMI budget of each partner, followed by the second LTT (C2) in Romania. A similar review process resulted in the third TMP in Turkey, again funded by each partner's PMI budget. The last TMP took place in Portugal.

Achievements

In the first year, the COVID-19 pandemic affected society and education, leading us to extend the project by 12 months, with all partners signing an extension agreement.

Key achievements include:

- *One logo and slogan voted in the first Transnational Project Meeting (TPM).
- *Six PowerPoint presentations on partner educational systems and intercultural aspects.
- *Six PowerPoint presentations on child abuse and neglect at TPMs.
- *Seven study cases presented, and two work expertise shared by specialists at the first TPM and two Learning/Teaching/Training Activities (LTT).
- *Questionnaires and surveys created to be applied in partner schools.
- *A guidance book on preventing, identifying, and intervening in abuse cases, with contributions from all partners.
- *Three silent movies created by students and teachers from Portugal, Romania and Turkey.
- *Teen Voice Days organized in partner schools.
- *Six Plans for Dissemination and Exploitation of Results (DEOR).
- *Over ten dissemination activities/partner organization conducted.
- *Press releases issued.
- *One flash mob organized.
- *One website created.
- *eTwinning and Facebook pages established.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

EMBRACE THE WORLD



Project Coordinator

Organisation "Zname na mira"
Address "Dabnika" , 3000 VRATSA , Враца (Vratsa) , BG

Project Information

Identifier 2019-1-BG01-KA229-062520
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 45,081.4 EUR
Partners SEHIT AHMET AKYOL ILKOKULU (TR) , I.C. "GIO' POMODORO"
TERRE ROVERESCHE (IT) , Kelmės "Kulverstuko" lopselis-darzelis (LT)
, 4o Kindergarden of Artemida (EL)
Topics New innovative curricula/educational methods/development of training
courses ; Creativity and culture ; EU Citizenship, EU awareness and
Democracy

Project Summary

The idea of the project " EMBRACE THE WORLD" is to enhance the quality and effectiveness in early age education, as well as to establish equality, social bonding and active civil participation;

Via the project, we will ensure the opportunity for every child participant to acquire the needed social knowledge and skills to fulfill their civil role, to be trained to exercise their rights and fulfill their responsibilities, to solve interpersonal, local, national and global problems showing constructive, pragmatical and critical thinking, freedom of thought and independence of will.

The main goals are directed not only towards children growing up to be active members of society, ready to participate in its management, but towards forming a sense of compassion, belonging to societies bigger than the family.

The project will be realized in three stages during a 24 month period.

We will create a parallel eTwinning project for sharing of pedagogical ideas, innovative forms, methods and techniques for development of emotional intelligence in children.

An e-book about the partnership will be made, with a dictionary of greetings and expressions of friendship, respect, support and compassion in the partners' languages.

In stage 1 - "The world is big", children will get to know the partners, study their history - geographical positioning, flag, traditional costumes, dances, songs;

Stage 2- "Be my friend"

Sharing innovative methods and techniques for forming emotional intelligence in children. (The described techniques and methods will be uploaded to Twin Space by teachers)

- / What is friendship, techniques of developing rules for relationships, psychocorrectional tales/

Children will create symbols of friendship and will present them via different techniques - drawing, modeling, theatre, music.

Stage 3 "If all people around the world were friends..."

Making a "tree of friendship"

Children will study a traditional dance of the partners and will present it in a skype conversation.

Everybody studies the song "If you are happy ..." in the partnering languages.

At the final, each partner organizes a concert - "If all people around the world were friends..." for presenting the project.

This project will help children define feeling of themselves and the world around them. This may include racial or ethnic identity, but may also include identities connected to family values, beliefs or experiences..

Teachers will adapt innovative forms, methods and techniques for educating children and to hold on to the newest methods and best practices in European education.

During 2 years, we will exchange good practices in order become more adaptable, to internationalize our schools, to improve the quality, and the continuous training of teaching staff by organizing short term joint staff training events. pupils will ensure a better language competence and ICT competencies. They will gain socio-cultural knowledge of the partner countries. They will become more confident, self-esteem and self-reliance, their will enhanced their emotional and interpersonal intelligence.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Sharing Good Practices for the Psychoeducation of Children of Parents with mental health problems in Europe

Good practice example



Project Coordinator

Organisation Dynami Zois
Address Lycabettus 21 , 106 72 Athens , Αττική (Attiki) , EL
Website www.dynamizois.gr

Project Information

Identifier 2019-1-EL01-KA204-062964
Project Web Site <https://share4carers.eu/>
Start Date Dec 1, 2019
End Date Jan 31, 2022
EC Contribution 47,250 EUR
Partners CHILDREN OF MENTALLY ILL PARENTS - Associazione di Promozione Sociale (IT) , GAZIANTEP UNIVERSITESI (TR) , EUROPESE FEDERATIE VAN FAMILIEVERENIGINGEN VAN PSYCHIATRISCH ZIEKE PERSONEN IVZW (BE) , Greek Carers Network EPIONI (EL) , FONDAZIONE INTERNAZIONALE DON LUIGI DI LIEGRO ONLUS (IT) , Centre Neuro Psychiatrique Saint-Martin (BE)
Topics Health and wellbeing ; Disabilities - special needs ; Inclusion - equity

Project Summary

Background

Many parents experience mental illness over the course of their lives. In the United Kingdom, approximately 2.5 million children live in families affected by parental mental illness (Tunnard 2004). In the Netherlands 577.000 children grow up with a parent with a mental illness and/or addiction. In Greece, about 40% of people being admitted in psychiatric hospitals or clinics are parents. Overall, over 67% of women and over 75% of men with serious mental illness are parents (Nicholson et al. 2004).

Serious mental illness (including schizophrenia, major depressive disorder, bipolar disorder, or severe borderline personality disorder) is associated with impaired parenting capacities. Children report experiences of child neglect and abuse, feeling scared or unsafe due to parents' psychiatric symptoms, or becoming caregivers to their parent (Duncan et al., 2009). The gene–environment interaction, in combination with high exposure to stress, render children in a high risk of having greater cognitive, emotional, and behavioral difficulties, potentially leading to diagnosable psychiatric problems in later life (Gladstone et al. 2014).

Despite this, children in these situations are often overlooked in mental healthcare settings and have been described as being 'invisible' (Maybery & Reupert 2009). Therefore, a more comprehensive knowledge is needed for public health strategies to provide helpful services and psychoeducation in such a vulnerable population.

Objectives

The "Share4Carers" promoted key solutions by uniting patients' organization, academics, clinicians and carers from Belgium, Greece, Italy and Turkey at national level and providing them with the skills and knowledge necessary to promote psychoeducation and raise awareness about the societal impact of being children of parents with mental health problems in Europe. Representatives of the above groups met during the lifecycle of the project in order to share good practices, exchange perspectives on effective advocacy strategies and learn how to engage with decision-makers at national and EU levels.

We fostered cooperation between seven organisations from four different countries and other stakeholders by consistently promoting dialogue between patients, caregivers, scientists, and society. Our goal was to draw the attention of the academic and the general public, as well as relevant state institutions, to the importance of the development of basic and clinical psychoeducation as well as key solution in the prevention, early detection, intervention and support of children.

Implementation

Our goal is to draw the attention of the academic and the general public, as well as relevant state institutions, to the importance of the development of basic and clinical psychoeducation as well as key solution in the prevention, early detection, intervention and support of children.

In order to succeed our goal, we organized:

- Three Webinars where people from the political field, from organizations, Members of the European Parliament, mental health professionals and young caregivers participated.
- A Focus Group where the participants were children with parents with mental health problems in order to discuss their needs and difficulties.
- A qualitative survey was conducted, with 37 participants from Italy, Belgium, Greece, Turkey and Finland.
- A small number groups of Psychoeducation for adults whose parents face mental health problems were organized in Italy, Greece, Turkey and Belgium.
- The creation of a project website in WordPress platform, linking to the partners' own websites, where all project

outcomes will be uploaded and contact details will be made available.- What is more, all stakeholders shared good practices and examples strategies in which they themselves have been involved.

- Video in Greek National Television in order to disseminate our goal.

Achievements

The project partners contribute to the achievement of the goal through the knowledge and the experience they possess in their field. The partnership includes partners from Academia, European Umbrella Associations and NGOs. With the cooperation of partners from Belgium, Turkey, Italy and Greece, the “ Share4Carers” project has the following objectives:

- Exchange of experiences and good practices for the psychoeducation of children of parents with mental health problems in Europe.
- Inform and raise the awareness of mental health professionals for children with parents with mental health problems.
- Raise European citizens’ awareness of the challenges faced by children with parents with mental health problems.
- Motivate family carers to seek support and care from mental health services.
- Developing proposals at both local and European level to support this target group.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Affective loop in Socially Assistive Robotics as an intervention tool for children with autism

Good practice example



Project Coordinator

Organisation POLITECHNIKA GDANSKA
Address UL. GABRIELA NARUTOWICZA 11/12 , 80-233 GDANSK , Pomorskie , PL

Project Information

Identifier 2019-1-PL01-KA203-065096
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 306,015.65 EUR
Partners THE UNIVERSITY OF HERTFORDSHIRE HIGHER EDUCATION CORPORATION (UK) , ISTANBUL TEKNIK UNIVERSITESI (TR) , YEDITEPE UNIVERSITY VAKIF (TR) , UNIVERSITAET AUGSBURG (DE) , Macedonian association for applied psychology (MK)
Topics Research and innovation ; Inclusion - equity ; Disabilities - special needs

Project Summary

Background

Autism spectrum disorder (ASD) is a lifelong neurodevelopmental disorder that occurs in varying degrees and forms. Individuals with ASD suffer from a number of deficits, including limited social and emotional skills, which subsequently affect interactions and communication. There are promising results in the use of robots in supporting the social and emotional development of children with autism. Research conducted so far has shown that children with ASD are more likely to interact with human-like robots than with humans. Although the nature of this phenomenon is not yet fully known, there are many indications that it is due to the fact that the behaviour of robots is less complex and they are more predictable. Social robots proved to be a way to get through the social obstacles of a children and make them involved in the interaction. Once the interaction happens, we have a unique opportunity to engage a child in gradually building and practicing social and emotional skills. One way to increase the effectiveness of the therapy might be to enhance the social robots with the ability to recognise and respond to the child's emotional states. However, there was a lack of comprehensive guidelines on how this should be implemented.

Objectives

The EMBOA project (Affective loop in Socially Assistive Robotics as an intervention tool for children with autism) aimed at the development of guidelines and practical evaluation of applying emotion recognition technologies in robot-supported intervention in children with autism. In the project, we combined social robots, that were already used in therapy for children with autism, with algorithms for automatic emotion recognition. The aim of the EMBOA project was to confirm the feasibility of combining affective computing technologies with social robots, for the purpose of therapy of children with ASD. In addition, we wanted to identify best practices and obstacles in the implementation of the technology, as well as for the conducting of therapy that uses it. As a result, we hoped to propose a novel approach to create an affective loop in child-robot interaction that would enhance interventions for building emotional intelligence in children with autism.

Implementation

The following activities have been implemented in order to achieve the stated objectives of the EMBOA project:

- IO1 - Systematic literature review and meta-analysis of emotion recognition in children with autism;
- IO2 - Systematic literature review and meta-analysis of interventions regarding robots and emotional skills in children with autism;
- IO3 - Observational study of robot-assisted intervention supported with emotion recognition technologies with data analysis;
- IO5 - Guidelines for application of emotion recognition algorithms in robot-supported interventions in autism;
- IO6 - Observational study of robot-assisted intervention supported with emotion recognition technologies with data analysis - phase 2 - guidelines evaluation.

Training Activities:

- C1, C2 - Short-term joint staff training events;
- C3 - Intensive programme for higher education learners.

International multiplier Events:

- E1 - Promotion of robot-assisted intervention in children with autism.

- E2 - E8 - Promotion of guidelines on affective loop in robot-assisted intervention in children with autism.

A number of activities were also carried out to disseminate the results of the project to both local and international audiences.

Achievements

The purpose of the project was to perform a feasibility study of combining affective computing technologies and social robots in autism therapy. The goal of the project was achieved and as a result guidelines were proposed to address challenges in the combination of the technologies. The outputs of the project include:

1. Guidelines for emotion recognition in robot-supported interventions in autism that were provided in English, Polish, German, Macedonian, and Turkish, published as a Technical Report on the project website.
2. Three articles published in peer-reviewed scientific journals and four in peer-reviewed proceedings of a scientific conference.
3. Two collections of papers.
4. Six technical reports describing the partial results of the work carried out under the project, published on the project website.
5. Multiplier events in Turkey, Germany, the UK, North Macedonia and Poland, with a combined attendance of 171 participants.
6. A dataset containing annotated recordings from observations of children's interactions with the robot, published on the project website.
7. A number of dissemination events of the project and the results, including seminars, lectures, articles, and television and internet interviews.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

L'école maternelle, levier pour l'éducation future de l'enfant.

Good practice example



Project Coordinator

Organisation Ecole Communale de Seneffe
Address Rue de Buisseret, 19 , 7180 SENEFFE , Prov. Hainaut , BE

Project Information

Identifier 2015-1-BE01-KA219-013219
Start Date Oct 1, 2015
End Date Nov 30, 2017
EC Contribution 177,433 EUR
Partners Agrupamento de Escolas Gil Paes (PT) , Fatih Ilkokulu (TR) ,
Comprensivo Santo Stefano isa12 (IT) , TSELODNEVNA DETSKA
GRADINA 30 KOSMONAVT (BG) , Ecole Maternelle Publique Laure
Laurent SOLIVEAU (FR) , Scoala Gimnaziala Vladimir Streinu (RO)
Topics Gender equality / equal opportunities ; Early School Leaving / combating
failure in education

Project Summary

This project is based on the "Europe 2020" strategies, aiming on the one hand to reduce the drop-out rate to less than 10% and on the other hand to ensure that 95% of children aged 4 to 6 attend pre-school education. These are two issues that we have in common with all the partners of the project.

Our schools are located in neighbourhoods where a number of pupils are growing up in families where the income is below or close to the poverty line. Some parents had a difficult past with school and are themselves former school "dropouts". Most of them do not have the tools or the keys that would allow their children to succeed in school and more specifically to feel comfortable at school. These "life-insecure" families have to face financial hardships that often go hand in hand with many other problems (health, housing, unemployment ...). To this home environment we can add the problems of the neighbourhoods as well as the environment close to the schools which sometimes constitute an obstacle to the fulfillment of the pupils. They generate, in fact, sometimes a source of behavioural deviance of the teenagers and pre-adults who prowl there. They meet around the school. Our pupils then witness verbal or physical abuse from their elders. Besides, in certain neighbourhoods, all ranks of society come together with glaring social inequalities generating misunderstandings and tensions.

Our project was not meant to solve all the problems. It was intended to raise awareness of these realities among all those involved in the life and education of our young students with a view to adopting new behaviors and attitudes for parents and family circle as well as new strategies for all educational and social actors, to ensure that the first contact with the school from an early age becomes a real lever in the future education of the child.

To achieve our objectives, the choice of partners and the methodology were decisive. Sharing similar realities, it was imperative to find partners who could bring new insights and innovative pedagogical approaches to the issues addressed.

Our program was organized around the organization of 7 joint training events. Turkey offered a training on how to integrate parents into school life and learning activities, Belgium: learning through games with the help of CECP, Portugal: developing language at school and at home, Guadeloupe: the integration of culture into school and learning activities, Bulgaria: language learning and the use of ICT in pre-school, Romania : the strategies to be implemented to fight school dropout and Italy: the continuity between pre-school and primary education. These trainings had a 3-part structure: academic training (delivered by an external expert) and practical workshops, good practices exchange (with learning activities provided by the partners in the host schools) and the planning of an agenda of practice activities in each school.

Our partners have forced us upstream through training and reinvestment to build skills and have the confidence to innovate and try. This resulted in the production of a collection of activities for teaching experts and a booklet of advice for parents.

By implementing actions and a long-term dynamic, our goal is to continue to train all adults who surround the children.

Such a European project has taken our teachers out of a certain form of resignation. It has also permitted all the partners and actors of the school to find their places in order to offer a benevolent school offering everyone the opportunity to access social promotion.

Through this project we have made the school evolve as everyone's business: parents, children, partners, teachers. We have changed the place of the parents because we have seen other ways of doing school elsewhere and promoting students. This has led us to review our school management to make it more efficient and effective.

The teaching teams have felt the need to implement piloting tools that have led them to rewrite their school project by taking into account the culture of the project work. Indeed, this was not the preferred method for every teacher working in his class without taking into account enrolling in a project. Children were the first victims of this

situation. Since the beginning of the school year, we have been working on making the tools we offer more coherent for the pupils' learning, now we have become aware of our lacks.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Open your minds through games

Good practice example

European Innovative Teaching Award



Project Coordinator

Organisation Ecole Maternelle
Address rue de l'école 11 , 67810 HOLTZHEIM , Alsace , FR

Project Information

Identifier 2017-1-FR01-KA219-037109
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 137,570 EUR
Partners Kohtla-Järve Lasteaed Tareke (EE) , 14th Kindergarden of Mytilene (EL) , Agrupamento de Fajões (PT) , ODZ IZVORCHE (BG) , Sincan Lale Anaokulu (TR) , DIREZIONE DIDATTICA "III CIRCOLO BALDO BONSIGNORE" (IT)
Topics Inclusion - equity ; Pedagogy and didactics ; Creativity and culture

Project Summary

Our project entitled "Open your mind by the game" lasted two years (2017/2019) and concerned all children without discrimination of age, handicap or a social environment, of the seven nursery schools, of France, Turkey, Portugal, Greece, Bulgaria, Italy and Estonia.

Our project based on arts through games allowed to offer to the children a very rich project in which most of the disciplinary approaches considered have been applied to the school curriculum.

Thus planned activities such as drawing, painting, preparing games, research, gathering the necessary information have allowed to develop many skills in the program's vital areas : language, social sciences, foreign language, literature, mathematics.

It allowed students to acquire knowledge on the theme of European citizenship but also to develop group work, social relations and the discovery of other cultures through the arts in the game.

Our partnership was essentially based on the exchange of good practices, taking advantage of the different skills that each partner could bring to the project, the extension of ICT skills and the promotion of reflection practices.

Our project has also strengthened the quality and European dimension of teacher education. The project examined the overall needs of 7 European pre-school education programs for the designation of project tasks.

This allowed for comparing techniques and transferring best practices of preschool approaches. Teachers who have used these intercultural learning methods have found ways to improve their skills in their field, with "Learning to Learn" techniques for young students. Thanks to the mobility, meetings (LTTs), teachers have been derive the maximum benefit of the partnership.

We focused on the following objectives:

- * broaden the horizons of students ; to advance children's knowledge of the diversity and richness of cultures in different parts of Europe
- * Allow the child to understand the world around him and better understand the relationship between the different elements of his environment
- * Improve artistic and social skills, learn to work, play as a team
- * Mode of expression and construction of oneself
- * experimenting with systems of values and rules (reciprocity, cooperation, competition, negotiation, etc.), social relations,
this contributes to the feeling of belonging and allows the development of situations of assistance, of need, in order to achieve a better tolerance of failure. With the game you learn to win and lose.
- * strengthen the professional development of teachers by developing innovative teaching methods and resources.

- * encourage communication and cooperation between pupils and teachers from different European countries

Results:

Partners and children were involved in activities via the website, e-mail exchanges, creating games (puzzles, games, storybook, Ebook, PPT, mascots travel photo album, etc.).

* Each country has chosen a mascot to bring the culture of the partner, through mobility, to children - travel photo album of the mascot

During the project process, different educational games were created and a process of use:

1. show and tell the game with the mascot, each partner brought cultural objects from the country visited (discussion with the children)
2. Lotto game: we chose pictures that best represented their country, photo of the capital, the flag, the mascot
3. Game dominoes / graphics: choice of photos with graphic representation such as famous monuments, national symbols, works of art, to combine them with the forms...

4. Labeling word game: "The pencil box talked", learn words in English (colors, objects etc.),
5. Thinking game: on the folk tale (draw me a story), puzzles
6. Board game, goose game way, use of the mascot
7. 7 family card game: combination of art and cultural heritage from all countries / find different flags, mascots, artists' works, etc.)
8. Ebook regroupant tous les jeux <https://www.calameo.com/books/00180991>
Website <http://throughgames.weebly.com/>
Twinspace <https://twinspace.etwinning.net/45782/pages/page/273779>

Impacts: The project activities, the organization of Erasmus Day, the exhibitions accessible to children, their parents, local representatives, members of education have promoted ideas, cultural differences and draw profit. The results of the project acted as an agent of social and cultural integration, they support communication with others and building friendships.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Augmented reality for body schema, pointing and imitation training in autism



Project Coordinator

Organisation UNIVERSITAT DE VALENCIA
Address AVENIDA BLASCO IBANEZ 13 , 46010 VALENCIA , Comunidad Valenciana , ES
Website www.uv.es

Project Information

Identifier 2020-1-ES01-KA201-082665
Project Web Site <http://arbit.adaptalab.org>
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 224,327 EUR
Partners Karatay Ozel Egitim Uygulama Okulu III. Kademe (TR) , Association Autism (BG) , Federacion Autismo Castilla y León (ES) , ASOCIACIÓN DE PADRES Y FAMILIARES DE PERSONAS CON TRASTORNOS DEL ESPECTRO DEL AUTISMO DE AVILA Y SU PROVINCIA (ES) , CFIE de ÁVILA (ES) , Fundación ADAPTA (ES) , KONYA IL MILLI EGITIM MUDURLUGU (TR) , ECOLE PRATIQUE DES HAUTES ETUDES-PSL (FR)
Topics ICT - new technologies - digital competences ; Access for disadvantaged ; Disabilities - special needs

Project Summary

Background

Autism is a neurodevelopmental disorder characterized by impaired social interaction, verbal and non-verbal communication, and restricted and repetitive behaviour (APA, 2013). 37% of individuals with autism also have intellectual disability/learning difficulties (CDC Atlanta, 2023). Students with autism progress much better when specific educational supports are provided (Mesibov and Howley, 2003). Nadel (2015) has analysed imitation in autism in-depth, concluding that it has a strong role in the development of communication and learning in autism. As a consequence, providing support aimed at compensating for imitation difficulties is of major importance for the whole development of the child. Augmented Reality (AR) technologies have several potential advantages for this purpose, including the possibility of creating augmented reality mirrors where students can playfully interact with a representation of themselves and with others. A strategic association was created with partner organisations from France, Bulgaria, Turkey and Spain to explore the possible benefits of augmented reality technology to foster skills acquisition in the developmental areas of body knowledge, joint attention and imitation.

Objectives

The main innovation objectives of the project were to test if augmented reality technologies were effective to boost body knowledge, joint attention and imitation development in students with autism and intellectual disability, and to create high-quality training content to facilitate the future adoption of this approach by schools across Europe. Another objective was related to the interchange of best practices among the nine participating organisations of ARBIT project.

Implementation

A pre-selected group of teachers from these schools participated in a training activity (C1), aimed at preparing them to take part in the research process. Three transnational project meetings were celebrated physically in Valencia/Spain, Paris/France and Konya/Turkey where participants shared their best practices and advanced the project work. Three multiplier events (E1, E2, E3) were celebrated by the end of the project in Avila (Spain), Valladolid (Spain) and Konya (Turkey), where project results were disseminated to 286 external participants.

Achievements

A research study (O1, RESEARCH) about the efficacy of the AR Tool named Pictogram Room has been conducted with 23 students with autism and intellectual disabilities from the three participating schools (TREBOL, AACSRIS and KARATAY). This study has been led by ADAPTA Foundation and the two participating universities (UVEG and LUTIN).

ARBIT project has also produced a four-week MOOC on Augmented Reality Technologies applied to autism with a special focus on body language, pointing and imitation (O2, MOOC) which is available in Spanish, French, Bulgarian, Turkish and English. The diversity of partners allowed the refinement of cultural differences and the creation of a MOOC with a cross-cultural background.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Small-scale partnerships in school education

Project Title

Motivating and Empowering Generations Through ART & SPORT

Good practice example



Project Coordinator

Organisation EFLS saint François
Address rue de Surlomez, 3 , 4218 HERON , Prov. Liège , BE
Website www.saintfrancois.be

Project Information

Identifier 2021-1-BE01-KA210-SCH-000037778
Start Date Nov 1, 2021
End Date Jun 30, 2023
EC Contribution 60,000 EUR
Partners OZEL MATEMATIK FEN BILIMLERI ORTAOKULU (TR) , COLEGIO EL ARMELAR INSTITUCION TERESIANA (ES)
Topics Creativity, arts and culture ; Digital skills and competences ; Physical and mental health, well-being

Project Summary

Objectives

We would like to achieve in the following aspects ;
Motivating and empowering generations,
inclusion and diversity in fields of school education,
promoting a comprehensive approach in the language learning while using art and sport
foster common values,civic engagement and active participation,
environmental and fight against climate change,
creativity,arts and cultural exchanges,
promote digital skills
physical and mental health, well being
reach 2021-2027 Erasmus+ priorities, lifelong learning

Activities

- Student cooperation by means of e-Twinning platform
- Short term student and teacher mobilities.Project leaders responsible for final reckoning of the project with the Leader and Partners will be taking part in them.

The project presented in the hereby application for financing is concentrated on international cooperation of partner schools supporting an exchange of good practices in the field of language learning and teaching with comprehensive approach

Schools exhibitions- Final exhibition

Impact

Communicating through art and traditional sports

Each country discover a native artist

All the school, work with local artists and we will hold a great final exhibition in Belgium. Partner schools ambassadors will be invited to the final exhibition,Turkish ambassador visited the exhibition in the previous project of the school.

Videos,local TV interviews,newspaper article,etwinning platform

studies,feedback,survey,questionnaire,logo,poster,recycled materials, handmade sport materials,plant trees

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in school education

Project Title

Arc-en-ciel en vert!



Project Coordinator

Organisation Scoala Gimnaziala Gheorghe Tatarescu
Address 23 August, Nr. 47 , 210238 Targu-Jiu , Sud-Vest Oltenia , RO
Website <http://scoalgheorghetatarascu.ro/>

Project Information

Identifier 2021-1-RO01-KA220-SCH-000031620
Project Web Site <http://www.erasmusarc.ro/>
Start Date Nov 1, 2021
End Date Oct 31, 2023
EC Contribution 147,793 EUR
Partners SEBIL SEHIT MUSTAFA OGUZ ORTAOKULU (TR) , Opstinsko osnovno uciliste "Goce Delcev" Sveti Nikole (MK) , PLTG "Nikola Vaptsarov" (BG) , COALA GIMNAZIALĂ ION VÂLCEANU DRĂGOTETI (RO)
Topics Environment and climate change ; Green skills ; Preventing early school leaving and failure in education

Project Summary

Background

Greening is about shaping the interaction between man and his environment intellectually, materially, spatially, socially and emotionally so as to achieve a sustainable quality of life for everyone. This definition highlights the fact that greening is not a one-off operation, but an ongoing task. Moreover, it does not concern only the school, but all the institutions of the social body. The term "environment" covers both the natural and technical environment as well as the social and intellectual environment.

Improving a school's environmental footprint and improving its practices can bring many benefits, such as energy savings and a host of new learning opportunities.

Most of the students live in "their own world", in the world of computers, high technology and forgot to spend more time in nature. Partner schools have carried out surveys and questions to teaching staff and students to explore the needs and gaps in the education and training process and have found that every school has gaps in living in a clean climate. Through the questionnaires applied, through the surveys carried out in the partner schools, we have identified common needs to clean up the environment in which we live, to spend more time in nature, in order to have a healthy life:

- the need to breathe clean air without emissions;
- the need to recycle environmental materials;
- to keep the waters clean;
- walking in the parks;
- reforestation to avoid natural disasters;
- to protect animals and birds.

Once the needs were identified, we aimed to target the following aspects:

- determine the students to reconsider their way of life in relation to nature, to protect it, in order to benefit from the vital gifts that it offers us with so much generosity and the formation of appropriate ecological behaviors by carrying out concrete actions to protect the environment .
- warn the school public of the consequences of inappropriate behavior on the environment and make the pupils understand that life is only possible in an unpolluted environment.

Objectives

The goal of cleaning is not only to cleanse, but to feel the happiness of living in this environment. So, let's save our environment together by practicing activities with our students to make them feel responsible that our environment is a heritage and our heritage that we have all inherited.

As a target of this project, we decided to learn what it means to think ecologically, to collect waste separately, to get involved in environmental cleaning, to plant trees and flowers to realize a green space. Students will be involved in community actions, creating and maintaining a healthy, clean and pleasant school climate, collecting electrical waste and household appliances accumulated in the school and in the families of students and their capitalization through the Erasmus program.

We also propose to make students responsible for the importance of environmental protection, to shape skills and attitudes to value and respect the environment through civilized behavior, but also to raise public awareness of the importance of environment. Participating in this project offers the school and its students intellectual advantages and benefits, educational, moral, emotional and practical benefits which will later be reflected in the attitude

local community. The involvement of the students in the life of the community through the ecological activities that

will take place aims at the formation of an eco-protective behavior, which will certainly be used in the finalization personality and conscience of future citizens. We hope to achieve this goal for 80% of students and teachers in partner schools.

Until the end of the project, the selection will be implemented in all partner schools differentiated from recyclable materials (paper, plastic, metal, glass).

We aim to create a green space around our schools 60% larger than in previous years.

Change the look of the school and surrounding areas that will benefit the students and people of the region.

The dropout rate will decrease by 9% by the end of the project, compared to the last 4 years.

- the manifestation in at least 75% of pupils of the target group of behavior and skills specific to ecological education.

Our realistic objectives, which are based on the real needs of our students and which clearly relate to the selected priorities:

- Become aware of environmental issues and the close relationship with our lives: flora and fauna, ecosystems, climate, health, food, energy ... "What children learn today will transform the world of tomorrow".
- Establish new behaviors and attitudes respectful towards the environment by reducing the ecological footprint and promoting a critical mind with regard to consumption patterns and lifestyles.
- Train eco-citizens by making them aware of the concerns of sustainable development and by encouraging them to become informed citizens capable of taking action.
- Ensuring the preparation of students for secondary school and for life, developing transversal skills such as research, autonomy, teamwork, initiative, critical thinking, creativity, communication in a foreign language.
- Promote the effective integration of Sustainable Development Education in educational programs and school programs.
- Knowing and protecting our heritage as a tool to create bonds of friendships and respect between European students and to establish comparisons and cooperation between different regions: "we only keep what we know"
- overcome language barriers between partners to discover a common European language: the defense of the environment

Activities

Through the ecological activities carried out with involvement, the students will be able to develop from an intellectual, emotional and moral point of view as responsible citizens and sensitive to environmental issues. Through concrete observations, they will be able to assess environmental health. They will acquire positive attitudes towards the degraded environment and will propose more respectful behaviors and lifestyles. The use of ICT will occupy a central place both in the realization of activities and end products. The activities will always have the common thread of the promotion of environmental education, a key element of education for sustainable development but also of foreign language learning. The activities will be framed in a work plan that will include the phases of preparation, execution, monitoring, evaluation and dissemination. Through some of their activities, the pupils will show themselves as a model for adults, blocking certain impulses from adults which destroy in an instant the harmony of nature (waste, pollution) and will become the future defenders of our natural heritage. From the problems of the territory, such as pollution linked to a bad use of waste, the pupils will learn to select waste at home and at school and at the same time they will understand what are the uses of certain materials such as plastic, paper and glass. Thanks to these gestures, the pupils will understand that saving the planet depends above all on them. Other activities will allow students to use the knowledge and skills acquired for some positive and thoughtful actions aimed at solving environmental problems.

Impact

The dissemination plan will be considered from the start of the school partnership. A set of appropriate measures and tools

and effective will be used to reach the target groups targeted by the dissemination.

1) Internal.

- Project newsletter to the entire educational community and inspectorate through internal email.
- Presentation of the project during the meetings with the parents of the pupils and at the ERASMUS DAYS.
- Creation of a logo and use it in all communications.
- Creation of posters to sensitize students to the theme of the project.
- Project sign on the facade of the establishment and rool-up inside.
- Forum for sharing the experiences of mobile students with other students.
- Powerpoint / prezi presentation of student activities.
- Presentation of activities during "open days".
- Publication of results in the eTwinning platform.
- Publication of articles in the school newspaper and on the school web page.
- Publication of a video of the project.
- Reserve a durable and permanent ERASMUS + CORNER in the establishment for exhibitions / student work.
- Mobility presentations made with the students to provide detailed information on the activities carried out abroad.
- Involvement of the parents' association during the reception of mobile students.

2) External

- Presentation of the project during meetings between heads of neighboring schools.
- International evening / gala with the participation of the entire educational community (students, parents, municipality) and invitation of local / regional media.
- Creation of a web / facebook page of the project (regular update and insertions of cross links).
- Invitation to neighboring establishments to participate in activities during mobility.
- Publication of articles and press releases in local and regional newspapers.
- Dissemination of the project through regional television and invitation during mobility.
- Interviews of students / teachers in local / regional radio to present the project.
- Reception at the Town Hall during mobility and involve the municipality in the disclosure of the project.
- Preparation of a project review and publication on the Internet for its use by other institutions / organizations interested in the environment.
- Creation of educational sheets associated with our project to be distributed and used by other establishments national or international schools.
- Exhibition of more significant works in the municipal library or the Town Hall lounge.
- Disclosure of the project between former partners of other Erasmus + projects.
- Online posting of results on the European dissemination platform VALOR and articles on schooleducationgateway.eu.
- Participation in training days / workshops / seminars organized by the Teachers' Associations of the French and educational advisers

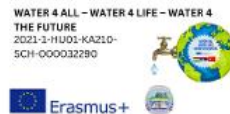
Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Small-scale partnerships in school education

Project Title

WATER 4 ALL – WATER 4 LIFE – WATER 4 THE FUTURE



Project Coordinator

Organisation Pétervásárai Tamási Áron Általános Iskola
Address Szabadság tér 12. , 3250 Pétervására , Heves , HU
Website www.pvi.sulinet.hu/

Project Information

Identifier 2021-1-HU01-KA210-SCH-000032290
Project Web Site <https://pvi.edu.hu/2021-1hu01-ka210-sch-000032290/>
Start Date Nov 1, 2021
End Date Oct 31, 2023
EC Contribution 60,000 EUR
Partners Osnovna skola " Ivan Goran Kovacic" Niska Banja (RS) , Emine Turkan Ikiz Ilkokulu (TR)
Topics Environment and climate change ; Physical and mental health, well-being ; Reaching the policy level/dialogue with decision makers

Project Summary

Objectives

to elevate students' consciousness of the importance of water for the humankind – min. 70% of students to assist students become aware of accepted problems about water scarcity and customize them to their neighborhood context

to foster students' civic engagement in neighborhood problems associated to ecology and make stronger the role of the school in the local community

to create a network of Water-friendly faculties and extend it with the aid of nearby authorities

to improve language skills.

Activities

MAIN ACTIVITIES: LTTA1-Water through the ages/ LTTA2- Water for a healthy way of living/LTTA3-The water and the science/LTTA4- The future of the water/LTTA5- My school- a sustainable water consumer. Between the transnational events, students will work on the subject matter of the exchanges, applying surveys and examining the, creating poems, paintings, posters, initiating local campaigns to elevate focus about water depletion to improve their college premises and turn into a water-friendly school.

Impact

Schools will gain a appropriate popularity by involving the pupils and instructors in community problems and trying to increase attention about nearby problems that can affect the pleasant of life.

Schools will also set an example of eco-friendliness that we assume different colleges to follow. The water problems are solely one phase of the environmental troubles we are confronted with, so we can proceed growing projects on these issues.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

EDUCATING COMMUNITY TO REDUCE THE RISK OF CHILDREN'S SOCIAL EXCLUSION



Project Coordinator

Organisation ASSOCIAZIONE UNIAMOCI ONLUS
Address VIA GIAFAR 36 , 90124 PALERMO , Sicilia , IT

Project Information

Identifier 2019-1-IT02-KA201-063174
Start Date Sep 1, 2019
End Date May 31, 2022
EC Contribution 117,041.2 EUR
Partners CENTAR ZA POZITIVAN RAZVOJ DECE I OMLADINE (RS) , Scuola elementare - Osnovna sola Dante Alighieri Isola Izola (SI) , Direzione Didattica Statale Francesco Orestano (IT) , UDRUGA PRAKTIKUM - CENTAR ZA DJECUI MLADE (HR) , AGRUPAMENTO DE ESCOLAS DE BARCELOS (PT)
Topics Quality Improvement Institutions and/or methods (incl. school development) ; International cooperation, international relations, development cooperation ; Social entrepreneurship / social innovation

Project Summary

Background

Children were the age group at the highest risk of poverty or social exclusion in the EU in 2017. Children growing up in poverty and social exclusion are less likely to do well in school, enjoy good health and realize their full potential later in life, when they are at a higher risk of becoming unemployed, poor and socially excluded. It was demonstrated that children from disadvantaged families who are attending schools that offer extracurricular activities as music, volunteering, sport, art, reading groups, has the 127% more chances to be resilient than their peers who attend schools without this kind of offers: extracurricular activities help the children to learn, gain knowledge, socialize, strengthen themselves emotionally.

Anyway, not always schools have the resources (time, expertise, personnel, funds) to bear the burden of this responsibility alone therefore the birth of synergies among different social actors represents a valid support to reduce the risk of children's social exclusion.

Objectives

- promoting reciprocal, multidisciplinary and trans sectoral learning among the staff member involved at different levels in children education (strategies, methods, activities to reduce the risk of social exclusion of disadvantaged children)
- sharing and collecting and applying validated tools to support the growing path of children at risk of social exclusion aged between 6 and 10 years (children with emotional, economic, social disadvantages)
- increasing the levels of motivation, academic performance and engaging in acceptable conduct for most of the children involved in the local and transnational activities of the project
- creating a multidisciplinary transnational support network made of professionals, organizations, and schools from the partner countries of the project
- stimulating the partners to look for new cooperation with other social actors to allow the creation/growing of local educating communities to support their own mission to create culture and better life opportunities for children
- promoting the cooperation among civil society organizations and educational institutions, leading the creation of educating communities

Implementation

The exchange of good practices among the partner organizations has been stimulated through the implementation of joint short term staff training events where each partner could share with a heterogeneous group of professionals from the other partner organizations, its knowhow in the promotion of social inclusion of disadvantaged children and eventual good practices in the creation of collaborations with schools/organizations or with the community, more in general, to support their mission.

Each training event has been followed by an experiential phase where the educators will apply the learned competences in their local context, documented and analysed through reports and comparisons in the view of a "transnational" supervision. The transnational and multidisciplinary network support network that has been created during the project, planned and implemented in collaboration a blended mobility for school learners and produced a final publication containing tools and techniques able to promote the cooperation among civil society organizations and educational institutions, starting the creation of educating communities.

Achievements

- introduction of new and innovative interventions and activities among the ones usually offered by the partner organizations
- creation of a transnational multi-disciplinary support network made of professionals and organizations and schools
- creation of concrete validated open resource: a guide available mainly on-line about the building of educational communities around children with an overview of generalizable good practices from the project addressing school staff, civil society organizations working with children and teachers, educators, pedagogues, psychologists, experts in expressive therapies, youth workers, with the purpose to build educating communities able to answer the children's needs (in particular the ones' who live in a situation of social or economic disadvantage, with a migration background, with disability, without parental care etc.)
- creation/enlargement of local educational communities around schools/institutions thanks to the active role of the partner organizations
- concrete planning of a follow-up plan made of local projects and initiatives by the partners, some applications for Erasmus+ partnership among some of the project partners and new ideas.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Let's play lively, study digitally



Project Coordinator

Organisation ANKARA ELMADAG CUMHURIYET ILKOKULU
Address CUMHURIYET CAD. NO.67 ELMADAĞ , 06780 ANKARA , Ankara , TR
Contact Levent Yalvaç , +905326968205 , leventyalvac@yahoo.com

Project Information

Identifier 2017-1-TR01-KA219-046238
Start Date Oct 2, 2017
End Date Oct 1, 2019
EC Contribution 72,736 EUR
Partners OOU "Strasho Pindjur" Sokolarci (MK) , Scoala Gimnaziala Mihai Viteazul (RO) , Spoleczna Szkola Podstawowa nr 1 w Tarnowie im. ks. prof. J. Tischnera (PL) , Klaipedos Maksimo Gorkio pagrindine mokykla (LT) , 78 High-school Hristo Smirnski (BG)
Topics Pedagogy and didactics ; Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences

Project Summary

With this project, the aim is controlling children's computer addiction, in order to unconscious prohibitions digital games, we will apply to them lots of activities with their same age of those children. While children are confident with the technology, they are still developing critical evaluation skills and need our help to make wise decisions. In this area to give wise decisions behalf of children by teachers and parents, they (teachers and parents) need to be educated. Educated teachers and parents can determine the correct orientation to children. In this project it is also aimed , in this era, virtual world and real world must be lived together by children on the ground of regular system.

Overall, the parents that responded deciding what games were appropriate for their children ultimately had to be their decision based on their judgment of each child. Have the confidence to say 'no' if we do not think a game is appropriate for our child. But it is impossible to take them under control by the prohibits. We must create to them other opportunities. We must teach them how to use internet, computers, electronic devices in a useful way. Firstly , we must be educated in this area as conscious teachers and parents.

Computer games dictate theirs own fantasy world for children. Children always builds dreams in their brains. Children grow up their own dreamed world. The children must produce their own game and should live their own dream world. They should play all together with other children nearly at the same age. They should learn how to do communication, how to do cooperative eachother. Computer games are restricting their dreams. They are thinking the world very far away from the realty. In this study both children, teachers and parents will learn a lot of subjects (ITC, foreign language, cultural games, sociality, globalization, art , sport, gardening etc..). In real world activities and ITC implementations will take part in children life as a reality. By the way difference between real games and digital games will be clearer by the children imagine world.

This study aims to determine the awareness of children at primary school age and their parents towards digitally games. It quickly became apparent that there was a big difference between what concerned parents understand and what their technologically savvy children know. The rapid pace at which new media are evolving left adults and children stranded either side of a generational digital divide. But panic or no panic, the virtual world and the real world do contain risks, and children left to navigate a solo path through either, face many dangers. The trouble is that although as adults we instinctively know how to protect our children offline, we often assume that their greater technological expertise will ensure they can look after themselves online. But knowledge is not the same as wisdom. This review is about the needs of children. It is about preserving their right to take the risks that form an inherent part of their development by enabling them to play digital games and surf the net in a safe and informed way. In this project, by listening to children and putting them at the heart of this review – and by replacing emotion with evidence – we hope that we have provided some very necessary focus to what is a very necessary debate.

This project includes intense education programme. When the teachers were educated on smart boards and Moodle course and such programmes (kahoot.it etc.), students will use smart board and how to use to join Moodle course , Moodle lesson test, homework via internet . So, computer and internet usage will be active in lessons. Students and also parents, teachers will use devices digitally contents as training , learning method. So, not spend their leisure time as trash. Teachers, parents and children will take place sometimes separately, sometimes all together the activities of gardening, indoor activities (art, music, theatre, singing , gym sports, folk dance) , outdoor activities (picnic, tracking, sports, games), foreign language , computer , natural sources and environmental lessons , practises.

We need to disseminate this project in overall partners country and wide area of countries. As we planned, in general to deal with the dissemination plan for all partners. Because this project dealt the children's general digital problems in every country. Problem side is the main situation is very common. As we won't be focused only the problem, dissemination activities will be able to cater to a wider area as possible. Although in this side of the students the problems and implementations are common, here characteristic of the target group structure may be different for each participating country. Therefore, this project is a unique project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

A child is a World

Project Coordinator

Organisation Fatih Ilkokulu
Address Esentepe Mahallesi- Atatürk Caddesi 17/A , 60100 Merkez/Tokat , Tokat , TR

Project Information

Identifier 2016-1-TR01-KA219-034251
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 153,000 EUR
Partners Scoala Gimnaziala "Zaharia Stancu" (RO) , Leonardo da Vinci Gesamtschule Hückelhoven (DE) , ISTITUTO COMPRENSIVO G. SEGANTINI (IT) , Primary school "Hristo Botev" Brenitsa (BG) , Szkola Podstawowa w Rekusach (PL) , Adazu vidusskola (LV)
Topics Home and justice affairs (human rights & rule of law) ; Social dialogue ; Access for disadvantaged

Project Summary

In this project our priorities are the students living in the houses under state guarantee and the students having similar problems (motherless or fatherless children, the children whose parents are divorced, antisocial and intravorted children, the students who have antisocial personality disorders, the students whose families are in finansal difficultty) to provide these students with socially, culturally, physchologically ; to help them be a part of the society and to raise them to the level of their peers as the same age by supporting them educationaly. Our purpose is to teach these disadvantaged students necessary abilities of living , to support them academically and ,especially,to eliminate their social deficiencies while socializing them.

There are six diffrent school (expect our school) in this Project. These schools;

Scoala Gimnaziala "Zaharia Stancu" / Romania

Szkola Podstawowa w Rekusach/ Polonya

Primary school "Hristo Botev" Brenitsa / Bulgaristan

Leonardo da Vinci Gesamtschule Hückelhoven/ Almanya

Adazi Secondary School/ Letonya

ISTITUTO COMPRENSIVO G. SEGANTINI/ İTALYA

OUR ACTIVITIES

THE ACTIVITIES FOR THE PROJECT TEAM

- 1-An informative meeting was done for Project team about the students.
- 2-Phycho-education seminar was given to Project team by a pschological counselor
- 3- 120 hours' English course was arranged for our Project team.
- 4-

GENERAL ACTIVITIES THAT WILL BE CONDUCTED FOR STUDENTS

- 1- Local children's games were taught.
- 2- Once in each school years was gone to the cinema and theater with the students.
- 3- The drama and theatre activities was done for the students in company with coordinator teachers.
- 4- Competitions: Reading poem competition for developing declamation,singing song and skill competition for developing students realising their own strenghts.
- 5- Sport activities, chess and playing table tennis was taught and the competetions was done between students and scholls.
- 6- Cultural trip was done for students becoming socialized.
Almus tour, Ballica Cave tour, Yeşil Vadi tour, Tokat Museum tour, children's playground tour
- 7- Psychological support services
Councellingwork was done for our students. Tests ,which were determined before, were applied to students one to one or as a group, and houses of the students were visited.
- 8- Academic support activities
- 9- As a special hobby activity,which was planned to do by all partner schools, folk dance activities were done throughout the year
Furthermore , birthdays of nine students were celebrated in their classes with their classmates..

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

MOVING Safely To All RoadS

Good practice example



Project Coordinator

Organisation HELLENIC RESEARCH AND EDUCATIONAL INSTITUTE "PANOS MYLONAS" FOR THE ROAD SAFETY AND THE PREVENTION/REDUCTION OF TRAFFIC ACCIDENTS

Address 2, NEMESEOS STREET , 11253 ATHENS , EL

Website www.ioas.gr

Project Information

Identifier 2020-1-EL01-KA201-079171

Project Web Site <http://www.movingstars.eu>

Start Date Sep 1, 2020

End Date Mar 31, 2023

EC Contribution 209,663.75 EUR

Partners INSTYTUT TRANSPORTU SAMOCHODOWEGO (PL) , THEOFANIS ALEXANDRIDIS KAI SIA EE (EL) , Fraud Line Enterprise Risk Management and Compliance Services (EL) , Zographeion High School (TR) , Kildare Town Educate Together (IE) , Escola A. Aguilera (ES)

Topics Early childhood education and care ; New innovative curricula/educational methods/development of training courses ; Transport and mobility

Project Summary

Background

The application for this project was motivated by the need to address the challenges faced by children in today's society. Children today spend less time playing outdoors & participating in active transport like walking or cycling to school. This is mainly due to car-dominated urban environments, perceived traffic dangers, and parental concerns about safety. Thus, children are leading sedentary lifestyles, resulting in increased rates of childhood obesity & non-communicable diseases. Moreover, there is a decline in children's motor skills, including balance, coordination, reaction, and other physical motor functions, which are essential for safe commuting. The recent lockdowns and school closures have further exacerbated these issues, with reports indicating an increase in accidents and movement problems among students upon their return to school. The lack of physical activity and limited exposure to road environments also hampers the development of road use skills and risk awareness among children. They become vulnerable as pedestrians due to inadequate road safety knowledge & experience. Additionally, the dependence on cars for transportation creates a vicious cycle where more traffic is generated, posing more risks to children.

Objectives

The MOVING STARS project combines physical activities and game-based learning to enhance motor skills, promote active mobility, and instill traffic safety knowledge. It addresses needs by providing teachers updated skills in Traffic Safety & Mobility Education and equipping them with tools for game-based learning on traffic safety.

The project tries to improve movement skills through engaging activities that focus on balance, coordination, running, and stopping. At the same time, it enhances students' traffic safety skills and promotes active mobility, reducing sedentary lifestyles. The project fosters a safety-minded culture, increasing risk awareness and personal safety. Ultimately, it aims to reduce children's road crash injuries by providing training, and resources, and promoting active learning.

Implementation

A1: Project Management ensured efficient project operation, collaboration, decision-making, risk management, and quality assurance, including administrative tasks, risk analysis, reports & meetings.

A2: Developed the pedagogical framework (IO1) based on needs analysis, literature review and collection of best practices.

A3: Developed the MOVING STARS training programme consisting of a Teacher's guide tools) for pilot schools.

A4: Created the MOVING STARS App as a digital supplement to the training programme. Defined game scenarios, technical specifications, and translated the app into partner languages. Outcome: MOVING STARS App (O3).

A5: Established a network of "STARS HUBS", 126 pilot schools that conducted training activities in two phases.

A6: Validation of the Training Programme, including reports, validation plan, and instruments. Pretesting the Project Game Based Learning activities during phase 1 and evaluating the programme implementation at pilot

schools.

A7: Disseminated project results to schools, teachers, policy makers, and curriculum developers. Created an online reference point www.movingstars.eu for the project and its achievements.

Achievements

5 intellectual outputs were developed, as initially planned.

IO1 - PEDAGOGICAL FRAMEWORK

IO2 - TRAINING PROGRAMME

IO3 - STARS VIDEO GAME

IO4 STARS HUB Network of pilot schools, numbering 126 schools, including the development of the STARS TOOLKIT and the GUIDELINES FOR DEVELOPING A STARS HUB

IO5 - Evaluation of the program

The main output of the project is the STARS TOOLKIT which consists of

1. a TEACHERS MANUAL for implementing Game-Based Learning Activities for teaching Traffic Safety and Mobility Education. The publication contains 67 Game-Based Learning Activities for teaching traffic safety and is accompanied by the following supplementary tools and resources::
2. Sensory path training mat
3. Board game
4. Flashcards
5. Memory Game
6. Activity Cards, and the
7. MOVING STARS digital app (video game) including the 3 games (2 "endless running" games and 1 for cycling) using real sense camera.
8. Guidelines for developing a STARS HUB

more than 800 teachers and 32.000 students from over 200 schools were reached directly or indirectly through the dissemination of the project results at the 5 countries.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: School Exchange Partnerships

Project Title

Show Me Your World

Good practice example

Project Coordinator

Organisation De Weijerwereld
Address Weijerstraat 2 , 5831 JV Boxmeer , Noord-Brabant , NL
Website www.deweijerwereld.nl

Project Information

Identifier 2019-1-NL01-KA229-060397
Project Web Site <https://sp34kat.pl/smyw/>
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 112,841.05 EUR
Partners Scoil Iosef Naofa (IE) , Yedieylul ilkokulu (TR) , Zespół Szkolno-Przedszkolny nr 15 (PL) , 11o DIMOTIKO SCHOLEIO PTOLEMAIDAS (EL)
Topics Teaching and learning of foreign languages ; Creativity and culture

Project Summary

The project has focused on the cultural diversity of Europe, we started with the thematic field closest to the children in phase one, such as their daily life, leisure, school and neighbourhood, by addressing the themes that affect their family. We focused on social life in phase two, such as traditions, holidays (both national and religious) and festivals. Finally, we dealt with the broadest thematic field in phase three, where the children explored examples of their country's contributions to European heritage.

The topics on which we concentrated on were divided into three thematic phases:

1. Phase one: 'Me and my world - our way of life', where students learned to understand and appreciate their peers from other countries.
2. Phase Two: 'My Community - Our Traditions' where students learned to understand and appreciate their respective cultures and their roots.
3. Phase Three: 'My Country - Our National Treasures' in which students learned to understand and appreciate their country's contributions to Europe's heritage.

All topics were discussed in each school in the context of each individual child, each individual community, and each individual nation, and subsequently have taken on an international dimension. Although the students were unable to travel internationally due to the COVID pandemic, they had the chance to meet their European peers online.

The children engaged in a variety of tasks and activities as outlined in the application process and through these various lessons and engagement with the project content they were able to grow creatively. A huge emphasis was placed on the children's development of their problem-solving skills and ability to work in a team. They actively engaged in the arts subjects and excelled through their works of art, documenting their lives, and displaying an interest in their local region and country by exploring beautiful places and gathering interesting facts. They documented their lives and invited the project community into their homes and families.

Teachers have learned to organize education in such a way that emphasis is placed on teaching tolerance and understanding in a European cultural context and were provided with motivational tools to do so.

In addition:

- All schools have contributed their suggestions, examples, and worksheets for an educational toolbox on cultural education, which is available on the project website.
- The students practiced different cooperative working methods, under the guidance of teachers, who were trained to organize the educational process in such a way.
- Teachers acquired competencies to train students in developing their basic skills in ICT and foreign languages.
- Teachers created a strong and motivating learning environment for students in general and for cultural education in particular.

In the years following this project, cultural education will continue in eTwinning projects with the same and different school partners. The main achievement is that children have gained a very good insight into the lives of their peers in Europe. They collected their own experiences and shared them with children from partner schools. This gave everyone a unique opportunity to compare different aspects of daily life. This helped the children not

only to gain practical and theoretical knowledge about the lives of children in other countries and about the traditions of these countries but also to appreciate other cultural, national, regional and religious backgrounds and to observe how these backgrounds contribute to our common European heritage. The students have come to appreciate the impact of their own culture on the culture of Europe as a whole. Their knowledge and awareness deepened, as did their willingness to research and learn more.

All visiting teachers held meetings and lessons with the students of the host schools. Here the visiting teachers gave an account of specific areas of interest in their country and shared their cultural similarities and differences. This gave the children of the host school an invaluable opportunity to question and discuss these topics with visiting teachers and hear a first-hand account of the various topics.

The topics of learning foreign languages, fostering creativity and increasing awareness and knowledge of culture were addressed as planned throughout the project activities, the results of which can be seen following the project's implementation.

Participation in this project has been so beneficial for all partner schools; their staff, learners, local and wider communities. All schools plan to continue their participation in the Erasmus+ Programme and plan to extend the theme explored in this project. We now truly appreciate the benefits of internationalization and the extensive value of being an active EU citizen and organisation.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Place to be..... to live in harmony

Good practice example



Project Coordinator

Organisation Ecole Maternelle
Address rue de l'école 11 , 67810 HOLTZHEIM , Alsace , FR

Project Information

Identifier 2019-1-FR01-KA229-062943
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 66,050.1 EUR
Partners Gradinita cu Program Prelungit nr 37 Braila (RO) , Sincan Lale Anaokulu (TR) , Tselodnevna Detska Gradina "Parvi luni" (BG) , Straupes pamatskola (LV) , Szivárvány Óvoda (HU)
Topics EU Citizenship, EU awareness and Democracy ; Creativity and culture ; Inclusion - equity

Project Summary

The project "the place to be..... to live in Harmony" included children from school and kindergarten. We have used folk tales from different countries in Europe so that we can focus on early cultural awakening and provide good opportunities to improve and expand their knowledge about the world they live in.

There are 6 partners in this project: Latvia, Hungary, Turkey, Bulgaria, Romania, France.

The children, through this project, have developed a better understanding of the world. Traditional tales/stories are a feature in many cultures, they are part of the cultural heritage, they explain how the world and humanity work. They are real sources for learning about friendship, mutual aid, getting in touch with others, working together, moral values, respect for people and nature.

Traditional tales/stories have been used to bring values to people's cultural life, to establish role models and to teach. They portray characters grappling with difficulties in which the child recognizes himself. The young reader identifies with the hero who overcomes all the trials he encounters. Thus the tale helps him to analyze the situations in which he is involved and brings him hope, courage and comfort. Children will see that the best way to live is to live together without social distinction, disability, ...

Through this project, they studied new cultures and traditions and presented their own. Each establishment selected a traditional tale/story from their community and shared it with the other partners. A mascot was the common thread throughout the project to arrive at the final book of the quest for the ideal village/city. It traveled to some partner countries and thus visited the children.

The texts were of course translated into English, sent or brought to the project partners, and each institution translated the story into its mother tongue.

During the project, the teachers shared their experience on the methods they used via photos.

The children learned to know and research about their own cultural heritage through visits (local museums.... reflecting the history of their culture when possible, cf COVID) reflecting the history of their culture (characteristics of the houses, associating the story of the partner with a story of home, figure of tolerance, dance, music....) and also to work on the cultural elements of the partner countries :

- Presentation and comparison of the way of life of the community, traditions,...

Achievement of the main objectives, we have:

- * discovered the culture of the partner countries (through storytelling, music, dance, recipes, etc.)
- * acquired a European literary culture
- * Raised interest in cultural heritage in the EU through research
- * Developed open/tolerant attitudes towards others in the EU
- * Produced a digital book where the stories invented by each school/kindergarten are grouped and where mascots and cultural heritage appear through a quest
- * Grown herbs in the school garden and made a recipe e-book
- * Participated in a cooperative activity, the dramatization of a tale
- * created a plan to invent as many stories as you want, and thus worked on language skills.

Some of our results are tangible such as :

- * the website and Etwinning: where all project documents and activities can be found
- * the blog of some schools
- * Regular questionnaires (verification inclusion, integration, comments)
- * Report after mobility or zoom meeting which gave an indication of progress and/or difficulties
- * Video film after the few mobilities carried out
- * Dissemination of our results through reports in the local and regional media, to parents and the educational community.

And some results are intangible, such as the evolution of the cultural knowledge of each child and each adult. Once the project is finished, the plan for inventing tales/stories can be used in any school in any country because it can be adapted with the pictures you want.

All results and final products are available on the Erasmus+ project platform.

<http://ec.europa.eu/programmes/erasmus-plus/projects/>

Our joint Website and Twinspace project will be operational for a few years.

Common products such as e-book, plan to create stories,...., documents prepared by students will be stored in each school library and can be use by other teacher.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: School Exchange Partnerships

Project Title

Let's know each other

Good practice example

Project Coordinator

Organisation Materská škola, Ul.1.maja c.4, 969 01 Banska Stiavnica

Address 1.Mája č.4 , 969 01 Banská Štiavnica , Banskobystrický kraj , SK

Project Information

Identifier 2019-1-SK01-KA229-060646

Start Date Sep 1, 2019

End Date Jun 30, 2021

EC Contribution 51,600.91 EUR

Partners Djecji vrtic Zizula (HR) , Predskolska ustanova Vcielka (RS) , VRTEC PTUJ (SI)

Topics New innovative curricula/educational methods/development of training courses ; Creativity and culture ; Pedagogy and didactics

Project Summary

Partner organizations, that have been involved in the project, had an important common sign and that is that they are listed on UNESCO World and Cultural Heritage, as well as the implementation and application of the elements of regional education in the practice of its kindergartens. In this project participated kindergartens from Croatia - Sibenik, Slovenia- Ptuj, Serbia - Báčsky Petrovec and Slovakia- Banska Stiavnica. The kindergartens were different in the sense of the founder, the amount of employees and the number of classes, but the same intersection was found in the topic of regional education, approach of historical and cultural information to children of pre-school age. In this project was involved number of pedagogical and professional workers from kindergartens, children, parents, as well as partnership organizations and general public in each city. We have met our differences but also common features of various cultures through the project. We have gained new inspirations and competencies in the field of regional education in kindergartens,

which was applied to the own practice of each project partner. It is sometimes difficult to bring to preschool children knowledge of material and cultural heritage, but thanks to creativity, the imagination of teachers, we managed to use various methods and strategies which helped the children to get oriented in this area, and in addition to history of their city to know the history of another country, and become more European. Thanks to the project we have drawn attention to the topic, how the impact of culture and history affects positively on the personality of the child. It does not only increase self-esteem, but also new perspective and knowledge. Teachers in kindergartens,

involved in the project, had received an answers to the issues of regional education in the area of professional communication. They also increased their professional knowledge in the field of integration and use of methods and strategies in practice. Project activities consisted mainly job shadowing, which was conducted in Croatia and Slovenia in the authentic environment of project partners, in the form of mobility associated with residence in the country. Virtual activities in Serbia and Slovakia, due to a pandemic situation, took place in virtual form. Whether it was virtual activities or mobility in the country, the project participants could see

practical activities with children in the classes of kindergartens, exteriors of cities, museums, exposures, natural environments specific for each country. In Croatia, the movement activities, art techniques were prioritized in the classroom, as we could see

in museums and various exhibitions in Šibenik. With the city's history, children were familiarized through modern expositions in the gallery, adapted to pre-school children. In Slovenia, the participants experienced a real maintenance of the habits of previous generations in traditional „Kurent“ . This theme intertwined through the whole mobility in all parts of children education. Also learning through movement was involved in classrooms. Serbian mobility showed participants how customs and traditions are maintained in a bilingual (Slovak – Serbian) environment through musical and literary elements. Strong bonds to its history through songs, dramatic games were bring by teachers to their daily practice with love and respect. Slovak mobility transferred participants to the city associated with mining and crafts that are currently revived from the past. Participants have met the history of different cities, cultural and historical context, natural beauty, whether in person or virtual. Participation in the project had no short-term benefits, but it was actively taking place for two years, and its duration doesnt end by the date of ending project. Teachers included new knowledge in their practice and it will become a permanent pedagogical competence. The acquired knowledge teachers spreaded to families, community and general public through activities with children, photographs of activities, through their websites, articles in regional newspapers and prints . Positive responses to activities and interest by parents, educators from other kindergartens, was a pointer to the well

picked project topic. Implemented activities have been mediated and disseminated through the eTwinning platform, but also social networks. Created brochure was distributed to kindergartens, publicly made available on the website of schools, accessible, clear and well understood in English and language of each country.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Partnerships for Creativity

Project Title

Empowering children to act as cultural diplomats for a robust and resilient Europe

Good practice example



Project Coordinator

Organisation EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED
Address MAKEDONITISAS AVENUE 46 , 1700 NICOSIA , Κύπρος (Κύπρος) , CY
Website www.unic.ac.cy

Project Information

Identifier 2020-1-CY01-KA227-SCH-082681
Start Date Mar 1, 2021
End Date Feb 28, 2023
EC Contribution 171,028.6 EUR
Partners VisMedNet Association (MT) , DE LA SALLE COLLEGE SIXTH FORM (MT) , Asociación Instituto de Técnicas Educativas - I.T.E (ES) , UNIVERSITY OF MACEDONIA (EL) , 18th Primary School of Limassol - Ayios Antonios (CY) , Fundacion Aprender (ES) , Platon M.E.P.E. (EL)
Topics EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses ; Creativity and culture

Project Summary

Background

Over the last years, the EU has been facing several severe crises, with the most important being the Covid-19 crisis and the subsequent socio-economic and unemployment crisis. The pandemic has been added to the long list of crises that the EU has been facing during the last decade, including the refugee crisis, tensions between some of its Member States and third countries, and the ecological crisis. At the same time, over the last few years, the EU has paid increased attention to fostering dialogue with children about the ways to manage such challenging situations of crisis.

We applied for this project to:

- empower children to speak their voice and act as agents of change about the Europe they want, which is resilient and robust;
- cultivate through cultural diplomacy children's voices, agency, and active involvement in building an EU that can successfully meet crises;
- strengthen the field of cultural diplomacy and to contribute in the innovation of promoting cultural diplomacy as an approach in school education, while empowering children as cultural diplomats;
- strengthen the intercultural bonds among European people, and to enrich culture and arts.

Objectives

Our major objective was to empower children to act as cultural diplomats for a robust and resilient Europe, ready to meet any threats and challenges. By following the Eurochild Child Participation Strategy, our first objective was to empower children to become cultural diplomats in order to act as agents for building a Europe of social cohesion and resilience, that is able to face current and future threats and challenges. To do so, we encompassed the cultural-diplomacy approach. We used new technologies, and innovative and creative methodologies, such as the pedagogies of collaborative art-making, collaborative story-telling and poetry, and digital culture. We aimed to allow children to use these methodological tools to work towards building a socially-cohesive, robust and resilient Europe ready to meet any threats. These innovative and creative methodologies allowed children to share their thoughts and best practices, to create action plans ready for implementation in practice, while also developing skills for evaluating their own work. Another important objective was to promote children's and teachers' training to enhance their competences as facilitators of cultural diplomacy so as to meet the first objective of the project.

Implementation

We produced a methodological tool for the cultural-diplomacy approach according to a comparative analysis of teachers' and children's needs analyses in the participating countries, and national state-of-the-art analyses. We produced a Toolkit of Resources and Activities. We tested the Resources and Activities through workshops carried out with teachers and children 9-15 in partner schools. We developed questionnaires for teachers and students to collect their feedback on the testing and school reports and finalised the methodological tool, and the Resources and Activities. We translated our own activities in national languages.

We developed a Teacher's and a Children's Handbook in the English and consortium languages.

We developed a Group of Experts that provided us with feedback and suggestions.

A short transnational joint-staff training event was carried out in Greece for teachers and a Moodle platform was created.

All the project's products were promoted through international and national multiplier events that had the form of conferences organised by the consortium. The project's results were disseminated through other venues such as websites, social media, EU platforms, newsletters, publications, etc.

Achievements

All project's results are listed below:

Intellectual Outputs

O1 - Cultural-diplomacy methodological tool

- O1/A1 National Teachers' and Children's Needs Analysis
- O1/A2 National Analyses of the State of Art in the National Languages
- O1/A3 Group of Experts.
- O1/A4 Elaboration of the national reports in English
- O1/A5 Comparative Analysis
- O1/A6 The EURODIPLOMATS cultural-diplomacy methodological tool

O2 - Resources and activities, and training tools

- O2/A1 The EURODIPLOMATS Resources and Activities Toolkit - 1st version
- O2/A2 Workshops
- O2/A3 The EURODIPLOMATS Resources and Activities Toolkit - 2nd version
- O2/A4 EURODIPLOMATS Teachers' Handbook
- O2/A5 EURODIPLOMATS Children's Handbook

Multiplier Events

- E1 -International Conference on 'Empowering children to act as cultural diplomats for a robust and resilient Europe'
- E2 - National EURODIPLOMATS event in Spain
- E3 - National EURODIPLOMATS event in Greece
- E4 – National EURODIPLOMATS event in Malta

Transnational Training Activities

C1- SP-SCHOOL-EVENT - Short-term joint staff training events in Greece

Conferences and annual events, newsletters, social media coverage, project's website, partners' websites, EU platforms, blogs, publications, mailing lists, flyers.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: School Exchange Partnerships

Project Title

Let's revive folk customs and traditions together

Good practice example

Project Coordinator

Organisation Materska skola Hurbanova 247/5 Bytca

Address Materska skola , Hurbanova 247/5 Bytca , Žilinský kraj , SK

Project Information

Identifier 2019-1-SK01-KA229-060697

Start Date Sep 1, 2019

End Date Aug 31, 2021

EC Contribution 50,400 EUR

Partners Materska skola krestanska Opava, Mnisska - prispevkova organizace (CZ) , Przedszkole nr 14 (PL)

Topics Pedagogy and didactics ; Cultural heritage ; Creativity and culture

Project Summary

The project "Let's revive together folk customs and traditions" is a continuation of the previous project "Handmade Tradition".

The main coordinator was a kindergarten in Slovak Republic, partners were kindergartens in Czech Republic and Poland. All the goals of project, how to spread the cultural heritage, folk traditions and get to know the history of the country were fulfilled. Through the project, we gained new knowledge about folk traditions in given regions, collected legends, folk songs, children's games and dances, rhetorical, proverbs. People's traditions are slowly disappearing from our lives, and therefore we supported children's interest in folk songs, dances, winches, to contribute to the emotional development of the child. The children got to know the cultural heritage through the songs, habits,

customs, dialects and dialectics of region in which they grow up. Children and teachers actively participated in works that are more or less no longer being carried out. Folklore tradition has become an important stimulus contributing to the child's self-realization. Folk literature, customs and traditions represent one of the cornerstones in education of a child in preschool age, on which the further systematic action of education through art to art is built. Folk creativity is a great artistic and educational value for children. It portrays the world and life with

unusual ingenuity, perception and joke. In the past, children participated in all areas of life. Many rhymes and children's folk songs were associated with the world of animals and nature. Children intensively experienced everything that happened at home, in the village, in nature, whether it was the change of seasons and related changes in nature or field work, work at home, or significant events in

human life. Through the project, teachers revived the culture of our ancestors and spread the acquired knowledge among children, parents and the public. We prepared six five-day meetings of teachers who searched for, got to know and compared folk customs and traditions, castles and chateaux in individual countries of Slovakia, Poland, Czech Republic, and recorded them in book forms. During the meetings, they learned various folk songs and games, dances, games, proverbs and sayings. In children's songs and games, they looked for connections between partner countries. All this contributed to further personal and professional development. We can thus conclude that the acquired knowledge and skills were in line with those we originally planned. Activities and acquired knowledge about folk traditions were recorded in written form and processed into book form. We promoted all obtained information on websites of kindergartens. After each international meeting, workshops were

held in kindergartens that connected teachers, children and parents. Kindergartens in all three countries created information boards about the project, its goals and partners in the kindergartens. The public was continuously informed about activities on the websites of kindergartens. Due to the similarity, the languages of the project were Slovak, Czech and Polish language, which did not create a language barrier during the communication.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

"Shape!" - Sharing and adapting a complex sensitisation program in the Central-European region

Good practice example



Project Coordinator

Organisation KEZENFOGVA OSSZEFOGAS A FOGYATEKOSOKERT ALAPITVANY
Address LONYAY UTCA 19 , 1093 BUDAPEST , Budapest , HU

Project Information

Identifier 2019-1-HU01-KA201-060932
Start Date Dec 1, 2019
End Date Nov 30, 2021
EC Contribution 107,638 EUR
Partners Asociatia Pedagogilor Sociali CHEIA (RO) , COMENIUS - Pedagogický institút - Pedagógiai Intézet, n.o. (SK)
Topics Access for disadvantaged ; Inclusion - equity ; Disabilities - special needs

Project Summary

Background

The project is in line with the founding ideas of all participating organizations: to improve the integration of children with special needs, especially disabled children. It offers a complex programme for kindergarten and schools where social acceptance and inclusion is achieved on personal, professional and societal levels in Hungary, Romania and Slovakia.

Due to the common historic part, in the participating countries, there is a similar view about people with disabilities. The medical model dominated in the education and social systems, characterized by separation, specialization, segregation and "healing" approach. In contrast, the UN Convention on the Rights of Persons with Disabilities promotes the social model. Community inclusion, social participation, personalized and individualized solutions, access to services on an equal basis with others became the norm today. To implement these ideas in small societies, we need complex programmes. That is the reason why we brought "Shape!" - Sharing and adapting a complex sensitisation program in the Central-European region into life. As a reaction for these challenges we also aimed to support educators and strengthen their professional profile & role during the project's lifetime.

Objectives

The project took place in primary schools and kindergartens with no child with special needs & creates an opportunity for the children and teachers to interact with their counterparts from local segregated, specialized schools or kindergartens. We also brought the issue of disability to the table in wider topics a focus on innovative solutions. Main aim of the project was to develop further the sensitization program of Hand in Hand Foundation that was started 17 years ago. We wanted to develop it in a Central-European cooperation and create together a single methodological material. This became 'Shape', the complex sensitisation program (in Hungarian it's 'KÉP'). The project also built on common Hungarian language traditions of the partners. This program was introduced and adopted in partners' institutions and local communities. In KÉP we used actively the tools of project work, cooperation and learning by personal experience. Besides that we also applied the experience of working in a group & living in a community as active member of it. We used such pedagogical tool that are efficient in shaping approaches and raising awareness. Besides children and communities KÉP also engaged in the support of educators & their self-development.

Implementation

We realized the following activities:

- 3 trainings, two in physical and one in virtual form, at those 34 teachers participated. Afterwards they became well equipped to handle the topic of disability within their kindergarten group or school class
- Among them, 8 teachers became senior trainer, who conducted the training for trainers, and now is able to hold trainings for teachers in their own country
- 27 thematic weeks in the topic of disability in kindergarten groups/elementary classes were realized later by the participating teachers
- In the 'Impact study to assess the effectiveness of KÉP measuring participants' attitudinal change towards people with disabilities' (IO8), all 26 teachers participated. Among them school teachers' 11 classes, with 191 students, also took part in it
- We organized 5 successful Awareness raising days when we brought the topic of disability closer to the local

community in an innovative way. At these events 517 kindergartener and school children, teachers, parents and community members took part in the 3 countries.

During these activities we reached all together 1094 teachers, students, parents and local community members. Through dissemination activities we reached another 4765 people in various forms.

Achievements

The central organizing force of the KÉP was the empowerment and the transfer of knowledge. Due to which the participating teachers were equipped with knowledge that could be used in their daily work. Hand-to-use professional materials also facilitated this learning process.

Outputs as professional materials & methodological guides:

- 1 training syllabus per country. The Hungarian & Slovakian version contains material for local accreditation (IO1,2,3)
- Collection of practices and exercise book for the thematic week on disability & localised professional materials (IO4,5,6)
- Teacher's Guide for the sensitization activities (IO7)
- Impact study to assess the effectiveness of KÉP measuring participants' attitudinal change towards people with disabilities (IO8)
- Guide of organizing parental consultation sessions (IO9)
- Template script for the Awareness raising day (IO10)
- Educational material for the training of the trainers (IO11)

Outputs as Movie clips to help the dissemination & for educational purposes:

- Presenting the KÉP program (IO12) with English subtitle
- Presenting the Awareness raising Day (IO13)
- Presenting thematic week on disability (IO14) with English subtitle
- KÉPek: 3 short movies about special life situations (IO15)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Music, Art and Drama in Europe together!

Good practice example



Project Coordinator

Organisation Wilhelm-Busch-Schule
Address Bornbreite1 , 37085 Goettingen , NIEDERSACHSEN , DE

Project Information

Identifier 2018-1-DE03-KA229-047217
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 106,436.2 EUR
Partners 6th Primary School of Karditsa (EL) , Istituto Comprensivo Pinerolo V Cumiana (IT) , SCOALA PRIMARA LORELAY (RO)
Topics Creativity and culture ; EU Citizenship, EU awareness and Democracy ; Cultural heritage

Project Summary

According to the aims of the European Year of Cultural Heritage 2018, the M.A.D.E project promoted the understanding of local traditions, cross border communication and reinforced the European dimension of education through the implementation of Performing Arts in the school curricula. Performing Arts as a universal language allowed us to be “united in diversity” and to overcome cultural and language barriers. Arts was central to our schooling and not left on the fringes because it had an impact on broader academic and personal wellbeing; every child has a right to the experience of culture: "Without art, stories, music and feelings children starve" (P.Pullman). The inclusion of partners from different parts of Europe (North, Center and South) and different social, cultural and pedagogical backgrounds was essential to the project not only to rise awareness towards the common roots of intangible forms of cultural heritage but also to verify sustainability and transferability of the activities/approaches that were implemented by the partnership through an action-research process. The four partner Institutes (Germany, Greece, Italy, Romania) involved primary students (10-13 years old) in sharing traditional songs, dances, music that were performed during joint events in each partner country throughout the three year project (apart from the Corona lockdown 2020) and opened the students to new ways of seeing the world and to implement the European dimension within the school curricula and the local communities. The project was based on: cooperation of students and teachers through the eTwinning platform, short-term mobilities, virtual mobilities and joint performances in each partner country, teamwork and inclusion; musical theater experiences involved students in carrying out tasks and roles on stage with their European friends; visual arts activities inspired by traditional melodic music; performing of dances and songs raised awareness of our cultural heritages, common roots and developed body coordination/rhythm; creation of digital resources preserved and disseminated the project products for future developments and implementations in the national curricula and in other school contexts; multilingual education by learning the songs in the partner languages and using English as a communicative and learning tool (CLIL). Teachers shared their best practices and strategies about teaching Music, Drama, Singing and Dancing through short-term mobilities while small group of students met together for three days, each time in a different country, to sing and dance in joint performances for all the students of the hosting schools, parents and the local communities. Wall and floor paintings were also created in each hosting school during the three day exchanges by combining the ideas and feelings emerged from listening to melodic music during the Art activities so to leave a tangible sign of the European cooperation. The impact of the project on the participants and organisations was an improvement of “learning to learn” strategies; increased motivation, concentration, perseverance and self-esteem; increased understanding of social, linguistic and cultural diversity; professional development and teamwork skills development; integration of new pedagogical approaches from the partner expertise; inclusion of the European dimension of education in the school policy; active involvement and support to the project implementation by the school staff and the local communities.

The impact of the project is due to remain after the life time of the project because the final "Music, Art, Drama and Dance digital portfolio books" was made available on some of the school websites and on the European eTwinning platform to be used by other teachers and to be implemented in different school contexts. At local level, an improvement of the image of the Institutes took place as a consequence of the tangible sign of dynamism and openness to the European dimension of education. This allows the partner organisations to become a reference point for the neighbouring schools interested in implementing the approach to Performing Arts in the curriculum.

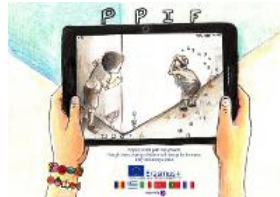
Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Partnerships for cooperation and exchanges of practices
 Action Type: Cooperation partnerships in school education

Project Title

Playing with the past, Improving with the future!



Project Coordinator

Organisation GRADINITA NR.1
Address bulevardul biruintei , 077145 pantelimon , București - Ilfov , RO
Website www.gradinita1pantelimon.com

Project Information

Identifier 2021-1-RO01-KA220-SCH-000027772
Project Web Site <https://www.playingandimproving.com/>
Start Date Nov 15, 2021
End Date Nov 14, 2023
EC Contribution 135,097 EUR
Partners ecole Ile de France (FR) , 27 PRIMARY SCHOOL OF IRAKLION (EL) , Agrupamento de Escolas do Barreiro (PT) , Educom+, The community for the "plus" in education (EL) , Göbü Ortaokulu (TR) , Istituto Comprensivo Statale "Alessandro Volta" Taranto (IT)
Topics Cultural heritage ; Inclusion, promoting equality and non-discrimination ; Digital skills and competences

Project Summary

Background

It has never been more important to make education a universal right and a reality for all. Our rapidly changing world faces major challenges, from technological disruption to climate change, conflict, forced displacement, intolerance and hatred that further widen inequalities and have an impact for decades to come. The COVID-19 pandemic has further revealed and deepened these inequalities and the fragility of our societies. The 2020 Global Education Report conveys messages that inclusion in education is more important than ever, taking into account these challenges. Even before the COVID-19 pandemic, one in five children, adolescents, and teenagers was completely excluded from the education system. Stigmas, stereotypes and discrimination; This means that millions more students are alienated in the classroom. The main recommendation presented in this report to all actors in the field of education is; It extends the concept of inclusive education to include all students regardless of their identity, ethnicity or skill level. Because now is the right time to rebuild inclusive education systems (Global Education Report 2020).

Inclusion in education; It is about making every student feel valued and respected and being able to enjoy a clear sense of belonging. Yet there are many obstacles to the ideal of inclusiveness. Our project includes 6 partner schools, TR, FR, GR, PT, RO and IT, and an education association (Educom -GR) that provides teacher training. Our institutions came together within the scope of e-twinning and determined their common needs as a result of consultations with all institutions and came together around the principle of inclusiveness, which is the most significant common need of all. All of our partner institutions have students from disadvantaged groups. (In our project, we will ensure the active participation of 700 students with characteristics such as immigrant, roma, and SEN.) The FR school has pupils from families of immigrant origin: Algeria, Morocco, Tunisia, Albania, Kosovo, Syria, Lebanon and Mayotte as well .In Romanian institution, 45% of the kids are either growing up in devoid of material possibilities families (single-parent families), belong to ethnic minorities, or have special needs. 9% are kids of migrants and immigrants from TR, China, and Arabic countries. Turkish students mostly come from disadvantaged areas with illiterate parents. Italian pupils have different backgrounds. The majority of them come from normal supportive families. Educom works with schools in rural areas with disadvantaged families and help to train their teaching staff. Our project partnership is based on the basic needs of all our participants. In addition, other basic needs of our project partners are as follows. (These needs were determined by our coordinator with a questionnaire prepared with googleforms)

- lack of staff key competences (inclusive education model, games and inclusion, digitalization)
- lack of Foreign language skills of teachers and students
- The European dimension of institutions is weak
- Lack of opportunities for institutions to create new networks
- the need to become a more inclusive school
- Weak school-parent relationship
- lack of awareness of active citizenship - democratic society and European Union
- lack of awareness of eco-friendly approaches
- Digital inabilities of teachers and students

In the context of these needs, we have identified 3 main priorities for our project:

- Inclusion and diversity in all fields of education, training, youth and sport,
- Development of key competences,
- Supporting teachers, school leaders and other teaching profession

All of our project activities are designed to support our priorities and to achieve our goals.

Objectives

We came together with our project partners for our current e-twinning project, Games Everywhere (ID293443) <https://live.etwinning.net/projects/project/293443>). This project is a continuation of our topic and we have decided to strengthen our network and partnership within the scope of Erasmus + in line with the results of the needs analysis survey we conducted by our coordinator. Inclusive education, as always, is a concept that should be emphasized in today's education system and overlaps with the principle of equal education for all. There are a wide variety of methods and techniques to create inclusive education environments. But when the word inclusivity and child come together, the first word that comes to mind is "Game". Games are one of the most important tools that attract the attention of every person and have the ability to bring all kinds of people together. Game is an inevitable concept when it comes to children. While playing games, we focus on the goal, we act together without looking at anyone's color, language, nation or religion. In this context, we aimed to work with our partners on the creation of inclusive education environments, which is one of the main priorities of the Erasmus + program, and to reinforce these studies with game-based methods and techniques. In this context, 4 learning, teaching, training events and 3 transnational project meetings have been planned. A wide variety of activities will be conducted to achieve our goals, taking advantage of the strengths of our partners. Within the scope of our project, 6 schools (FR, RO, GR, TR, PT, IT) and 1 education association (GR) came together and determined the main objectives of our project as follows:

-To ensure the inclusion and diversity in 6 partner schools from RO, TR, GR, PT, FR, IT and Association in GR by using formal, informal, and non-formal education methods on no-touch traditional and digital games in our structured

courses, and project activities

-To improve by 1% the 8 key competences of 4000 students from 7 partner organisations from RO, TR, GR, PT, FR, IT and an Association in GR by non-formal education methods during 2 years of project

activities and 1 short-term exchange of groups of pupils in RO

-To improve the quality of 60 teachers from 6 partner schools and 1 association by 10% by using 12 traditional and 15 digital games produced by using 5 different web 2.0 tools in face to face and distance learning between 11.2021-11.2023

-To develop 6 instruments with the role of transfer and exploitation in and outside Europe through the participation of 60 teachers in 3 short-term joint staff training events between 11.2021-11.2023

-To increase the internationalisation of 6 schools from RO,TR, GR, PT, FR, and IT and an association in GR by cooperation and networking between 11.2021-11.2023

In addition to these general objectives , we also want to achieve:

- increase in key competences of our staff (inclusive education model, games and inclusion, digitalization)

- increase in Foreign language skills of teachers and students

- strengthen The European dimension of institutions

- increase in reaching the opportunities for institutions to create new networks

- become a more inclusive school

-increase in school-parent relationship

- increase in awareness of active citizenship - democratic society and European Union

- increase in awareness of eco-friendly approaches

- increase in Digital abilities of teachers and students

-Increase in adaptation and application skills of traditional games and digital games to educational processes

-Increase in critical-creative-collaborative and caring thinking skills

- improve in teachers managing, team work and cooperative skills
- demonstration of students' being more autonomous, more self-confident, more open and friendly to people which are different,
- increase in positive parent-child relations
- raise awareness of our schools in local, regional ,national and international level
- strenghte

Activities

We will mainly have preparation, implementation and follow-up and dissemination activities.

Preparation Activities:

- use of tools of twinspace to communicate and disseminate our results
- hold weekly meetings through various digital platforms , skype, zoom , googlemeet
- create Erasmus +teams in our schools and assign roles in the project
- form teams of teachers responsible for project activities
- Questionnaires and surveys will be prepared for teachers, school workers, students and their parents to get know what their expectations about the project are.
- train our Erasmus+ coordinators from our school on how to plan, control the budget, monitor and evaluate the project activities, measure and disseminate the results in a proper way.
- make a detailed schedule of project activities
- make research about the partners countries
- Online meetings
- form a comission for the selection of participnats for the LTTs and TPMs

Management and Implementation Activities:

- include organisational and administrative tasks, virtual meetings among partners, preparation of communication materials, preparation and follow-up of participants taking part in activities, networking events, meetings, working sessions to exchange practices and to develop results
- Logo, poster, brochure, website preparation (also in digital format,)
- Billboards at schools, articles in local media and our social mediaaccounts
- 4 LTTs (Digital Games (PT), Play in the Forest (GR), Inclusion and diversity (GR), The Magical Power of Tarditional Games (RO)
- 3 TPMs (kick off- FR, Interim -TR, Final Meeting -IT)
- 1 integrated programme to be integrated in the participating school curricula or in their extracurricular activites/ clubs
- 1 methodological guide with ISBN published in 100 samples on ensuring social inclusion and diversity in European schools through traditional, modern and online games for children
- 1 book with ISBN including explanations of 12 traditional games and 15 digital games
- 15 Digital games
- Interviews with parents about traditional games
- 20 oral storyrecordings of parents' memories of their chidhood games.
- The most creative digital game competition among all partners
- Traditional game exhibition in each country
- 6 digital posters
- Surveys, questionnaires and results to be applied to teachers, students and parents
- Creating a googlesite to sh.are online games prepared by Web-2 tools
- Erasmus+Fair in each country

Follow-up Activities:

- set indicators to measure the impact of our project activities on our participants in school, out of school, local, regional, and international level.
- compare new data on problems of inclusion, sense of belonging, academic achievement and student mood in partner organizations with pre-project data.
- compare new data on teachers' motivations, competencies in combating inclusion and diversity challenges and their innovative experiences with pre-project data
- Increase in motivation in foreign language lessons will be our tool to measure the rise in foreign language proficiency.
- the materials and documents analyses will also be an indicator of the students progress during the partnership.
- feedback from online platforms will enable us to measure the impact of our project at the European level.
- group discussions, satisfaction questionnaires, evaluation questionnaires,
- The number of 'likes' that our YouTube channels has and the number of followers of our project's social media accounts (Facebook, Instagram, twitter, website)

Dissemination Activities:

- prepare a detailed DEOR plan with one person responsible from each country
- inform all school and local community about our schools
- write 10 articles to the local newspapers
- distribute 500 leaflets about the project's aims and results
- use the EU Dissemination Platform, E+PRP, eTwinning and TwinSpace
- held 2 online event on e-twinning
- upload on TwinSpace all our project concrete results as OER (Open Educational Resource)

Impact

TANGIBLE RESULTS

- * 1 book (50-70 pages) with ISBN published 50 samples on the description of 12 no-touch traditional games and 15 digital games of each country (all languages and english)
- *1 educational programme to be integrated in the participating school curricula or in their extracurricular activities/clubs
- *1 methodological guide with ISBN no. published in 100 samples on ensuring social inclusion and diversity in European schools through traditional, modern and online games for children (lesson plans of 12 Traditional Games, and 15 online games (link and explanation of the game))
- *LTT on The Magical Power of Traditional Games for 18 educators and 12 students for 5 days
- *LTT on Inclusion and Diversity in all Fields of Education for 18 educators for 5 days
- *LTT on Preparing Digital Games with WEB2 'Tools for 18 educators for 5 days
- *LTT on Raising Awareness of environment through traditional games for 18 educators for 5 days
- *3 TPMs
- *1 international video conference
- *Erasmus+ Fairs in each partner country
- *15 Digital games
- *Interviews with parents about traditional games
- *20 oral story recordings of parents' memories of their childhood games.
- *The most creative digital game preparation contest
- *Traditional game exhibition in each country
- *6 digital posters (reflecting the cultural elements of partner countries)
- *Project logo, roll-up, posters, brochures, promotional items
- *Questionnaires and results to be applied to teachers, students and parents
- *Project website, googlesite and youtube channel
- *Social media accounts and posts

INTANGIBLE RESULTS

Educators and school staff;

- *Increased ability to create inclusive and diverse learning environments of individuals from the participating schools
- *Increased adaptation and application skills of traditional games and digital games to educational processes
- *Increased critical-creative-collaborative and caring thinking skills
- * We expect that 70-80% of the school staff will become more interested in the European partnership and about 25% will increase their willingness to take part or to initiate other international partnerships;
- *Most of the school staff about 75% will become more open minded, more willing to accept others, regardless the differences of culture, education, language, customs, traditions.
- *Teachers managing, team work and cooperative skills will be improved in most cases (85%);
- *increased ecofriendly manner
- *Realize their potential in inclusive and diverse learning environments
- *Increased criticalcreative-collaborative and caring thinking skills
- *level of English will increase - from level A1 to A2 (students)
- * Their motivation will increase
- * Their digital competence will increase
- *their social relationships will improve
- * Their academicsuccess will increase
- *European Union and active citizenship awareness will increase
- *increased eco-friendly manner
- *At least 50% of the students will demonstrate to be more autonomous, more self-confident, more open and friendly to people which are different, to communicate easier in their Mother Tongue and in the other languages;
- *The equal participation of the students (boys / girls; those belonging to the ethnic minorities, the disabled ones) will diminish the differences and will change the perception on the equality of chances, emphasizing the similarities, about 90% will improve their attitude ;
- * The students' managing skills, team work and cooperative skills will be improved in most cases (85%); Parents
- * Awareness and sensitivity will increase in respect to differences.
- * Awareness on the European Union will increase
- * Family-child relations with their children will be positively affected. At the institutional level;
- * The rate of creating inclusive learning environments will increase by 50%
- * Interest in classes will increase by 50% * European citizenship awareness will increase
- *Digital content creation capacity will increase
- *Foreign language proficiency of educators and students will increas

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: School Exchange Partnerships

Project Title

HUMAN RIGHTS AND CITIZENSHIP

Project Coordinator

Organisation Szkola Podstawowa im. Orlat Lwowskich w Nowinach
Address ul. Białe Zagłębie 21 , 26-052 Nowiny , Świętokrzyskie , PL

Project Information

Identifier 2018-1-PL01-KA229-051040
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 91,083.5 EUR
Partners Istituto Comprensivo G.Garibaldi-G.Paolo II (IT) , SCHOOL OF PALEKASTRO (EL) , Halil Vedat Firatli ilkokulu (TR) , Scoala Gimnaziala „Toma Cocisiu" Blaj (RO)
Topics Teaching and learning of foreign languages

Project Summary

Recent years and some events have shown a growing need to raise the issue of the protection of human rights. Respecting the rights is now recognized around the world as one of the main issues of education. However, not all European education systems have paid attention to this topic, so schools must take the lead in creating their own materials and integrating human rights elements into curricular and extra-curricular activities. Through this project, partners learned from each other and analyzed HR education in different European countries. The main goals of the project are:

- disseminating knowledge about human rights, in particular in the context of the rights of children and pupils,
- increasing the awareness of the legal subjectivity of a human being as a citizen,
- developing communication skills in students' English,
- development of digital education,
- learning about the traditions and lifestyle of young people in different countries.

The project was aimed at primary school students, their teachers, parents and the local community. Over 3500 students and teachers were introduced to the results, a group of over 100 people directly participated in project meetings. We started working on the project by creating a team consisting of teachers and willing students. As a coordinator, we created a closed group on Facebook for teachers from partner countries. All this to improve the flow of information. Moreover, each school created Erasmus corners, special places in the school where students and teachers could follow the stages of the project implementation. The next step was to set up the project's website, which we updated on a regular basis. An equally important goal for us was to create opportunities for our students to communicate in English, to test and use their skills. Tasks such as introducing yourself to an open Facebook group, preparing a logo proposal were to be motivating, and were also to be a milestone towards breaking the language barrier. Working on the project was conducive to getting to know new cultures, the diversity of other nations, taught respect and tolerance for others, and allowed to present the beauty of partner countries. In order to achieve this goal, the students prepared presentations for which they took photos and created descriptions and even poems that were presented at the meeting in Turkey. During the visit, seminars were also held on the main substantive aspects of the project, including training on the rights of people, citizens, discussion with experts on this topic. However, the main emphasis was placed on discussing the rights of the child, the student. Each of the partners presented in the form of a presentation how these rights are implemented in individual schools. In addition to working meetings, the delegations participated in the daily life of the facility, watched lessons in various subjects, which allowed to feel the atmosphere of teaching in the Istanbul school. Deepening the subject of human rights, while implementing the project meeting in Poland, we put emphasis on the presentation and analysis of basic documents, declarations and treaties related to this topic. Students and teachers participated in workshops that presented the essence of these documents in an interesting way. Students got to know the education system in Poland, during geography lessons they had the opportunity to present their countries and learn interesting information about other nations. The multimedia English lesson was an example of how to talk about your appearance, describe yourself and others in an interesting way.

At the next project meeting, we focused on children's rights (the Convention on the Rights of the Child). During the workshop, we focused on the issues of equality, diversity and social justice in the context of children and their rights. As a result of these activities, posters promoting children's rights were created, an international Olympics and art classes were held.

The last meeting due to the epidemic was held with the use of IT resources. The main topic was to draw attention to which human rights are not respected in individual countries and how to prevent it. Each country made a presentation on the subject. Attention was also paid to the diversity of each person. The students recorded interviews with their friends who came to school from other countries. The students in the films commented on the difficulties they faced in their new home, school, but also what they liked and how they settled in. The online

workshop: "Associations that defend human and children's rights" was a summary of this topic. Each meeting is not only HR workshops, but also English and geography lessons, which means creating a bank of scenarios for interesting activities that teachers can use in the following years. We strongly believe that another long-term benefit will be the attitude of our students full of respect for others and the ability to build proper relationships with people.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Children Creating Children's Games



Project Coordinator

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Project Information

Identifier 2018-1-BG01-KA229-048043
Start Date Nov 1, 2018
End Date Oct 31, 2021
EC Contribution 104,525 EUR
Partners CEIP "FÉLIX CUADRADO LOMAS" (ES) , Immanuel-Kant-Schule
Gymnasium der Stadt Leipzig (DE) , LYCEE GENERAL &
TECHNOLOGIQUE V.SCHOELCHER (FR) , Mobil Imam Hatip Ortaokulu
(TR)
Topics ICT - new technologies - digital competences ; Cultural heritage ; Early
School Leaving / combating failure in education

Project Summary

This project is Strategic Partnerships supporting exchange of good practices, School Exchange Partnerships. Four schools are partners in the project. 24 months duration of the project with extension because of COVID-19

All partner schools have students from different groups and are facing problem to integrate some of them. For better results we think that we have to change the method 'integration' with 'inclusion'. To know more about EU countries and know more about European cultural heritage is one of the ways we can follow at school. We have to use also methods from non-formal education. We want to raise students motivation to learn new things. We decided to show our students that our cultures and traditions are not so different. We started from the street game, that every child is playing with his friends. In our project we made researches to find the common in our games from the childhood, to find similarities in our traditions and holidays. Our inspiration for this came from one of our eTwinning projects.

Our students have had the opportunity to attend students exchanges, to learn on-site about other cultures and to collaborate with the other students.

This project have been carried out transnationally because the issues are transnational. We, all partner schools, have seen that most of our students have similar questions, like: "What is to be European or how to be European even you are not from Europe". One of our partners is from small island far from Europe. That's why, we come together for this project. Students seen themselves as a part of a land without borders, that allows the achieving of cross-educational purposes: democratic citizenship, peace and legality.

During the project, the students created books, games and movies. They developed their key competences. Now they work better in team, have better ICT and English skills.

The main goal of the project was to improve 'classical' education of our students to 'inclusive' education by exploring European values and culture, and enhanced ICT and digital skills.

The project objectives:

1. Enhance students understanding of European values - freedom, tolerance and non-discrimination, through collaboration and students exchanges.
2. To help for integration and social inclusion of all students and especially the students from minorities, migrant families and students meeting some obstacles.
3. Share and develop ideas and tools how to use the European cultural heritage to change 'classical' education to 'inclusive' education.
4. Enhance students' and teachers' ICT and digital skills .

In the beginning of the project the partners started an eTwinning project. All outputs can be found in our public TwinSpace pages. ICT have been an important tool in our project.

Our students created 4 main outputs:

1. A book "Children Playing Outside"- descriptions of 15 street games(3 per country), with illustrations, movies(in online version) and comparison with similar games from the other countries
2. A collection Digital educational resources "On the Trail of the European Cultural Heritage" - a page in our public TwinSpace containing online games
3. Coloring book "On the Trail of the European Cultural Heritage". The drawings represent traditional holidays and artefacts of the project counties
4. A movie "We are not so different"

Our main priority is the Social inclusion. All our objectives are linked with this priority. When students know more

about the European values and cultures they will understand that they have a voice in getting decisions, they have to learn to live and collaborate with the others, and if we want to build a strong society we have to integrate also students from different groups. We can say that the social inclusion will ensure equal opportunities for all.

Supporting schools to tackle early school leaving (ESL) and disadvantage is our 2nd priority. Social exclusion and poverty among some groups of young people in Europe have increased last years. The good education will help students to have successful realization in the future. The enhanced ICT skills will help students to build motivation and interest to be at school. All students like to play computer games. In our project the students will learn how to create online games.

Social and educational value of European cultural heritage is our 3rd priority. The students have to have a feeling of belonging to a community and that we have common roots in many aspects of our cultures and traditions. Linked to our 2nd and 3rd objectives.

We organized 2 students exchanges and 2 short term training events for teachers, project participants. We had online meetings and webinars, dissemination events, face-to-face activities. Our students visited the European parliament in Strasbourg and all 4 schools presented Bulgarian New year tradition 'survakane' at the main Strasbourg square. Our etwinning project will ensure the project sustainability.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Tradition & Innovation @ Kintergarten



Project Coordinator

Organisation Ajuntament de Guadassuar
Address C/, Mayor, 43 , 46610 Guadassuar , Comunidad Valenciana , ES

Project Information

Identifier 2017-1-ES01-KA201-038373
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 196,216 EUR
Partners Scoala Primara EuroEd (RO) , Ufficio Scolastico Regionale per la Toscana (IT) , Xano Channel asociación para el desarrollo comunitario (ES) , Vsl "eMundus" (LT) , PIXEL - ASSOCIAZIONE CULTURALE (IT)
Topics Pedagogy and didactics ; Early School Leaving / combating failure in education ; Inclusion - equity

Project Summary

Context

The TIK – Tradition & Innovation @ Kindergarten project started from the Europe 2020 strategy that identified, within its educational benchmarks, that by 2020 at least 95% of pre-school children of 4 years or older would participate in Early Childhood Education and Care (ECEC)

The importance of effectively addressing the theme of ECEC where also confirmed by the conclusions of the European symposium on improving early childhood education and care that stated: "benefits from high-quality ECEC are wide-ranging and multilevel, economic and social, for individuals and for societies".

In this field the experience of the project partner and the evidence of their everyday activities shows that quality early childhood education and care can bring the highest rates of return over the whole lifelong learning process, especially for the most disadvantaged groups.

Objectives

The project identified and successfully addressed three needs that play a crucial role in order to enhance the quality of ECEC:

- Reinforce the capacity of preschool teachers to involve their pupils in activities that, according to appropriate didactical and communication methods, can provide an early start of the development of basic and transversal competences
- Raise childrens families awareness of the importance that ECEC can have for the preparation and the passage to primary school and for the integration in the social life
- Develop pre-school children cognitive skills through the implementation of cooperative learning experiences, aimed at integrating the normal activities with relational and richer verbal interactions between pupils with a special focus on those coming from disadvantaged backgrounds

Number and type/profile of participants

The project, exceeding by far its initial yet ambitious expectations has directly involved in the project activities and impacted on, a total of:

- 50 kindergartens
- More than 100 pre-school teachers
- More than 1000 pupils
- More than 200 among parents, grandparents, relatives and child-carers

Representing 4 different European countries and many more different nationalities and cultures

Potential stakeholders, to be estimated in more than 40 000 individuals and 400 institutions have been reached through the dissemination activities.

Activities and related Outputs

Project partners experts cooperated at transnational level in order to produce and make two Guides for the innovation of pedagogical approaches in ECEC directly available and accessible for free and without limitation on the TIK Portal.

- Teachers' Guide (https://tik.pixel-online.org/teachers_guide.php) providing pre-school teachers with a consistent set of learning materials to develop the necessary skills for improving achievement in basic cognitive and transversal skills of their pupils in early childhood education, through a fruitful cooperation with the pupils families
- Family caregivers of pre-school pupils Guide (https://tik.pixel-online.org/families_guide.php) in order to raise

their awareness on the importance that pre-school has in developing cognitive and pre-cognitive skills that are fundamental in the transition to compulsory school

Project partner partners have also worked in close cooperation with pre-school teachers and children families, to develop IO 2 - Didactical Toolkit addressed to preschool pupils. The Toolkit contains didactical materials presenting traditional tales both of the local area in which the children live in and of the countries/traditions of the children from other countries and/or ethnic groups who are present in the participating schools

The Toolkit combines:

- Exemplary materials related to the methodology adopted for implementing the storytelling activity carried out in each kindergarten <https://tik.pixel-online.org/storytelling.php> including the collection of drawings / collages / clay sculptures with which children will have represented their understanding of the tale itself
- Media based products presenting selected tales through a visual based storytelling and the text of the tale to be used by educators to transfer the contents at transnational level <https://tik.pixel-online.org/storyplot.php>

Results and impact

The TIK project successfully impacted on its target groups by:

- Strengthening the capacity of pre-school teachers and of pupils' families to build cooperation patterns
- Providing pre-school pupils basic and transversal competences through the transnational comparison of traditional tales linked to the local territory in which they live with the ones linked to the cultural backgrounds of pupils coming from other countries/ethnic minorities
- Enhancing pre-school comprehension and communication through innovative audio-visual based approaches and tools
- Promoting a multidisciplinary and holistic approach to pre-school education supported by innovative pedagogic materials and references methodological concepts in order to develop children's cognitive and social skills

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Interpreting Child-Centredness to support Quality and Diversity in Early Childhood Education and Care



Project Coordinator

Organisation UNIVERSITY OF PLYMOUTH
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Project Information

Identifier 2017-1-UK01-KA201-036798
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 207,209 EUR
Partners VIA UNIVERSITY COLLEGE (DK) , UNIVERSIDADE DA CORUNA (ES) , ECCE & PLAY EARLY CHILDHOOD IRELAND (IE) , UNIVERSITA DEGLI STUDI DI TRIESTE (IT) , Coopselios sc (IT) , SVEUCILISTE JOSIPA JURJA STROSSMAYERA U OSIJEKU FILOZOFSKI FAKULTET (HR) , camborne nursery school (UK)
Topics Inclusion - equity ; Pedagogy and didactics ; New innovative curricula/educational methods/development of training courses

Project Summary

Alongside the quality of the workforce, 'child-centredness' is often highlighted as important for the provision of high quality early childhood education and care (ECEC). It underpins many national curricula and guidelines but, on closer inspection, has different interpretations reflecting the context and history of ECEC services: romantic - to respond to the children's needs and interests; developmental - to support their development; democratic - to offer children choice and agency. This project sought to explore potential tensions and synergies between these different interpretations of 'child-centredness' and what these might mean for educators supporting children with different needs or from diverse backgrounds. Questions arise as to how, in reality, ALL children can be at the centre of pedagogical practice, how ALL children's developmental needs can be supported and whether democratic approaches can be combined with a focus on tracking individuals' progress against milestones. Furthermore, when supporting children from communities towards the margins of society, there are strong arguments against adopting an approach centred exclusively on the child's own interests or cultural background in favour of an approach that also offers the child and family a bridge between their home community and mainstream society. We carried out a review of the literature which illustrated that diversity in ECEC applies just as much to ECEC services as it does to the children who attend them. ECEC services in Europe differ in structural aspects, such as in age of children, staff ratios and qualifications, as well as in histories, traditions and philosophies. Interpreting child-centredness to support quality and diversity, therefore, means also recognising the diversity of ECEC services and its workforce. Acknowledging the diversity of ECEC context both across and within countries shaped the development of a new observation framework designed to capture examples of child-centred practice in the six project countries (Croatia, Denmark, Ireland, Italy, Spain and the UK). We recorded structural features about the ECEC settings where the observations took place, and asked educators to reflect on principles of child-centredness derived from our literature review, notably learning through play; respecting children's needs, interests, strengths and capacities; recognising children's learning strategies and uniqueness; respecting children as capable learners and decision makers; respecting children's diversity, individuality, family background and culture. The 44 observations from ECEC settings illustrated both the diversity of ECEC contexts in Europe, but also commonalities in educators' support for children's interests. The observations showed how those working in ECEC balance the different concepts of child-centredness as they respond to individual children. Furthermore, observations of group based activities and the design of ECEC environments demonstrated that often educators were being children-centred, responding to the multiple needs and interests of the diverse groups of children. The observations enabled the project team to refine their understanding of child-centredness as encompassing the role of the educator, the pedagogical environment, work with families and educators' image of the child. The refined understanding informed an online questionnaire that explored how ECEC educators understood the concept of child-centredness and how confident they were in enacting child-centredness, as well as identifying associated training needs. The questionnaire was administered in the six participating countries, generating 928 responses. Perhaps not surprisingly, responses showed that more experienced educators were more confident in their child-centred practice than newly qualified educators. This was taken into account when designing three online courses to support educators in child-centred practice; a buddy system was recommended whereby more experienced educators were encouraged to work through the materials with less experienced peers. The three courses reflected the three tenets of child-centredness, offering a range of resources to support educators to reflect on their practice. From the six participating countries, 338 educators participated in the three courses. Evaluations completed by 211 participants demonstrated that the courses were easy to access, with good materials, and were effective in supporting educators to reflect on their practice and learn new strategies for work with children. The different components of the project informed an open access e-book which draws together key findings from the literature review, observations and course content,

organised around the three themes of child-centredness. The courses will be refined and updated in response to participants' evaluations as part of a new project, ensuring their continued use by ECEC educators and students and extending their reach to other countries.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

Game of shadow

Project Coordinator

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Project Information

Identifier 2019-1-BG01-KA101-061556
Start Date Jun 1, 2019
End Date May 31, 2020
EC Contribution 18,600 EUR
Topics New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics ; Creativity and culture

Project Summary

The European Development Plan of Kindergarten "Sunny Childhood" is a complex of pedagogical ideas, managerial and administrative actions, whose implementation ensures the establishment of the kindergarten as a modern, accessible and quality public institution. Our ambition to work on the Game of Shadows project is driven by the desire of the pedagogical team to support and believe in the potential abilities of each child, to create a positive and diverse environment for its development, to provide for each child a desired world child happiness, a world of joy, coziness and spiritual comfort.

The age of 3-7 years is the most blessing to educate national self-esteem and self-esteem, to incorporate children into Bulgarian traditions and cultural values, to assimilate the fundamental rights / rules and responsibilities related to our membership in the European Union. The main objectives of the project are: enhancing the qualification of children's teachers to use the theater of shadows in the educational and educational process; activating and improving children's speaking abilities; implementation of innovative practices.

One of the main methods in the education-educational process is the use of theater and theatrical stages in their different varieties. The puppet characters, in an immediate and non-engaging manner, grab the attention of the children and bring them into strange worlds and relationships. An ancient theater, but little applicable in the kindergarten is that of the shadows.

The Shadow Theater attracts both small and large with its mystery and magic. With it, it is possible to turn every story of our imagination into an exciting adventure that unleashes our fantasy and allows us to have fun at will. The kindergarten has a rich holiday calendar of activities that are related to the lifestyle and tradition of the Bulgarian. Joining us in a project like this challenges us to rediscover the ability of the shadow theater to innovate the educational material through active participation of children. For preschool children, shadow theater crosses the visual limit of human abilities and creates a sense of a true miracle, combining dance, acrobatics, pantomime and light show. Contemporary shadow theater enigmatically transforms everyday life into a fairy tale, recreated through weightless silhouettes.

The project "Game of Shadows" envisages the work of 12 teachers, masters, proven professionals, with the potential to develop and validate innovations. The planned "Theater of Shadows as a creative tool in education" in Barcelona will stimulate the creativity and activity of pedagogues in their work with children. The idea of lifelong learning stimulates our team to constantly seek knowledge, acquire skills and, of course, to establish professional contacts with colleagues from other countries.

By participating in this project, we will learn new knowledge and good professional practices from international colleagues' experience; we will get acquainted directly with the Spanish education system and the conditions under which it is realized and developed; we will learn how to educate children more successfully, methodically, and fun; we will gain confidence in the use of theater and new knowledge for evaluation and standardization; we will provide opportunities for colleagues from other kindergartens to visit and monitor our activities; we will encourage the rest of our kindergarten colleagues and raise their interest in improving the quality of teaching. As a result of our purposeful project activity, the pedagogical college in kindergarten "Sunny childhood" succeeds in:

- Creating conditions for stimulating creative thinking and imagination in children; We form lasting cognitive interests, and learning children is interesting and desirable.
- Parents are more motivated, empowered and active partners, show understanding and support that encourages us to look for new and interesting forms of collaboration;
- Provide a cozy, relaxed and creative work environment for mastering the age content program, consistent with state educational standards and group project activities;
- We engage children with the universal values and national traditions through holidays and entertainment activities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them