

# Compendium 2008

English Version

## Lifelong Learning Programme

### Comenius

### School education



Education and Culture DG

**EACEA**  
Education, Audiovisual & Culture  
Executive Agency

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### Accompanying Measures



Education and Culture DG



Education, Audiovisual & Culture  
Executive Agency

**REFERENCE: 142055-LLP-1-2008-1-ES-COMENIUS-CAM**

## ***Trainers training meeting of the E-CONS network***

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**DESCRIPTION:** E-CONS based on its experience aims with ENFORMA EC to organize a European Trainers Training Meeting to consolidate the progress achieved and to place them at the disposal of a crucial issue "Energy saving" using methodologies that revolve around the school ambit, since everything shows that it is essential to educate for rational energy consumption, preventing wanton waste. The project satisfies needs of information, training and education in a fundamental subject: saving energy. Through teachers attending the Meeting using the multimedia didactic material, we will reach pupils, families society as a whole. The project comes to cover a need asked for by the E-CONS members in terms of useful, educational didactic resources that work in the classroom making pupils aware of the real need to save energy, taking advantages of good practices already carried out and new multimedia ideas. The project will generate:

1. Inventory of useful links on saving energy in Europe in each member country.
2. Multimedia Didactic material on DVD and on-line (20 languages) with best practices, ideas and proposals on energy saving, which will include experiences developed in and under proposal for the classroom, for education levels of pupils between 3-18 years old.
3. Celebration of A European Trainer Training Meeting in May 2009 in Spain.
4. Meeting Report with photographs, speeches, exhibitions..
5. Creation of a specific section in the website of E-CONS on the project: [www.e-cons.net](http://www.e-cons.net)
6. Setting up of the methodology "Travelling notebook" to involve families.

The direct target group in the short term are 150 teachers who will attend the Meeting and 10000 who will receive the DVD; in the mid-term the pupils' families as well as those who visit our website. In the long term citizens in general. E-CONS network bases its activity on cooperative learning, boosting active participation of its members, the analysis and evaluation of actions, the use of new technology and strategies to "learn how to learn".

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**GRANT AMOUNT:** 119,136 €

**APPROVED BUDGET:** 167,774 €

**CONTRACT DURATION:** 12 months

# Compendium 2008

English Version

## Lifelong Learning Programme

### Comenius

### School education

### Multilateral Projects



Education and Culture DG

**EACEA**  
Education, Audiovisual & Culture  
Executive Agency

**REFERENCE: 141759-LLP-1-2008-1-DE-COMENIUS-CMP**

## ***Digital video streaming and multilingualism***

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**DESCRIPTION:** Online video streaming has developed enormously over the last two years in terms of both numbers and popularity. Youtube for example had 72.6 million videos online in February 2008. Its potential, however as a resource for education and in particular for language learning has yet to be realised. Video is used regularly in schools and digital awareness is becoming an educational priority. A systematic, teacher-friendly and active approach to digital video production as a tool for language learning is however in our view still to be developed. Such an approach needs to include a range of possible digital video devices (from mobile phones to digital video cameras) and different production levels (from simply introducing a few words of a language through to drama sequences using a staging foreign languages approach).

The DIVIS project mission is twofold: collecting, designing and developing helpful teaching materials and at the same time spreading these to a maximum target group of teacher trainers and teachers. A state of the art online manual will offer creative and non-conventional teaching methods to develop new linguistic competences using video. The manual will include 3 different age groups (ages 10 to 18) and 4 production levels collected into a method matrix with embedded video illustrations and a link to an open video gallery. The online manual will explain the importance of sharing the videos with other learners, promoting intercultural understanding and linguistic diversity. The languages will include EN, DE, ES, IT as well as 5 less widely used and taught languages (RO, MT, NL, CA, IS).

The main vehicles of dissemination will be DIVIS school workshops and teacher training courses but also the incorporation of the material into existing initial and in-service training. Additionally the DIVIS Web will provide links to educational and language online portals.

The DIVIS consortium incorporates multifaceted strategies and strengths: language teaching experts, media educational and production experts and extensive networks will guarantee successful valorisation of the project results, reaching teacher trainers, teachers and mentors. The project will also build upon the expertise developed within EU teacher training courses and projects such as "Staging foreign languages", "Ovide" and "Speech Bubbles".

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 290,865 €

**APPROVED BUDGET:** 387,820 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>141767-LLP-1-2008-1-DE-COMENIUS-CMP</b>
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## ***The effective use of computer aided teaching and learning materials in science teaching - a teacher training course with a European perspective***

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**DESCRIPTION:** A huge amount of excellent computer aided teaching and learning (CAT) material already exists in Europe, but there is far less experience (and also competence) at using these materials effectively within regular classroom activities and outside. This is especially true with respect to getting girls and boys interested to study science, and motivated to get acceptable learning results. Recent research results from science education show, that there are good chances for improving the classroom practice if the materials are appropriately used and adapted to the specific needs within the schools of the different countries (and offered with easy-to-follow teacher instructions). A transfer of those results into teaching practice within Europe will be organised by our project.

Since teaching practice differs within the different European countries, it will be developed as a concept of culture oriented support activities. International scientists and teachers, experienced within this field, will work together and adapt their nationally oriented ideas and research results to other needs.

The intention of our project is to design and test modules for a teacher-training course, which enables teachers to judge the quality of computer aided learning environments in science teaching, to adapt best-practice examples of those environments to their own teaching, and to evaluate their own teaching afterwards. For this purpose, we will use already existing environments of the different project-countries.

The course itself will be established as ICT-based content, and will be published as a handbook linked with "best-practice"- examples. Our project wants to establish a new and flexible teacher-training course that is useful in all participating but also in other countries. All materials will be carried out in English and in all partner languages. The project will show that discussing and judging the quality of CAT for science teaching is an actual question in all European countries.

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- UNIVERSITY OF EDUCATION, SCHWAEBISCH GMUEND, DE
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**GRANT AMOUNT:** 298,582 €

**APPROVED BUDGET:** 398,462 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141791-LLP-1-2008-1-DE-COMENIUS-CMP**

## ***Early Years Transition Programme***

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**DESCRIPTION:** Research suggests that a more unified approach to learning should be adopted in both the early childhood education and the primary school systems, and that attention should be given to transition challenges faced by young children as they enter school. Transitions for children are generally a stimulus to growth and development, but if too abrupt and handled without care, they represent the risk of regression and failure, particularly for children from disadvantaged backgrounds.

The project therefore aims at enabling pre-school teachers and primary school teachers to find a more unified approach to learning and a common understanding of education that should be adopted at both educational levels to collaborate more effectively, i.e. to improve educational continuity and thus facilitate the transition process of children (aged 5-7) and their families.

The project partners will design initial and continuing education courses for ECEC and Grade 1 teachers that build on the strengths of the «school readiness» approach and the «social pedagogy» approach.

Curriculum continuity addresses in particular the issue of child-participation and knowledge-building relating to language competence and Early Literacy.

The goals envisaged are:

- to promote the involvement and exchange of views between parents and professionals of both sectors, particularly in respect to ensuring the inclusion of more marginalised children and families.
- to provide connecting curricula that guide children along their individual pathways to knowledge, encourage them to reflect on their own learning process; and to empower them to become autonomous learners during the transition and throughout life.

The outputs will thus be:

- Promoting awareness in order to achieve a new and shared understanding of the child's learning and knowledge-process and thus create a strong and equal partnership between preschool and primary schooling.
- A European Handbook of Educational Transition
- National curricula including bibliographies

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**GRANT AMOUNT:** 290,401 €

**APPROVED BUDGET:** 387,202 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141796-LLP-1-2008-1-DE-COMENIUS-CMP**

**Natur und Technik in fruhen Bildungsprozessen**

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**DESCRIPTION:** This project is designed to help improve the scientific and technical education of the past by improving teacher training and further training. The partners develop a joint teaching strategy for challenging children in transition from pre-school to school education to discover and understand natural phenomena and solve technical problems.

The strategy is based on children's creative and constructional skills and encourages them to look from numerous perspectives. It involves playing and experimentation, building and handicrafts, exploration of the world, improvised movement and the aesthetic expression of movement, social co-construction, the explicit interpretation of phenomena, the inclusion of imagination, literature and poetry and independent study in the form of projects.

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**GRANT AMOUNT:** 298,423 €

**APPROVED BUDGET:** 402,348 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>141800-LLP-1-2008-1-ES-COMENIUS-CMP</b>
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## ***Competences of Professional Educators in Europe***

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**DESCRIPTION:** The project stems from the need to investigate and coordinate the roles and competences of teachers in Europe (as mentioned in the Lisbon guidelines), at the levels of both initial and in-service teacher training. The participants in the project are institutions which provide initial and/or continuing teacher training. All of them play important roles in their countries/regions as the educators of future teachers or the innovators of in-service training and are aware of the necessity to adapt the teaching practice to the requirements of modern diversified society and to invent a way of helping teachers to “cope” in the modern classroom.

The partners are planning to identify both the existing and the needed competences of teachers with the aid of a research carried out in their countries. The collected data will then serve as a foundation for developing a pilot course in key teacher competences (different language versions) taking into account multicultural classrooms and diversity in Europe, to be run and tested in the institutions involved. The pilot course and its direct applicability to teaching practice will be systematically evaluated in its different phases, by the learners (via self-reflection on their performance of tasks) as well as the trainers and potential observers, to ensure development and improvement of the course. Drawing from that experience, the partners will then elaborate the second version of the course to be run again, at which stage other interested teacher training institutions can get involved for the sake of disseminating and promoting the results. An extension of the project is envisaged in order to develop Comenius courses based on the results of the project and to plan mobility for the target groups.

Different materials will be produced for the diffusion of the project, such as handbooks, booklets, and electronic learning/communication environment (which will also be used by both the project partners and the pilot course participants throughout the 2-year lifetime of the project).

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 188,972 €

**APPROVED BUDGET:** 256,376 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141825-LLP-1-2008-1-DE-COMENIUS-CMP**

## ***Kunstprojekte fordern benachteiligte SchulerInnen***

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**DESCRIPTION:** The project develops, tests, evaluates and disseminates ways of using art to help socially and culturally disadvantaged pupils and pupils with learning difficulties and integrate them culturally. Various complex art projects are developed together with pupils at the partner schools, all of which apply the Waldorf method, with instruction from artists with teaching experience (mainly painters and musicians) from the Alanus Art School, implemented over several weeks and presented to the public in exhibitions etc. These artistic projects are designed to awaken pupils' initiative, powers of cultural expression and creativity.

The objective is to overcome a lack of self-confidence, rekindle the joy of learning and learning skills and thus improve the chances of success at school and integration. Previous experience has also shown that art projects can permanently improve social skills. A scientific evaluation verifies these effects empirically, and the results are published as part of the dissemination strategy.

The results are disseminated mainly among political circles. The project integrates further training for artists and teachers, during which they learn how to apply art projects and art exercises in order to encourage pupils from underprivileged backgrounds. This further training is available permanently for trainees from all countries of Europe. The school will also run a European advisory and support network of and for schools with a large proportion of socially underprivileged pupils and pupils with learning difficulties who want to work in an art medium.

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 402,548 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141831-LLP-1-2008-1-DE-COMENIUS-CMP**

## ***Innovation in Mathematics Education on European Level***

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**DESCRIPTION:** InnoMathEd aims at substantial innovations in mathematics education on European level. Pupils should be given the chance to develop deep mathematical understanding, to acquire key competences that are essential for lifelong learning and to use ICT, especially dynamic mathematics, for individual and cooperative learning processes. For that purpose didactic concepts, pedagogical methodologies and innovative learning environments for pupils are developed, tested, evaluated, disseminated and exploited on European level. They focus on pupils' active, self-responsible and exploratory learning.

To implement these innovative concepts and tools in the educational practice in Europe the project includes the development of strategies and courses for effective initial and in-service teacher education as well as various concrete educational activities for students of mathematics education and teachers in practice. Educational staff in the European area of learning is made acquainted with didactic concepts for teaching and learning with dynamic mathematics fostering pupils' key competences. This process and the products are regularly evaluated with the aid of a specific online evaluation tool to ensure high quality outcome.

The long term impact of the project on the European educational system will be ensured by a wide variety of valorisation strategies: Innovative didactic concepts will be spread out in initial and in-service teacher education, best practice learning environments will be disseminated and exploited via web-based offers and print media, the public as well as decision-makers in policy and education administration will be included in dissemination processes and scientific results will be made public in the scientific community so that further research in the fields of didactics and pedagogy can build on the outcome of InnoMathEd.

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 291,096 €

**APPROVED BUDGET:** 505,200 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141836-LLP-1-2008-1-DE-COMENIUS-CMP**

## ***Train Teachers for Mainstream Literacy Education***

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**DESCRIPTION:** The proposal considers new qualification needs for teachers affected by policy shifts from a „compartmentalised“ concept of second languages (SL) teaching to immigrant pupils to an „inclusive education“ in which SL education is seen as an integral part of a generalised and common curriculum process, i.e. mainstreamed SL literacy education. A mainstreamed SL literacy education demands changes in the teacher education curriculum. All teachers need qualifications regarding the work with ethnic and linguistic minority pupils. At present, none of the Member States have a general teacher education curriculum addressing these needs.

The objective of the project is to improve the pre- and in-service training of all teachers for their work with immigrant pupils by elaborating a competence-based European Core Curriculum for teacher education and national adaptations.

The main outputs will be:

- the European Core Curriculum, its national adaptations, the European manual and its national adaptations;
- Needs Analysis Reports on the countries involved.

The material will be published by various means, including: print and web-based publications, a web-based databank including all relevant material produced in the participating countries, and abroad as well as the material produced by the project.

The project shall generate general changes in teacher education. By creating national/regional Teacher Education Partnerships (TEPs) involving teacher pre-service and in-service education institutions, schools and education authorities in the project's work, it will be possible to change teacher education programmes, state examination standards and facilitate the mainstreaming of the project's proposals.

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## ***LIFE LONG LEARNING PROGRAMME***

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  - TILBURG UNIVERSITY, NL
  - STADT ESSEN - DER OBERBURGERMEISTER, DE
  - MÅLARDALEN UNIVERSITY, SE
  - ZAVOD RS ZA SOLSTVO , SI
  - UNIVERSIDADE DO MINHO, PT
  - SOFIA UNIVERSITY, ST. KLIMENT OHRIDSKI, BG

**GRANT AMOUNT:** 295,030 €

**APPROVED BUDGET:** 393,376 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141838-LLP-1-2008-1-CZ-COMENIUS-CMP**

## ***DEveloping Educational leadership of Primary Heads and Institutions***

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**DESCRIPTION:** Primary heads are gradually required to become instructional and curriculum leaders, assessment experts, disciplinarians, community builders, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. Project DELPHI identifies twofold need amongst elementary school managers - in the first place, primary head teachers across Europe often do not have the facilities, the resources and support that secondary heads have; and secondly, they have much less access to international contacts and the opportunities for development this brings about. Thus we want to arm primary school leaders with competences to gather internal and external support for developing their schools into learning communities, while at the same time enabling them to learn together with and from their peers across Europe. There will be emphasized development of leadership competences among primary school heads: leading teams, managing change, setting up mentoring, coaching & peer learning schemes, developing a cooperative culture, and most of all improving the quality of the primary process of learning & teaching.

The envisaged outcomes are CPD modules on leadership issues, embedded in a common transnational frame of reference and supported by appropriate materials – traditional and ICT based. As a consequence, there will be created a multilingual platform in order to involve primary school heads in internationalization and mainstream leadership competences and strategies. The envisaged outcomes will also be integrated into existing national school leadership curricula and will result in international courses (Comenius), workshops and networks.

From the very start professional facilitators such as external support organisations will be involved in the project and contribute to content development. Primary heads will be invited to pilot “try outs” of the draft version of CPD modules. In this way the consortium will also provide opportunities for primary schools to get involved in transnational school partnerships and international courses. Consortium partners have close links to national networks of primary heads and will introduce outcomes to between 80 to 1400 primary schools per country.

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## ***LIFE LONG LEARNING PROGRAMME***

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- SCHOOL OF EDUCATION STUDIES DUBLIN CITY UNIVERSITY, IE
- VZW NASCHOLING IN HET KATHOLIEK ONDERWIJS, BE

**GRANT AMOUNT:** 246,304 €

**APPROVED BUDGET:** 329,064 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141858-LLP-1-2008-1-BE-COMENIUS-CMP**

## ***Sound Identifying Learner's Values in Europe***

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**DESCRIPTION:** Schools have always aimed at highlighting and transferring values to their pupils. But pupils often construct their own identity and values outside school contexts in the realm of popular and youth culture. Music in particular is an important means of identity construction and value sharing which mass media has known for several decades.

The goal of this project is to introduce the music important to the learners into the school context as a tool for values transfer and discussion. Instead of taking a unidirectional approach on value transfer, the project will emphasize the existence and richness of intercultural diversity. The regional and social varieties in European Union will be taken as an example. Possible values to discuss are in the areas of belief, diversity, human rights. Publishers as Walter Freeman call music the biotechnology of group formation, William Benzon calls music a medium to bring people together.

The final idea is to train the trainers and teach trainees in order to pick up the pupils in their own world.

The outcome during the project will be student mobility in initial teacher training, as a basis for action research. This will happen in 2009, the European year of Creativity and Innovation. The outcome after the project will be a Comenius Course practical intercultural approach of value-discussion by means of music with a Comenius Course for 5 consecutive years to learn and to train this approach. This course will be open to teachers, teacher trainers and teacher trainees to have an as large as possible impact. Online there will be a website with course material based on the project and a knowledge base of examples of good practice. This website will also function as a meeting place with room for discussion for people who will follow one of the Comenius Courses during the 5 consecutive years.

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## ***LIFE LONG LEARNING PROGRAMME***

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- UNIVERSITY OF MARIBOR, FACULTY OF ARTS, SI
- UNIVERSITY OF STAVANGER, NO

**GRANT AMOUNT:** 299,999 €

**APPROVED BUDGET:** 445,872 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141867-LLP-1-2008-1-AT-COMENIUS-CMP**

## ***European Leader's Training in Education***

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**DESCRIPTION:** Modern school leaders are faced with the management under new circumstances according to permanently changeable objectives. School priorities are determined more and more by the users of the school services. Within the constellation of relations educational leaders should discover the ways of management that would strengthen the school, not only as a place for education, but also as an organization that continuously learns. Due to this fact ELTE will design a training programme in the first year for persons who want to become head teachers, inspectors, mentors, supervisors or other leading personnel in the field of education with respect to national needs including the European dimension. Important parts of the curriculum will cover organisation and management competences, problem solving skills, leadership, and expertise in the "state of the art" teaching methods, school development strategies as well as the analysis of national and international education systems. The 30 credits curriculum will be modularised and enable participants to choose obligatory modules out of a pool according to their own needs.

In the second year the courses will be offered, tested and evaluated on a national and international basis. This means that all participating institutions offer at least one module where students from abroad may also participate. This process will be done in cooperation with local education authorities. After successful evaluation of the courses participating institutions (HEIs) will implement the study programme in cooperation with educational authorities. The aim of ELTE is a sustainable and permanent development within the area of continuous professional training.

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- UMEA UNIVERSITET, SE
- LATVIJAS UNIVERSITATE, LV
- PEDAGOGIKO INSTITOUTO KIPROU, CY

## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 144,778 €

**APPROVED BUDGET:** 194,935 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>141868-LLP-1-2008-1-BE-COMENIUS-CMP</b>
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## ***Introducing GIS Use in Education in Several Subjects***

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**DESCRIPTION:** The consortium of iGuess (Introducing GIS Use in Education in Several Subjects) will develop a teacher training course to promote GIS and instruct teachers in using it. Geographical Information Systems (GIS) are systems of hardware and software that can be used for storage, retrieval, mapping and analysis of geographical data. These systems allow spatial data to be linked with descriptive attributes in tabular forms in the same coordinate system that then can be layered together for mapping and analysis. It gives us information about the earth: climate, natural hazards, vegetation, population and indefinitely more characteristics, which can be analysed in a GIS, using computerised maps, satellite images, databases, graphs. Using GIS in class or in an extracurricular way will produce new, innovative approaches of teaching.

Lots of people use GIS applications daily, like car navigation systems, interactive maps on the internet, yet GIS learning in Europe is lagging behind. Progress could be made if we initiate continent-wide educational programs, following the example of the US. Not only do we need more GIS-trained people, teachers also need to become aware of the advantages of GIS. It will give them opportunities for collaborating and realising interdisciplinary, cross-curricular, even European projects.

Our project aims to bridge this gap by getting the stakeholders to work together, disseminating GIS skills by sharing ideas and best practices in learning about the use of GIS. In the two-year time span of our project, the partners will develop, share, test, enhance and optimise a course for teaching and learning with GIS. The course will contain methodologies, guidelines, good practices and exercises for using GIS in the classroom practice.

Standard templates, facilitating the integration of exercises in courses, need to be developed. All content will be made available on a website, containing databases, reports, news, network links.

GIS-knowledge in Europe will expand by the increasing number of teachers and pupils that will work with GIS and this will have a great impact on the industries, thriving on GIS.

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## ***LIFE LONG LEARNING PROGRAMME***

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- GREEN BELGIUM, BE
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- SOFIYSKI UNIVERSITET "SVETI KLIMENT OHRIDSKI", BG
- VLAAMS VERBOND VAN HET KATHOLIEK SECUNDAIR ONDERWIJS, BE
- PANEPISTIMIO AIGAIUO, GR
- HELSINGIN YLIOPISTO, FI

**GRANT AMOUNT:** 230,871 €

**APPROVED BUDGET:** 307,829 €

**CONTRACT DURATION:** 24 months

## ***Bringing Mathematics to Earth***

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**DESCRIPTION:** Studies show a lack in students' motivation in learning mathematics. This has a negative impact on several areas:

- Many fields in the world of work rely on an understanding of mathematics
- Many decision-making processes in society, politics, economy, ecology, personal environment etc. require at least a basic understanding of principles in mathematics
- Students who are less motivated to learn mathematics are much less likely to become motivated teachers in mathematics

One of the main reasons that students give as to their lack of motivation in learning mathematics is that "it is too abstract, has no applications, and no usefulness for students and for later life". We will tackle this situation with two approaches:

- Show that mathematics is everywhere, applications of mathematics in the real world. Particularly create modules to be used by teachers and students in school, and teacher trainers and trainees.
- Show that you can take (mathematically) important tasks and "dress them up", i.e. give them a context or a several possible contexts making it interesting for a variety of students. Again show some examples and also show how to open up a problem. Have workshops for teachers to create good contexts to a given mathematical problem.

Expected results:

- Book with materials:
  - o Examples of interesting applications of mathematics in the real world
  - o Examples of mathematically important tasks whose contexts have been improved to aid the learner
  - o Instructions and tips on how to find interesting applications and how to create or improve context for mathematics tasks
- Course and workshop for pre- and in-service-teachers to
  - o show applications of mathematics from 1a
  - o instruct and help teachers develop context, using examples from 1b
- Web-page containing electronic version of book and materials for courses
- Final conference to present materials 1, 2 and 3 to teacher educators, teachers and teacher students, with workshops to actively work with and develop further materials

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- INSTITUT PO MATEMATIKA I INFORMATIKA, BG
- VIA UNIVERSITY COLLEGE - LAERERUDDANNELSEN I ARHUS, DK

**GRANT AMOUNT:** 79,276 €

**APPROVED BUDGET:** 132,125 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>141882-LLP-1-2008-1-AT-COMENIUS-CMP</b>
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## ***ICT competencies and pedagogical application skills for teachers***

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**DESCRIPTION:** Although much effort has been put on the integration of ICT in the European education systems, and most of member states have successfully increased the density of technological equipment provided in schools there is still a considerable gap of integration of ICT in the classes in primary and secondary schools. ICT can support teachers in their daily preparation and administrative work. From the pupils' point of view ICT supported teaching motivates to learn with better concentration and prepares for today's "information society".

Various investigations in Europe show that the present ICT knowledge and practice of teachers in primary and secondary schools is still unsatisfying and make the need evident for the project presented here. Teachers need a standard set of up-to-date competencies as well as an appropriate attitude to ICT supported teaching for several reasons, amongst others:

- to reach a high level efficiency in their daily preparatory and administrative work
- for guiding their pupils in using ICT as standard facilitating tool in working life and in the "information society"
- for designing up-to-date, attractive and effective IT-based lessons to their pupils

Project products:

- The ICTeacher consortium intends to provide a comprehensive package of products including:
  - a market research and need analysis report
  - a syllabus and exam tests
  - a 200 hours blended learning concept and training material (manual, e-Learning course)
  - a virtual ICTeacher platform, accessible from the project webpage, offering the e-Learning environment communication tools
  - the delivery and documentation of pilot courses in AT, ES, UK, HU, DK
  - a range of dissemination products including website, flier, poster, brochure and ICTeacher sample CD-ROM, as well as international implementation.

Solid and sustainable impact of ICTeacher in the partner countries and Europe will be reached through:

- ICTeacher qualification of 75 primary and secondary school teachers and teacher students during the pilots
- the systematic involvement of the partner country's educational system key bodies with the clear aim to promote the incorporation of ICTeacher training in the curriculums of initial and further teacher training
- the composition of the partnership, including three initial teacher training universities and an in-service training provider
- the accreditation of syllabus and test as ECDL endorsed products after the project funding bringing the project results to potential users all over Europe

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- VIA UNIVERSITY COLLEGE - LAERERUDDANNELSEN I ARHUS, DK
- UNIVERSITY OF WEST HUNGARY, INFORMATION SOCIETY EDUCATION AND RESEARCH GROUP, HU
- WESTMINSTER BUSINESS SCHOOL UNIVERSITY OF WESTMINSTER, UK

**GRANT AMOUNT:** 296,416 €

**APPROVED BUDGET:** 395,222 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141928-LLP-1-2008-1-FR-COMENIUS-CMP**

## ***Hands-On Universe teacher training and support program***

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**DESCRIPTION:** The current challenges facing Europe give science and technology education a huge importance. Improving the attractiveness of science and science/technology careers among youngsters is widely recognized as vital in light of the Lisbon agenda. Schools should and can make science education more attractive by improving the quality of in-classroom science education and sound use of non-formal or informal in-school activities. Our main goal is the promotion of experimental science teaching to improve scientific education in schools, by "taking" hands-on experimental, active learning into the classroom. New opportunities from ICT developments, as well as the role of science centres/museums, must be explored in order to render the process of learning science in our schools more participatory, appealing, self-challenging and rewarding.

Our project will make science education more attractive while promoting and diffusing good practices in non-formal/informal activities among teachers, schools, and national/transnational educational boards. A task force will be established to pursue a major public relations effort approaching teachers/educators, students, schools, Ministries of Education and Education bodies, in a systematic attempt to prove and illustrate the benefits and importance of informal learning of science in schools.

We will contribute significantly to raising the attractiveness of science education and to the development/modernization of EU schools. Our project will have a very positive impact on the way students interpret school and the whole process of learning.

To achieve these ambitious goals and objectives, the Hands-On Universe program will be organised as follow:

- Three training sessions open to ~100 teachers from 14 EU countries
- Production of pedagogical resources, adapted/translated to partner countries (secondary school programs)
- Creation/update of national websites to freely disseminate pedagogical materials, plus a forum allowing teachers to share knowledge and experiences
- Update and release a free, pupil-friendly software package, to be used in the classroom, translated to 14 partner languages

All resources will be available long after the end of the grant, particularly through our two associated partners, ESO and the International Year of Astronomy GALILEO project.

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## ***LIFE LONG LEARNING PROGRAMME***

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- UNIVERSIDAD COMPLUTENSE DE MADRID, ES
- HOUSE OF SCIENCE, SE
- UNIVERSITATEA DIN CRAIOVA, RO
- NICOLAUS COPERNICUS UNIVERSITY, PL

**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 405,864 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141929-LLP-1-2008-1-FR-COMENIUS-CMP**

## ***Fostering ICT Usages in pedagogical Practices***

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**DESCRIPTION:** FICTUP continues the work carried out in the frame of the French project Auperel - sustained by the French Ministry of Education and Research - by associating European partners. Auperel - Analysis of the pedagogical uses of the on-line resources - has shown that, among the teachers who do not use frequently ICT with their pupils, an important majority of them would like to use ICT with their classroom but feel that they have not the necessary skills. This project has strongly emphasised the needs of these teachers to have concrete examples of practice to provide them with some ideas of scenarios with support, at least at the beginning, from expert teachers.

The objective of the FICTUP project is thus to create innovative training materials describing concrete pedagogical activities including ICT usage, associated to a close tutoring process, and to test the impact of these (material and human) supports on novice teachers in ICT.

The innovative training materials will be firstly composed of one case study for each activity describing it in detailed: thematic, objectives, pupils outputs, materials used (software, working sheets to be filled by pupils, etc.), the different pedagogical steps, for each of them the role of the teacher and the pupils' tasks, etc. Besides, each case study will be associated with around three pedagogical short videos (2-3 minutes) which will describe transversal ICT skills brought to play in the pedagogical activity. This training material will be developed collaboratively by expert teachers and novice ones to ensure its accessibility.

During this project, the material and tutoring process will be tested in real conditions by a novice teacher. All this phase will be observed (with filming), analysed and evaluated by researchers. The final objective will be to use the experience of this project to adapt and improve the experimented training methodology (organisation of the tutoring, terms of reference for the pedagogical material, etc.) and to propose it for further exploitation by educational institutions.

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**GRANT AMOUNT:** 296,536 €

**APPROVED BUDGET:** 396,280 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141942-LLP-1-2008-1-GR-COMENIUS-CMP**

## ***Towards Teacher Competence on Metadata and online Resources***

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**DESCRIPTION:** The METASCHOOL project aims to improve the in-service training of school teachers and school ICT staff on topics related to the organisation, sharing, use and re-use of digital learning resources that can be accessed online through learning repositories. . More specifically, METASCHOOL will mainly carry out the following activities:

- It will adapt, develop, test, implement and disseminate: a new training framework that will support the in-service training of (mainly) teachers and (also) ICT personnel of school staff on topics related to metadata, learning resources, and learning repositories; the strategies and best practices for organising favourite/useful learning resources into personal portfolios of digital resources, as well as setting up and using learning repositories on a school or regional level.
- It will suggest and test a variety of teaching methodologies and pedagogical strategies for using digital learning resources in the classroom, for two particular subject areas: science education and agro-ecology.
- It will also focus on promoting the creation of a European virtual space for interconnecting school repositories and exchanging/sharing teaching resources, based on the Learning Resource Exchange (LRE) initiative of EUN.
- It will organise pilot training and validation activities of both teachers and ICT staff (where possible) from schools all over Europe,
- It will also involve organisations that are active in school education and that particularly work on the promotion and best use of digital learning resources in the classroom on a European level.

The development of the proposed training program will be based on the adoption of a user-centred approach. Teachers will continuously give feedback to the academic team about their experiences gained in the classroom. Upon suggestions of the teachers, the academic team will perform the necessary adjustments to the training approach. Finally the METASCHOOL consortium aims to deliver a structured & reusable set of guidelines and recommendations in all project languages (i.e. English, Greek, German, and Czech). The main outcome of the project, namely the METASCHOOL Guide of Good Practice. The teacher training activities of METASCHOOL will be implemented in selected pilot schools from Greece, Austria, and Czech Republic, during the first year of the project. Their further testing and validation will be achieved through further training activities in other European schools from the participating networks, as well as Germany and Sweden.

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- THE DIMITRIS PERROTIS COLLEGE OF AGRICULTURAL STUDIES OF THE AMERICAN FARM SCHOOL, GR
- BUNDESMINISTERIUM FÜR UNTERRICHT, KUNST UND KULTUR, AT
- CESKE CENTRUM PRO VEDU A SPOLECNOST, CZ
- GEOPONIKO PANEPISTEMIO ATHINON, GR
- UNIVERSITÄT BAYREUTH, DE

**GRANT AMOUNT:** 288,825 €

**APPROVED BUDGET:** 385,100 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>141967-LLP-1-2008-1-GR-COMENIUS-CMP</b>
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## ***Promoting Equality in Digital Literacy***

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**DESCRIPTION:** PREDIL's central concern is on the harmonization of societal needs and pedagogical practices.

The project intends to map (via a discursive approach) current teaching practices onto pupils' preferences with regard to ICT applications in the curriculum and to develop support tools for teachers. Semi-structured interviews, focus group discussions, structured discussion fora and on-line data collection methods will be applied. The analyses of evidences (data and discourse) will be considered both from quantitative and qualitative perspectives.

The principle tangible outcome is a set of Guidelines by which teachers can reflect on girls' instructional needs and personal attributions with respect to use of ICT in the learning/teaching process. These are to be localized in 20 European National contexts.

The research and validation procedures facilitate the setting up of a Network on the project's thematic orientation. This is supported by numerous activities aiming at the evolution of the Network into a CoP on gender and ICT. Transversal activities are integral parts of the project's workplan and include evaluation (both internal and external), quality assurance considerations, dissemination and exploitation. PREDIL also undertakes the development of a Resource Library and the organization of an International Event.

The workplan is implemented in a seven interdependent workpackage evenly distributed across the partnership. The workplan calls for research and networking activities to be carried out across Europe. A total of 2000 pupils and 400 teachers participate in the research and reflection components of the project. These are reached by the project's formal and associate partners, the majority of which are engaged in Teacher-in-Service Professional Development, representing over 20 Member States. All partners bring into the project schools with which there is established collaboration. The project utilizes the concept of "satellites" to widen the geographical coverage for both the research and awareness development activities. The European Centre for Research on Lifelong Learning (CRELL) participates as an associated partner and is active in structuring the research and analytical framework.

The formal partnership comprises of seven institutions, five of which have recently collaborated in the frame of the PREMA project. The two other partners joined the consortium because of interest in the PREDIL's scope and implied approach. All partners participate in all project activities. Specific time consuming, stand alone, tasks are subcontracted for purposes of efficiency and effectiveness.

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**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 411,320 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 141978-LLP-1-2008-1-AT-COMENIUS-CMP**

## ***Active Citizens for Freshwater Ecosystems***

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**DESCRIPTION:** The European Water Framework Directive requires the restoration and sustainable protection of endangered European freshwater ecosystems like rivers until 2015. The active participation of the population, an important precondition to the successful implementation of the directive, has not yet been fully obtained. School education has to contribute to the success of this directive. Teachers need in-service training offers enabling them to acquire the knowledge and competences necessary to address the complex topic of freshwater ecosystems in their teaching.

The present project aims to develop a teacher training course of 5 days which will raise the level of information and knowledge of teachers about "a good ecological condition" of freshwater ecosystems. It will provide participants with a didactical concept and tools how to integrate this topic into teaching and will enable them to address active environmental citizenship.

The training course is based on Free your River/FYR, a SOCRATES/MINERVA-project successfully completed in Sept. 07'. Collaborative, IT-based, cross curricular, constructivist and experiential approaches, science-based working methods and a sound didactical approach to active environmental citizenship will be given particular attention. Teachers will increase their basic competence in science, digital competence, the competence to communicate in foreign languages and their social and civic competence.

The course target groups are teachers of science (Chemistry, Biology, Geography, Physics), languages or humanities at secondary schools.

Future course organisers are a target group, in particular teacher trainers of secondary school teachers from all over Europe. Furthermore, scientific staff at universities and research organisations involved in science teaching is a target group. The indirect target group is pupils in the age range 14-19 years.

Participants of the course will be encouraged to carry out projects on freshwater ecosystems after course completion. These projects will reach pupils, the local population, local and regional water authorities and media. The project will thus reach a lasting impact and contribute the implementation of the European Water Framework Directive. Furthermore, the competences acquired are applicable to all areas of active citizenship.

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- UNIVERSITÄT ROSTOCK, DE

**GRANT AMOUNT:** 231,095 €

**APPROVED BUDGET:** 335,372 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142064-LLP-1-2008-1-IT-COMENIUS-CMP</b>
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## ***Expérimentation du Management Interculturel et Environnemental dans les Etablissements scolaires***

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**DESCRIPTION:** The goal of this project is to build the capabilities of school heads (principals, head teachers) on the environmental and intercultural management of educational institutions. The specific aim is to draw up, test and validate an e-Learning and on-site training programme for 150 heads of Italian, Bulgarian, Maltese, Portuguese, Romanian and Turkish teaching establishments on the environmental and intercultural management of a school. Key concepts: intercultural management, environmental management, corporate social responsibility. Target groups: head teachers and school principals.

The activities, conducted in 4 phases, cover training in national languages, strategic campaigns to provide information, educate and raise the awareness of school managers to eco-intercultural management, education enhancement activities, particularly by using publication strategies (producing a teaching manual on the subject, guides, articles in scientific reviews, and so on) in national languages; preparing management plans in 150 educational establishments within the seven partner countries.

Expected results:

- R1: bolstering the target groups' skills and capacities to analyse, coordinate, plan, and manage a school sustainably in the areas of environmental and intercultural management and responsibility towards society.
- R2: strengthening the capacities of the target groups to bring about sustainable development and intercultural dialogue, use innovative teaching tools and open the school to society;
- R3: exchanging best practices and pilot initiatives, especially among the different institutions and structures working in the fields of education, training, and production of teaching tools (publications, multimedia) to ensure that results can be disseminated and spread;
- R4: drawing up sustainable school management plans and applying them in consultation with all the stakeholders (school staff, parents of pupils, regional institutions)

Training language: Italian, Polish, Bulgarian, Turkish, Romanian, Maltese, Portuguese (translation of training content into all seven languages)

Planned impacts: modernisation of school management practices by making a specific contributing through intercultural and environmental management. Heads of institutions will become familiar with environmental management, corporate social responsibility and intercultural communication. They will learn to draw up a school assessment and to prepare a teaching programme that takes account of climate change and the effects of globalisation.

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- FUNDATIA FILOCALIA - COLEGIUL RICHARD WURMBRAND, RO
- YOUTH CENTER OF HASKOVO, BG
- CANKIRI IL MILLI EGITIM MUDURLUGU, TR

**GRANT AMOUNT:** 284,091 €

**APPROVED BUDGET:** 425,988 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142075-LLP-1-2008-1-BG-COMENIUS-CMP</b>
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## ***Intercompetency and dialogue through literature***

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**DESCRIPTION:** The modern world is being characterized by dynamic changes, complexity and interdependence which put on trial our personal skills and require from the contemporary school education to offer complex and simultaneous solutions for exercising multiple competencies.

The IDial project aims to provide school teachers with support to deal with the challenges of the modern life by supplying them with creative methodologies, in-service training and teaching materials that develop and improve in learners their transversal key competencies in a holistic way.

The project steps on the literature as main instrument of impact with incontestable potential. Nevertheless, this project is not about teaching literature. It is about learning and personal development through literature.

The project focuses on developing the social and civic competencies of the students by intensifying their personal, interpersonal and intercultural interactions, encouraging their active participation in civic life and emphasizing on the values of democracy, justice, equality, citizenship, and civil rights. The cultural awareness and expression is addressed in a corresponding way through methodology which relies on autonomous, project-based learning that develops also learners' communicative skills. Through its pedagogic and methodological foundations on constructivist theory of learning and project-based education IDial also encourages the learning to learn abilities of the students.

The project will produce:

- Innovative methodology for fostering transversal competencies in integrative, holistic way through the use of literature;
- Teacher Training Course addressed at in-service school teachers in Humanities (history, literature, philosophy, civic education, etc.), as well as at non-pedagogical school staff (e.g. advisors, school counsellors, psychologists);
- Teacher's Handbook with a reader, activities, case studies and guidelines for teachers;
- Project web-site that will stream the project development and outcomes to the target users and the general public.

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## ***LIFE LONG LEARNING PROGRAMME***

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  - REZEKNE HIGHER EDUCATION INSTITUTION, LV
  - EDUCATIONAL RESEARCH INSTITUTE, SI
  - LIVERPOOL HOPE UNIVERSITY, UK

**GRANT AMOUNT:** 275,740 €

**APPROVED BUDGET:** 367,653 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142084-LLP-1-2008-1-BE-COMENIUS-CMP**

## ***Dynamic Assessment of Functioning and Coaching of Children Oriented at Development & Inclusive Learning***

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**DESCRIPTION:** The project focuses on assessment & coaching. Develop and try out a universally applicable model for functional and dynamic assessment and coaching “from assessment to practice” of children with learning difficulties/disabilities and their environments (schools, families), leading to a more adequate individual educational programming (IEP), useful to facilitate learning development and participation of all children in inclusive education.

Target group:

Children and youth experiencing barriers of learning (because of disability, learning difficulties, ethnic minority or socio-economic deprivation); teachers and professionals dealing with assessment & counselling; parents

Key Activities:

1. collect and exchange information regarding best practices of dynamic and functional assessment and consultative models regarding inclusive learning.
2. create an experts group to develop a common model of a “Daffodil” assessment linked to coaching of inclusive educational intervention, based on a model of cognitive modifiability of learning potential, dynamic assessment, functional assessment, a child’s differential needs on various levels and contextual approach
3. field test a pilot version of the Daffodil model in each of the participating countries
4. field test of a common training
5. organize an international course on the subject of dynamic, functional, contextual & inclusive assessment & coaching
6. publishing articles, books & multimedia materials for professionals
7. disseminate results via existing Inlucles website [www.inclucles.org](http://www.inclucles.org), e-mail campaign, and associations of school guidance psychologists

Expected outcomes:

1. a book and DVD describing a model of dynamic, functional, contextual & inclusive assessment (EN)
2. a series of articles, in a scientific and in a practitioners’ journal, in EN, NL, HU, RO, PT, SE
3. a model of a training course & framework (EN, PT, NL, SE, HU, NO) “From dynamic assessment to inclusive education & learning activation”
4. guidelines describing a framework for a consultation model in order to link dynamic assessment results to educational intervention, available in EN, FR, ES, NL, HU, RO, and PT
5. A leaflet to disseminate the project, the website and the outcomes
6. International seminar to disseminate outcomes of the project involving partners’ countries and other countries, especially countries where some pilot projects in dynamic assessment and inclusive education are in the beginning, as Brazil and Angola

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- ELEVHALSAN OSTERSTUNDS KOMMUN, SE
- STUDENT SERVICES, MINISTRY OF EDUCATION, GOVERNMENT OF VG, VG
- UNIVERSITATEA "BABES-BOLYAI", RO
- UNIVERSIDADE DE EVORA, PT

**GRANT AMOUNT:** 294,504 €

**APPROVED BUDGET:** 433,400 €

**CONTRACT DURATION:** 24 months

## ***On-Air: Effective use of Media for School Education***

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**DESCRIPTION:** The project aims to make teachers being able to exploit the attractive potential that New Media have on young generation in order to raise their attention and motivate them to rediscover the importance of literacy skills (reading and writing) and to approach the flow and diffusion of information that the New Media spread, with the necessary critical skills in order to become aware users.

The main target group of the project is to be considered as teachers of secondary schools of the 7 countries participating to the project that will be directly involved in the project activities. At least 70 teachers will be directly involved in the project activities.

### Activities

- Research on training needs - Workgroups of teachers and experts in the field will carry out an analysis of the needs and expectancies of the school system related to the possible exploitation of the New Media for the development of literacy skills and for the building up of the capacity of the students to analyse and interpret information in order to become aware New Media user. (• Collection and analysis of on-going experiences - In each country workgroups will collect and analyse information about the existing experiences in the field of the use of Media in educational contexts for the development of reading and writing skills and for enhancing of critical sense and awareness as users of Media.
- Development of Media based educational paths - eight educational paths related to Media education will be developed and made accessible onto the Internet Portal of the project.
- Testing and evaluation of the Media based education paths - In each country a pilot group of teachers, duly assisted by the experts, will test the Media based educational paths in order to evaluate their quality and effectiveness.

### Results

- Transnational Report and European profiles of skills on Media education.
- Database of validated experiences in the field of Media Education –
- Educational paths for Media education - including four main issues: Reading skills (i.e. Use of comics for enhancing reading and text analysis skills); Writing skills (i.e. Use of Internet for the development of writing skills, hypertext); Critic sense in approaching Media skills (i.e. creation of a newscast in order to develop the critic sense towards news sources); Aware users of media skills (i.e. How to build a TV programme in order to develop skills for making aware choices)
- Guidelines for the assessment and evaluation of Media education paths - the evaluation and validation of educational paths in the field of media education will be created and made available onto the Portal.

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- GAZI UNIVESITY, TR
- KAUNAS UNIVERSITY OF TECHNOLOGY, LT
- EASY TECHNOLOGIE S. R. L., IT
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- THE ROMANIAN RADIO BROADCASTING CORPORATION, RO

**GRANT AMOUNT:** 271,297 €

**APPROVED BUDGET:** 361,730 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142301-LLP-1-2008-1-IT-COMENIUS-CMP**

## ***Peer Related Education Supporting Tools***

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**DESCRIPTION:** Early school leaving is one of the main problems in EU secondary schools. The Project PRESTO Peer Related Education Supporting Tools intends to promote the learning to learn competence amongst European students aged 14 years and above using peer education.

The Project's overall aim is to contribute to reduce early school leaving and insufficient school completion in EU schools. Learning to learn is one of the keys to success at school; success is closely related to motivation and reduction of early school leaving.

The Project will produce two guides, one on how to improve learning and the other one on how to develop peer education projects in schools, then will pilot the guides promoting peer education projects for improving learning in 10 schools of 5 EU countries. Once validated, the guides and methodology will be exploited promoting and supporting peer education projects in at least 60 EU schools with the involvement of at least 180 teachers, 600 students as peer supporters and 3.000 ordinary students. All the experiences will be collected and made known on Project's website, in at least 10 conferences, 5 workshops, 5 congresses and 5 journals, and directly with at least 2000 schools and 25 stakeholders in the EU. A virtual resource centre on peer education will also be developed and maintained after the end of the project.

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 237,229 €

**APPROVED BUDGET:** 331,603 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142320-LLP-1-2008-1-TR-COMENIUS-CMP**

## *PROject-Based SCHOOL Management*

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**DESCRIPTION:** Schools have to change in order to adapt themselves in changing environment and to bring up students for knowledge based society. However, some schools are losing students because they are considered unsuccessful by parents and society. It is a well known fact that school managers who are capable of adapting schools into changing environment and who are equipped with good leadership characteristics are the main components of an effective school.

By this project a new school management method for high schools will be developed. Project based management method has been widely used and its success has proved. By adapting this method into school management, schools will be improved, become more effective and successful.

Major outputs will be a new methodology, based on common European values and experience, for school management, educational materials and an in-service training curriculum, project web page, several articles, a Comenius in-service training course and 6 national training sessions, 110 trained school managers on PBSM and increased abilities of school managers. Project outputs will be prepared in 7 languages (English, Turkish, Romanian, Italian, Spanish, Dutch and Greek). Outputs will be continued to use after the project has finished both by participating institutions and other schools. Project web page will remain active. The institutional partners will use and exploit the project results through these of the results and the tools, for continuing application in their planning and school management responsibilities. The academic partners will use the experience gained, the tools and methods for further related research and teaching activities, and as the basis of continuing and new research projects.

Increased management abilities of school managers will improve the effectiveness of schools. Effective schools will bring up more successful students. The successful students will be a contribution to society.

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## ***LIFE LONG LEARNING PROGRAMME***

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- UNIVERSIDAD DE ZARAGOZA, ES

**GRANT AMOUNT:** 241,015 €

**APPROVED BUDGET:** 321,354 €

**CONTRACT DURATION:** 24 months

**REFERENCE:** 142328-LLP-1-2008-1-UK-COMENIUS-CMP

## ***European CLIL in Development: A Primary Phase Consortium***

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**DESCRIPTION:** Research into second language learning indicates the benefits of introducing languages to children at an early age. Adopting a CLIL (Content Language Integrated Learning) approach has the potential to deepen children's cultural understanding and offer them authentic language learning opportunities.

An initial needs assessment in five countries identified support for teacher educators working with colleagues developing CLIL-based approaches within the secondary phase but little existing support for those involved in the primary phase. The consortium, comprising members from six institutions concerned with initial teacher education, has formed to support primary teacher educators in introducing and developing CLIL pedagogies with their student teachers. The main products include: a profile of a primary CLIL teacher (a development of the European Foreign Language Teacher Profile); an online portfolio (a monitoring/assessment tool) enabling student teachers to record their achievements and areas for development, and the tutor to monitor the student teacher's progress and identify where support is required; a series of training packages, on predetermined CLIL areas enabling teacher educators to address a range of primary CLIL issues with student teachers. These will include commentaries on usage of video footage of student or experienced teachers trialling and exemplifying CLIL strategies within primary classrooms.

Training materials will be produced in each of the five main languages of the consortium (namely Spanish, German, Polish, Italian and English). There is potential to adapt the products for direct use by speakers of other languages.

The impact envisaged for this project is substantial. Teacher educators are ideally placed within their own institutions to influence the teaching practices of several cohorts of student teachers, and therefore subsequent generations of future teachers. Moreover, existing interest in the potential of this project and support at local and national levels, to assist in the dissemination process is forthcoming from such bodies as the TDA, CILT and UCET in England, local authorities (aside from Berlin) in Germany and similar institutions within Spain, Italy and Poland which are responsible for educational matters including the in-service training of teachers.

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## ***LIFE LONG LEARNING PROGRAMME***

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  - UNIVERSIDAD DE SEVILLA, ES
  - JAGIELLONIAN UNIVERSITY, PL
  - UNIVERSITY COLLEGE PLYMOUTH ST MARK & ST JOHN, UK

**GRANT AMOUNT:** 290,508 €

**APPROVED BUDGET:** 387,396 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142340-LLP-1-2008-1-UK-COMENIUS-CMP**

## ***Biodiversity Education and Awareness to Grow a Living Environment***

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**DESCRIPTION:** Research has shown that learning out of the classroom can provide motivating and relevant learning experiences for school students. This research has also identified that because of a lack of teacher training, practical curriculum based out of classroom opportunities and resources, many of the current out of classroom programmes do not result in high quality learning and do not exploit the potential of a European dimension in areas such as environment and sustainable development. Our project addresses these needs. The overall goal of our BEAGLE biodiversity project is to improve the quality of learning outside the classroom and enhance students' motivation to learn, so that the capacity of people to live sustainable lifestyles and bring about a more sustainable environment is strengthened. To achieve this our partnership of six organizations, all involved in teacher training, from six countries will develop a short training programme for teachers and then provide the opportunity for students to take part in a pan European Biodiversity Observation Project leading to a practically focused Biodiversity Challenge. We shall produce a number of other resources such as identification keys to support out of classroom learning. These key activities and outputs will all be based on the BEAGLE website, which will be part of the larger [www.sustain.no](http://www.sustain.no) site managed by the University of Bergen for the Ministry of Education in Norway. The website will be in all partner languages.

Our pedagogical approach is to create motivating, meaningful and relevant learning experiences for young people. Our approach will encourage student centred and peer to peer learning. Our project will have a large impact on the quality of learning resulting in more motivated students with the capacity to relate school based learning with real life decision making, especially in the area of sustainable development and biodiversity protection. Our project impact is sustainable and will also be exploited through the wider publication of the materials we shall produce and the guaranteed sustainability of the BEAGLE website on [www.sustains.no](http://www.sustains.no)

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 258,927 €

**APPROVED BUDGET:** 424,950 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142345-LLP-1-2008-1-UK-COMENIUS-CMP</b>
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## ***Images and Identity: Improving Citizenship Education through Digital Art***

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**DESCRIPTION:** The link between art and citizenship education has not previously been explored in the European context and this is a new area of research and curriculum development.

The project will produce four different products for publication as an education resource:

1. A review of relevant practice, curricula and resources and visual images available in all 6 countries involved
2. Lesson Plans and Exemplars for teachers to help children create images using digital media.
3. Image Banks of by contemporary artists and images that children have selected and created
4. Guidelines and Strategies for:
  - Engaging school children in critical reflection and discussion of images that explore and represent personal and group identifications
  - Facilitate lessons in which children explore and represent their own identifications using digital media
  - Integrate citizenship education content, resources and methods into discussion of images (including a political dimension and human rights)
  - Guidelines and list of online resources for introducing European Citizenship discussions into Art lessons using images.
  - These products will be tested in a variety of European contexts to ensure best practice is adopted and be disseminated for use across Europe.

The project will employ forms of art production such as photo stories, staged images, fictional website and may include digital collage, blog animation or video/ film. This project will use ICT in innovative ways through:

- A website for public dissemination and awareness raising
- A final product that is web based (including an image bank, examples of curricula, teacher guidelines and a list of web resources).
- Use of web sharing sites (such as flickr and in-house produced portals) for internal communications
- Training teachers to use digital media in art lessons.

All higher education and teacher participants will be trained in digital imaging for art teaching and Web based methods of documenting curriculum development in action. The project will impact directly on participating schools and be incorporated into initial and in-service teacher education courses at for generalist and specialist teachers at the partner institutions. National coordinators will disseminate project outcomes at each stage to local and national subject associations and at a European Regional and World Conference of the International Society for Education through Art. The final product will be disseminated via the project website to educational and arts policy makers (e.g. UNESCO, The Arts Council of England) locally and nationally and globally.

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- JUSTUS-LIEBIG UNIVERSITAT GIESSEN, DE
- UNIVERSITY OF MALTA, MT
- ESCOLA SUPERIOR DE EDUCACAO POLITECNICO DE VIANA DO CASTELO, PT

**GRANT AMOUNT:** 299,721 €

**APPROVED BUDGET:** 429,484 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142355-LLP-1-2008-1-DE-COMENIUS-CMP</b>
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## ***Early Language Intercultural Acquisition Studies***

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**DESCRIPTION:** ELIAS aims to advance Europe-wide establishment of bilingual preschools and collaboration with non-academic educational institutions. Researchers will monitor young children's learning progress in second language acquisition (SLA), intercultural communication, bilingual science skills and environmental awareness in one bilingual zoo preschool and six bilingual preschools. Located on the premises of the Magdeburg Zoo, the unique zoo preschool thrives on its proximity to animals and zoo personnel and provides an ideal learning environment for bilingual nature and science education. Such collaboration is unprecedented in Europe and the world.

Bilingual or immersion education from native speakers of a second language (L2) is the most effective CLIL teaching method for L2 acquisition and simultaneously imparts other key skills such as content learning and intercultural awareness. Thus, this innovative pedagogical concept is ideal for Europe's knowledge-based society, giving young children the earliest head start in their lifelong learning process and preparing them to better exploit their foreign language skills in later schooling.

The ELIAS team comes from Belgium, England, Germany and Sweden and closely collaborates with the Saxony-Anhalt Ministry of Health and Education and Ministry of Agriculture and the Environment in Germany. Applying such approaches as ethnographic participant observation and standardised qualitative and quantitative assessments, ELIAS will conduct thorough research studies of the development of the children's first and second language acquisition (L2 English) and intercultural competence. The zoo team will produce bilingual teaching materials on zoo animals and nature topics. Additionally, the research group will conduct teacher training workshops for the preschools' staffs, compile an implementation guide for bilingual preschools and deliver recommendations for the strategic implementation of immersion in European school systems to guarantee programme continuity.

Target groups for the results of the ELIAS project will be specialists in the European education sector, preschools, schools, research institutions and non-academic cultural institutions (e.g. zoological and botanical gardens, aquariums, museums) and the general public. Press releases will announce the kick-off and the end of the project. The project team will present its findings at international academic conferences and a final symposium. Moreover, the symposium proceedings and the final report will be published as books and the bilingual science materials on CD ROM. All project results will be available on the project's website.

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- CHRISTIAN-ALBRECHTS-UNIVERSITÄT ZU KIEL, DE

**GRANT AMOUNT:** 299,973 €

**APPROVED BUDGET:** 655,698 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142362-LLP-1-2008-1-SE-COMENIUS-CMP</b>
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## ***Case Forest - pedagogic towards sustainable development***

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**DESCRIPTION:** Education about sustainable development is more or less compulsory in schools in different levels all over Europe.

The forests play an important role in a sustainable society due to its economical, environmental, social and cultural values. In this project we want to create a method which will facilitate the teaching and improve the learning about forests and how it influences the every-day life for all of us. The target group is teachers in compulsory schools and the method should fit for children from the age of 12.

The project will be based on a problem-based methodology which is developed at the University of Juensuu in Finland. In this methodology the children use a computer based planning tool. With this tool the pupils can plan in advance an excursion to forests, forest industry, forest museum or some other place. The pupils have to choose a research problem or a question they are interested in and decide how they will solve it. Then they do their research, interviews, study visits or another activity. In the final analysis they share the results of their study; how have they been able to open the concept sustainability and what did they discover?

In the project we will test the methodology in all eight countries and we will adjust it for national conditions.

We believe that this methodology will increase the value of forest pedagogy and it will be used by all organisations in the consortium. We also believe that it will be of interest for teachers who like to improve the education about sustainability especially when it comes to forests.

Besides the methodology, the project will result in a web-page which will include teacher-manuals, fact-sheets about sustainable development with emphasis on forests and contacts and links to other useful pages in different countries. Except for the teacher manuals, which will be in eight languages, the web-page will be in English. The consortium consists of 12 partners from 8 different countries; Sweden, Finland, Estonia, Latvia, Lithuania, the Czech Republic, Slovakia and Bulgaria. We represent both the education sector and forest sector and have long experience of forest pedagogic.

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- UNIVERSITY OF FORESTRY, BG
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- RIIGIMETSA MAJANDAMISE KESKUS, EE
- SUOMEN METSAYHDISTYS RY, FI

**GRANT AMOUNT:** 204,930 €

**APPROVED BUDGET:** 273,240 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142375-LLP-1-2008-1-ES-COMENIUS-CMP</b>
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## ***European Network on Exchange Early Detection Drug-consumption***

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**DESCRIPTION:** The project e-NEEDD follows several of the objectives proposed in the European Strategy of fight against drugs 2005-2012. In accordance with this strategic document, to cope successfully with the drug consumption prevention within the scholar field, it is considered indispensable to develop research and to implement training programmes for teachers and other professional working in the educative environment. We considered that collaborative work generates synergies that reinforces the quality of outcomes, and impels the visibility of the results.

We trust that the present project will be the seed of a stable working-group, aimed to carry out collaborative research projects, to implement applied solutions and to train professionals in drug-prevention issues. Therefore, we understand that the creation of a network in prevention constitutes, by it self, an immediate goal.

Other objectives are:

1. To know the state-of-the-art in school preventive interventions and early detection actions of the drug consumption in the within the participant countries.
2. To identify and evaluate the formative lacks of our target population, in prevention of the drug consumption
3. To elaborate and/or to validate an early detection scale that will help to identify high risk individuals in order to implement suitable measures of selective prevention.
4. To design and to evaluate a course on drug consumption prevention focused on teachers, trainers and other professionals working in the secondary education,

These goals will produce the following concrete outcomes:

1. A compared report on the prevalence of drug consumption between the young population and its trends of consumption.
2. A comprehensive report on good practices on preventive interventions.
3. An Early Detection Scale.
4. An educative programme for designed and evaluated.

The training capacity and the potential of dissemination of the partners assure the impact of the results within the target population. In order to increase the visibility of the results, the institutions will settle bonds with the official institutions in charge for the training of educational staff; actually most of the partners already keep professional relations within the framework of their daily activity. Finally, at the end of the project, we foresee to transfer the results to other UE countries and third countries, mainly Latin America, through the networks in which already the partners participate.

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- PETRE ANDREI UNIVERSITY FROM IASSY, RO
- CENTRE OF EUROPEAN STUDIES AND INITIATIVES, IT
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**GRANT AMOUNT:** 277,474 €

**APPROVED BUDGET:** 369,965 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142380-LLP-1-2008-1-DE-COMENIUS-CMP</b>
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## ***Schule im Wandel***

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**DESCRIPTION:** Current social changes need to be reflected in the form and content of teacher training programmes. This project therefore develops a training programme which prepares for these needs and takes a new approach to the transfer of knowledge.

Schools throughout Europe are undergoing change. New curricula, predicated on lifelong learning, have shaken up the school environment and impacted at teaching level, but have yet to result in revisions to teacher training.

The Consortium wants to use the proposed project to illustrate the changes taking place in schools from various perspectives, address them thematically in further teacher training courses and thus kick-start a debate at European level on lifelong learning models. In doing so, the Consortium has started from the belief that the sustainability of further training of foreign language teachers depends directly on the degree of focus on vocational content.

Recordings made and interviews conducted in ten schools in Germany were taken as the starting point for describing the change. The films can be downloaded, together with exercises for self study, from a learning platform for further training events. At the same time, new technologies enable further teacher training in other formats.

Similar documentation is to be produced in the other countries in the consortium, based on the examples on changes in schools in Germany. The Consortium wants to use the project to kick-start a cross-border debate on ways to promote lifelong learning, combine schools in the partner countries so that they can jointly develop school-oriented teaching projects and promote exchanges and mobility between education systems.

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## ***LIFE LONG LEARNING PROGRAMME***

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- OPETUSALAN KOULUTUSKESKUS , FI
- CENTRALNY OSRODEK DOSKONALENIA NAUCZYCIELI, PL
- NATIONAL UNIVERSITY OF IRELAND AT MAYNOOTH, IE

**GRANT AMOUNT:** 299,262 €

**APPROVED BUDGET:** 419,720 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142381-LLP-1-2008-1-DE-COMENIUS-CMP**

***imago2010***

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**DESCRIPTION:** In the age of the media, children face reading literacy and visual literacy challenges at pre-school and primary school age and the development of broad literacy skills, which go far beyond a purely text-based approach (e.g. critical and competent use of visual material, coding and decoding of pictures) would therefore appear necessary. However, school education has traditionally focussed primarily on the acquisition of written language.

In light of this observation, the project starts by researching the visual preferences of pre-school and young children and then designing teaching/learning arrangements. This ideal type of learning arrangement should encourage the transfer of elementary visual skills, evoke interest in visual forms of expression, promote individual articulatory and help to advance verbal and non-verbal linguistic skills in the form of best-practice examples. It is expected to promote sustainable literacy skills which allow successful use of verbal and visual forms of expression. This allows the disadvantages and drawbacks thematised in international investigations (e.g. PISA) to be processed. Including (visual) literacy is particularly valuable in language learning programmes for children from an immigration background.

Elementary and primary school teachers are given the necessary professional skills and trained in visual skills and level-of-learning diagnosis in training sequences and further training modules.

The international comparison in the project gives an insight into cultural differences and visual communication. The reference to three different scripts (Latin, Cyrillic and Greek alphabets) makes this a particularly exciting project.

The results of the project will be published for practising teachers, supplemented by publications for children. Articles intended for specialists and teacher trainers will also be published.

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## ***LIFE LONG LEARNING PROGRAMME***

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- PANEPISTIMIO THESSALIAS, GR
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**GRANT AMOUNT:** 268,079 €

**APPROVED BUDGET:** 592,572 €

**CONTRACT DURATION:** 24 months

## ***Contextual Learning in Management and Teaching in Europe***

**DESCRIPTION:** Schools in Europe are supposed to play increasingly prominent roles in initial teacher education, in induction of teachers in their professions and in the continuing professional development of teaching staff. Effective school organizations are those that are able:

- to keep up with changes in society;
- to innovate and thus provide an inspiring professional environment to their staff;
- to signal or even predict new developments and
- to develop knowledge and to disseminate and apply it in their work processes.

Now that schools in different European countries are supposed to play this prominent role in both initial and lifelong professional development of teachers, the question arises to what extent do schools provide such a rich learning environment to their teachers. And if they do not, how can we stimulate them to develop the necessary conditions. In recent years instruments were developed to investigate such conditions in organizations and to help staff to become aware of the quality of their organization as a learning environment. The purpose of this project is to adapt these instruments to make them applicable for schools

In this project we will choose a particular focus. One of the challenges of teachers anywhere in Europe is to learn how to deal with diversity. Our general question whether schools offer the appropriate learning environment for teachers now will be specified and focused on how to deal with various aspects of diversity. Within this concept of diversity we include elements such as diversity in needs, talents, ethnical background, culture, gender, religion and styles.

Project goals include:

- promoting lifelong professional learning among teachers;
- developing instruments to help them scan their work environment to see to what extent it may be considered as a learning environment for them;
- producing guidelines on how to turn a work environment (a school) into a learning environment for teachers;
- supporting professional learning processes that enable teachers and trainers to improve their competence in dealing with diversity;
- making an inventory of good practices.
- by promoting life long learning among teachers eventually lifelong learning competences of pupils and students will be promoted and enhanced

Project outputs include:

- validated tools for school (self) analysis;
- manuals for administering these instruments;
- guidelines on how to use the results for improving schools and for innovative actions;
- an 'inspiration handbook' describing good practices.
- Guidelines on how to translate lifelong learning among teachers into practices that raise the key competences on life long learning among pupils and students.

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**GRANT AMOUNT:** 117,117 €

**APPROVED BUDGET:** 156,160 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142424-LLP-1-2008-1-GR-COMENIUS-CMP**

## ***Using Web Comics in Education***

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**DESCRIPTION:** The goal of the project is to help teachers and children effectively use an alternative instructional medium for learning about literacy and scientific concepts by writing, designing, and publishing original web comic books. Web Comics is a plurimedia version of the printed comic books. Web comics can be interactive means for studying as well as for self-assessment.

The EduComic project places children in the role of creators, rather than merely receivers of information. Children write and draw about their personal experiences and interests, thereby engaging them in the learning process and motivating them to succeed. The point of the project is not to drop a web comic book on a child's desk and say: "read this." Rather, the project will train teachers in order that they design learning scenarios where students will have the opportunity to draw upon stories that they then revise, publish and share with others in their communities.

The project consortium is not suggesting that educational web comic books should substitute for traditional books or for standard reading and composition lessons. Teachers will be trained to exploit this instructional medium that clearly is appealing to young minds.

The project will collect and publish best practices (in terms of educational comic books on various subjects such as literacy, language learning, science education, authoring tools as well as effective learning strategies and lesson plans). It will also create training material for teachers and organise seminars for teachers in Greece, Cyprus, Italy and Spain in order that they become better able to exploit this medium. These teachers will apply strategies and lesson plans to their schools in order that we gather evidence of what works, why and under which conditions. Findings from a systematic evaluation study of the pilot cases in schools will be used for revising and improving the first version of the material created for the need of the training seminars (in 4 languages). Finally, the project consortium will make efforts in disseminating the project's findings and spread the idea of using web comic books to urban and rural schools across Europe. Various dissemination strategies will be used such as the establishment of an online community about the educational comics for the school community. The consortium is comprised of partners with great experience in language learning, science education, and e-learning environments. Partners will benefit from their links in order to come up with a plan for the sustainability and exploitation of the project results.

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## ***LIFE LONG LEARNING PROGRAMME***

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  - KINDERSITE PROJECT LTD., UK
  - UNIVERSITY OF GRANADA, ES
  - UNIVERSITY OF CYPRUS, CY
  - POLITECNICO DI MILANO , IT

**GRANT AMOUNT:** 226,722 €

**APPROVED BUDGET:** 302,296 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142442-LLP-1-2008-1-PT-COMENIUS-CMP</b>
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## ***Sign, Meaning & Identification: (deaf) Learners in Europe***

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**DESCRIPTION:** Europe has become a condition of life, in which we all have to play a role as European citizens. This goes also for the deaf learners and teachers. Europe in this respect is also the discussion about the relationship between hearing and deaf culture and the role of national sign languages. To empower learners and teachers to understand the visible signs, attached meanings and personal identification processes of the deaf towards what Europe is or should be, is very important in the training of sign language teachers, interpreters and special needs educationalists.

The project wants to identify the main features of deaf culture in relation to hearing culture (national and European) based on perceptions of deaf and hearing pupils and students. In addition, the role of sign language within these cultural identification processes and the quality standards of student teacher's research on deaf identification processes are part of the scope of the project.

The project will provide a manual of student instruction of doing research on deaf culture, a sandwich model for exchanging students engaged in research at home and abroad, a web based communication platform and gallery of products and materials, and a book with best practices including a description of quality standards for researching deaf culture in schools. Last but not least, the project will organise a European Day on 'Deafness, Culture and Europe' in three countries for discussing the results of the project. At international conferences, the organisation of a European day in other countries will be promoted. Such a day could be preceded by an in-service course for which the project will provide a detailed programme.

The project outcome will have an impact on the reform of curricula of special needs departments, interpreters training and the training of sign language teachers to include deaf vs. hearing cultural issues especially with regarding European Citizenship. In addition, stakeholders like municipalities, regional authorities, ministries and other will be challenged to rethink related policies.

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## ***LIFE LONG LEARNING PROGRAMME***

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- COLEGIO DE EDUCACIÓN INFANTIL Y PRIMARIA COLÓN, ES
- UNIVERSIDAD DE CÓRDOBA, ES

**GRANT AMOUNT:** 182,350 €

**APPROVED BUDGET:** 243,134 €

**CONTRACT DURATION:** 24 months

<b>REFERENCE:</b>	<b>142444-LLP-1-2008-1-RO-COMENIUS-CMP</b>
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## ***Teaching Learning to Learn Virtual Trainer***

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**DESCRIPTION:** The call for Learning to learn skills development, skills needed in a knowledge-based society, meets resistance in schools for many reasons. The main of them consist in the educational culture that has been developed during the 200 years of compulsory education based on content transmission and assimilation and in the difficulty of changing this culture to a learning-based one at school level when school staff and management do not share the same vision of what learning means. Although at present, many universities offer courses on Learning-to-learn in initial teacher training, the graduates enter individually in schools as teachers and they adjust to and end in doing things "as it is done in here". Additionally, teachers who participate in in-service training individually, when back in schools, they do not have the force to change the culture and stick to the old customs.

Our intentions are to collect the good practices of teachers' in-service training (content, methods, formats) in partners' countries and to develop a comprehensive training course in Learning-to-learn on multimedia support (video, audio, animation & text) with a virtual trainer based on the recent developments and research in Psychology, in order to help schools (managers and staff) become learning-centred organizations rather than content-centred ones..

The project will be developed in 7 work packages (Management, Good practices, Development of the Multimedia kit training course and its Support Handbook– in seven units: Introduction into the Psychology of learning, Developing motivation and attitudes skills, Assimilating knowledge skills, Processing knowledge skills, Using knowledge skills, Shaping habits of thinking and Assembling learning to learn skills in the classroom, Testing and validation, Dissemination, Exploitation and valorisation and Monitoring and evaluation). It will have 28 products and outputs, the main being the Report on Good practices in Learning to learn in partner countries and the Multimedia Kit Teacher Training Course with a Virtual Trainer. The main products will be in all partners' languages and in English as well.

The Consortium for the project is formed by educational institutions with different backgrounds, complementary experience and staff expertise related to the project objectives (universities, teachers and trainers associations, Ngo's working in education) from seven countries (RO, IT, ES, SE, LT, TR and PL). There are two silent partners in Romania (teacher's trade union and a school inspectorate).

The impact envisaged by the project beyond its life time addresses the shift of the educational culture paradigm in schools across Europe from a content-centred paradigm to a learning-centred one.

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- ACADEMY OF MANAGEMENT, PL
- VSL,SVIETIMO IR KULTUROS MOBILIUJU TECHNOLOGIJU INSTITUTAS, LT

**GRANT AMOUNT:** 277,543 €

**APPROVED BUDGET:** 370,062 €

**CONTRACT DURATION:** 24 months

## ***Routes: Analysis of 20th Century European Migration***

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**DESCRIPTION:** The project aims to open a common reflection at European level on the theme of migration and integration, experimenting an innovative method of studying the history of immigration throughout the XX century. The method will be based on valorising the potential of new technologies for exchanging and sharing information, for recovering the historic memory both of the countries who have seen the arrival of migrants and of those who have seen the departure of immigrants in their past.

Through the study of the past the project aims to develop educational and training packages addressing transversally the needs of education systems to interpret and deal with the integration of immigrants in the present.

Target Group:

- Secondary school teachers and students, facing the challenge of multicultural classes.

Main activities:

- National Workgroups, composed by teachers and pupils of secondary schools, will carry out a historical research to understand the migration phenomenon based on direct sources (as interviews with eye witnesses, official documents, newspapers etc.). A synthesis of all the main documents, surveys and interviews will be digitalised, translated in English and made accessible onto the Routes Portal
- The information emerging from the research will be used by the partners to develop ad hoc educational and training e-learning based packages, one for each of the target groups, that starting from the understanding of the past, provide best practices to tackle the difficulties of integration of immigrants and a change of perspective leading to consider immigration as a resource and not a problem.
- All participants involved in the project will contribute to the creation and development of the Portal which will be a reference point to carry out the content's development activities, allowing a comparison at European level and will make available all the e-learning products created during the project.
- The educational and training packages developed within the project will be tested, involving pilot target groups at national level. During the testing phase, the Portal will host a transnational discussion, using the potential of ICT for the circulation of information (Forum, Blog, Virtual conferences); everybody involved will share their experiences and impressions about the effectiveness of the materials and carry on the reflection on the theme.

Expected outputs:

- A manual focusing on the social history of immigration highlighting the added values of a multicultural society and the role of schools education in the integration of immigrants.
- A Vademecum focusing on behaviours and attitudes leading to a successful integration of immigrants into society.
- A survey highlighting the points of strength of the immigration phenomenon and its contribution to the economic and social development of the hosting countries

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- INITIATIVE POUR UNE FORMATION EFFICACE, BE
- CENTRE NATIONAL DE FORMATION DE L'ENSEIGNEMENT TECHNIQUE PRIVÉ CNFETP, FR
- CONNECTIS, IT
- DEUTSCHE ANGESTELLTEN - AKADEMIE BERLIN/BRANDENBURG, DE
- CAMBRIDGESHIRE COUNTY COUNCIL, UK

**GRANT AMOUNT:** 290,715 €

**APPROVED BUDGET:** 387,620 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142447-LLP-1-2008-1-IT-COMENIUS-CMP**

## ***A School That Speaks The Language Of Its Kids***

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**DESCRIPTION:** Learning languages is a life-long learning process, The sooner it starts the better the knowledge in a language will be. Children (pre-primary and primary pupils) are likely to learn better than adults and the process is more natural. Yet early teaching of a second language is not a wide-spread education aspect in Europe. SPEAK project aims at developing a pedagogical model to improve the acquisition of a second language in pre-primary education with two main goals:

- favouring the natural process of language learning at early age.
- Supporting pre-primary teachers in the pedagogical process when working in a dual-language education process.

The main goal of the project is the creation of a pedagogical model to improve the teaching/learning process of second languages in pre-primary schools at European level, setting the roots for a transferable, adaptable and updatable method to be extended to all European languages. During the development the project focuses on English teaching in pre-primary education.

The project will be carried out in the following EU countries: Italy, Poland, Rumania, Cyprus. The project activity will comprehend:

- Creation of an innovative methodology to improve teaching/learning processes of a second language in pre-primary education.
- Creation of an omni-comprehensive model including the theoretical assumptions, the pedagogic strategies and the operative tools to deploy the theory.
- Testing of the developed models at EU level in pre-primary schools of at least 5 European countries.
- Exploit the results among pre-primary teachers in order to realise a post-project self-feeding training activity to grant the project results sustainability.
- In term of results the project will provide to pre-primary teachers:
  - An innovative and validated model for second language learning;
  - Granting validated tools and material to activate positive early learning in languages.
- Promoting linguistic diversity and interculture, promoting early pluri-linguism.

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- PLATON SCHOOLS, GR
- THE INSTITUTE OF CREATIVE PROCEEDINGS, PL
- UNIVERSITY OF EDINBURGH , UK

**GRANT AMOUNT:** 289,349 €

**APPROVED BUDGET:** 386,623 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142449-LLP-1-2008-1-IT-COMENIUS-CMP**

## ***Science Education As a Tool for Active Citizenship***

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**DESCRIPTION:** SETAC emerges out of the need to undertake specific action for the improvement of science education. It regards science education as among the fundamental tools for developing active citizens in the knowledge society. Science and technology are important school curriculum subjects but are also directly linked to our everyday lives, requesting very often engagement and informed decisions by all citizens. Science education is therefore not only a subject to be delivered by teachers and be learned by students inspiring, hopefully, related careers; but should be also seen as a lifelong-relevant tool for developing informed and active citizens.

In this sense, the project addresses students and teachers both as agents engaged in classroom practice and as citizens with right to knowledge and social responsibility. It will develop products for learning in science and technology as the basis for responding to the needs of the knowledge society.

The products are:

- a) a new pedagogy for engaging with science and technology, drawing from inquiry-based science education and science & society methodologies;
- b) ICT-based resources for teachers;
- c) a European in-service training course.

These products focus on Health, Energy and Climate Change. They will emerge from experimentation with students in the different consortium countries, direct consultation of teachers and a research study on students' motivation in science and technology.

A website will be produced in order to disseminate information and make the outcomes of the project available to users.

SETAC activities will be developed through cooperation between formal and informal education institutions, that is, schools, teacher training institutions, universities and science museums involved in science education from a different point of view and with different but complementary teaching and training methodologies.

The impact of the project actually will be for all professionals in science education, that is, school teachers, trainers, museum educators, university professors engaged in training and education. SETAC will try to reach as many professionals as possible within and outside the consortium through a specific dissemination strategy and by making information and products available in EN and in other consortium languages.

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- MAGYAR TERMESZETTUDOMANYI MUZEUM, HU
- TECHNISCHE UNIVERSITAET MUENCHEN, DE
- ISTITUTO TECNICO INDUSTRIALE STATALE "MARIE CURIE", IT
- DEUTSCHES MUSEUM VON MEISTERWERKEN AUS  
NATURWISSENSCHAFT UND TECHNIK, DE

**GRANT AMOUNT:** 238,142 €

**APPROVED BUDGET:** 318,201 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142453-LLP-1-2008-1-PL-COMENIUS-CMP**

## ***Motivation via Natural Differentiation in Mathematics***

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**DESCRIPTION:** Coping with heterogeneity and motivation of all students independent from their capabilities, is one of the great challenges in primary school, especially for teaching and learning mathematics. The project looks for opportunities for a “natural differentiation”. For the learners, it should contribute to a deeper mathematical understanding as well as to the development of general learning strategies that could lead to a higher motivation.

The innovative aspect of the project is connected with a conceptual change in the teachers’ and the pupils’ mind which should lead to a change of classroom culture and a sound attitude towards the nature of mathematics.

Together with selected teachers, learning environments in terms of commented teaching units will be developed and put into practice (field test 1). The video-documented lessons will be analyzed and evaluated with respect to allow differentiation as well as sharpening the concept of “natural differentiation”. Pupils’ motivation will be measured by a standardized test. After a revision of the learning environments, a 2nd field test will follow, performed by a greater number of teachers (including measuring motivation). These two field tests serve as a basis for offering documented best practice examples illustrated by video documents and pupils’ journals and documents aiming at a wider group of teachers, teacher educators and text book publishers. To ensure a great impact, some of these materials will not only be offered in the specific different national languages but also translated into the other national languages as well as in English.

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## ***LIFE LONG LEARNING PROGRAMME***

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**GRANT AMOUNT:** 197,377 €

**APPROVED BUDGET:** 263,170 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142455-LLP-1-2008-1-HU-COMENIUS-CMP**

***Title: Drama improves Lisbon Key Competences in Education***

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**DESCRIPTION:**

Objectives:

1. To demonstrate with cross-cultural quantitative and qualitative research that dramatic activities in education are a powerful tool to improve Lisbon Key Competences. To publish a Green Paper, based on the research, and disseminate it among educational and cultural stakeholders at European, national and local level in 8 languages.
2. To create a "European Education Pack for Drama in Education": a toolkit for schools about how to use dramatic activities to improve Lisbon Key Competences. To disseminate this Pack widely among schools in 8 languages.
3. To compare dramatic activities in education in different countries and help the transfer of know-how with the mobilities of experts.

Dramatic activities in education are proven to be excellent tools to reinforce social cohesion, personal fulfilment, active citizenship, intercultural dialogue and gender equality; increase creativity, competitiveness, understanding of human rights, respect for democracy; encourage tolerance and respect for other peoples and cultures; and contribute to a sense of European citizenship. The examined Lisbon Key Competences will be 1), 5), 6), 7), and 8), which are life-skills and competences necessary for young people's personal development, their future employment and active European citizenship.

Consortium members are highly acknowledged nationally and internationally, represent formal and non-formal segments of education and cover 12 EU countries.

The innovation in the project is that it is the first research to demonstrate connections between dramatic activities in education and the Lisbon Key Competences and communicate it to a wide target. The key outcomes are the Education Pack and Green Paper. 7 conferences will be held to disseminate the results of the project across Europe.

By investigating the effect of dramatic activities on these competences, and publishing the results, we target key stakeholders in education: teachers, school managers, policy makers, pupils and NGOs.

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## ***LIFE LONG LEARNING PROGRAMME***

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- DRUSTVO TAKA TUKA, SI
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**GRANT AMOUNT:** 282,200 €

**APPROVED BUDGET:** 377,000 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142471-LLP-1-2008-1-NO-COMENIUS-CMP**

## ***Kick Racism out of Sports, Schools and Society***

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**DESCRIPTION:** Whilst great efforts and progress have been made at the EU and member states levels to tackle discrimination and social inequalities, all available evidence paints a picture of continuing inequality, prejudice, discrimination and intolerance. Racism continues to impact negatively on communities and individuals, and recent demonstrations of overt racism by Spanish motor racing fans highlight the prevalence of everyday racism, as well as the need for sports organisations to actively engage in challenging racism amongst their supporters and wider society. Alongside major sports organisations, education providers are at the forefront of addressing issue of racism and discrimination with young people. Whilst a great deal of activity and examples of good practice in education and sport to combat racism exist across the member states represented in the consortia, there is no mechanism at present for sharing and promoting this work in a systematic way across the education and sports sectors. This project brings together key experts from the fields of education, sport, civil society and research institutions to review best practices and achievements of sport and education providers in this field, as well as to enable dissemination of learning from this process through the development of an in-service training course for teachers and coaches, and of a resource pack with a curriculum module for use with young people in schools.

The project will produce:

- a) An in-service training course for teachers from the perspective of teaching/ learning anti-discrimination and co-operation principles through sport.
- b) A schools curriculum with a programme of sports activities involving teachers, pupils and representatives of sports bodies and voluntary organisations
- c) A series of publications and teaching resources for wider dissemination across the education and sports communities
- d) A European wide conference on Equality in Sport, Schools and Society

It is envisaged that the local and strategic partnerships developed through the project activities will act as ongoing networks and forums to maintain the active engagement of the various stakeholders beyond the life of the project i.e. education providers, pupils, sports organisations, and local communities.

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## ***LIFE LONG LEARNING PROGRAMME***

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- DIAMORPHOS ITD (TRADING AS THE CHANGE INSTITUTE), UK
- SK VARD HAUGESUND, NO
- FC ARSENAL, UK

**GRANT AMOUNT:** 282,924 €

**APPROVED BUDGET:** 437,970 €

**CONTRACT DURATION:** 24 months

**REFERENCE: 142672-LLP-1-2008-1-DE-COMENIUS-CMP**

## **INTERCULTURAL COMMUNICATION IN EUROPE**

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**DESCRIPTION:** Teenagers in Europe encounter culturally and linguistically diverse societies, both in face to face contact and in web communication. This is a challenge and chance for which school can prepare them: to increase intercultural competence while at the same time acquiring foreign language skills needed for successful and appropriate intercultural communication.

ICEurope – ‘Intercultural Communication in Europe’ – sets out to gain insights into foreign language and culture learning within a web-enhanced English classroom. Intercultural communication (IC), foreign language learning (FLL) and elearning are combined to develop intercultural foreign language competence in authentic elearning environments.

ICEurope focuses on enabling learners to use their English as a lingua franca (ELF) for negotiating cultural concepts in intercultural contact situations. Pupils become aware of the dynamic relationships between language and culture and learn to use their own English for understanding and expressing lingua-cultural concepts.

Contact is established by web collaboration via Moodle between teenagers from Bulgaria, Hungary, Italy and Turkey. The approach is based on a constructivist and socio-cultural view of content and language integrated learning (CLIL); it encourages interactive and integrated practice in classrooms and beyond. A model of language and culture learning and learning scenarios highlights how collaborative interaction in intercultural online activities fosters intercultural foreign language skills. ICEurope also aims at increasing digital media skills for the purposes of intercultural language learning.

Results will be published to provide teachers and trainers with the theoretical, methodological and technological knowledge needed to use web technologies for teaching intercultural foreign language skills. The project aims at an increased awareness of the potentials of web media and will provide foreign language teachers, trainers and government bodies with guidelines and innovative teaching materials.

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## ***LIFE LONG LEARNING PROGRAMME***

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- ELAZIG CITY DEPARTMENT OF EDUCATION, TR
- ASSOCIATION FOR RESEARCH AND INTERVENTION IN EDUCATIONAL AND LABOUR SYSTEMS, IT
- DEPARTEMENT OF ENGLISH LANGUAGE PEDAGOGY, EOTVOS LORAND UNIVERSITY, HU

**GRANT AMOUNT:** 276,715 €

**APPROVED BUDGET:** 369,015 €

**CONTRACT DURATION:** 24 months

# Compendium 2008

English Version

## Lifelong Learning Programme

### Comenius School education

#### Networks



Education and Culture DG



Education, Audiovisual & Culture  
Executive Agency

<b>REFERENCE:</b>	<b>141730-LLP-1-2008-1-DE-COMENIUS-CNW</b>
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## ***The Making of: Leadership in Education - A European Qualification Network for Effective School Leadership***

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**DESCRIPTION:**

Successful learning depends on the quality of school life and consequently on the quality of leadership. In a continually more complex environment and as a result of the European tendency to give individual schools greater autonomy, additional challenges are being made to school leaders. The importance of school leadership has become clear in recent years from the large amount of leadership, management concepts, appropriate initial and further qualification measures that have been developed in Europe. The focus of these measures is on honing the administrative and organisational skills, and on the improvement of individual professionalism in decision-making and taking action. School inspection has shown that sustainable leadership should be directed towards the establishment, anchoring and regular use of effective communication paths, and to the specific acceptance of decision-making and responsibility.

For the first time the planned network will systematically gather information and organize communication on existing models, concepts and programmes in this core area of school development. A special focus will be placed on structure-based leadership.

In the beginning, examples of good practice of school leadership and concepts of initial and further qualification of acting and future school leaders will be documented, weighted and published in a synopsis. Thirteen partner countries will work in the network and further countries will be involved through a tandem model, so that the EU as a whole will be represented. The synopsis will be updated as a part of the annual reporting and published on the network website and respective national websites. The network website will offer a continuous supply of information for all those professionally interested in the status and findings of the research activities, but also serve the network internally for information, communication and cooperation.

The annual network conferences will offer a forum for the circulation and evaluation of the participants' findings. By inviting further COMENIUS action projects and target groups to join these conferences, they will help to extend and optimise the network, and establish a European Corporate Identity "Leadership in Education".

At the end of the project, a comprehensive information system in English, German and the respective partner languages covering the concepts and programmes to qualify school leaders will be put at the disposal of all specialists interested.

The chief result of the project will be the setting of a framework of reference to assure the quality of school leadership which forms the basis of a consensual network decision as a recommendation to the European Commission.

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- LEADERSHIP DEVELOPMENT FOR SCHOOLS, IE
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**GRANT AMOUNT:** 450,000 €

**APPROVED BUDGET:** 659,386 €

**CONTRACT DURATION:** 36 months

**REFERENCE: 141736-LLP-1-2008-1-BE-COMENIUS-CNW**

## ***Enterprise without border***

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**DESCRIPTION:** The consortium desires: to better exploit its network of complementary infrastructures in 11 European countries; to create a powerful incentive for more teachers; to engage their students in entrepreneurship education, in international exchange and cooperation. With the initiative proposed here, Enterprise without Borders (EWB), the consortium intends to mobilize its international potential for the benefit of more young people and improve its local expertise. EWB lets students try running a real enterprise while they are still in school and makes links between these mini-companies across borders. It is reinforced by specialized training for teachers. Teachers create demand for such programmes when they see that students “learn by doing” and are highly motivated by making and selling their own products or services.

The aim of the project is to establish 1000 new mini-companies and establish links between them (= 350 joint ventures). Over the next three years, 7200 students will experience setting up and running their own real ‘international’ enterprise with the support of 360 teachers and 360 business volunteers. Out of the 360 teachers, 20 will be identified as trainers-for-trainers (multipliers for the programme in the future).

The project will impact:

1. 7,200 new students age 15-19
2. 360 new trained teachers
3. 360 new trained business volunteers
4. 20 trainers-for-trainers
5. 360 schools
6. 7200 students will be influenced by the already trained teachers who will continue to deliver the programme in the second and third year to new students

The project will produce:

1. 1080 mini-companies over 3 years
2. 350 joint-ventures between student companies generated by the project
3. 11 language versions of training and classroom materials for teachers and business volunteers; for students; kits for mini-companies; implementation guides
4. 12 local showcase events such as trade fairs or competitions where EWB companies will participate and be recognized (one per each participating country)
5. A DVD containing sample materials developed in the project as well as the framework for assessment
6. A Final Report for the project featuring top joint ventures
7. An IT platform (website) to support the programme Europe-wide
8. Dissemination and exploitation strategy
9. Quality assessments and metrics

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- BUSINESS IN THE COMMUNITY, UK
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**GRANT AMOUNT:** 449,000 €

**APPROVED BUDGET:** 599,730 €

**CONTRACT DURATION:** 36 months

<b>REFERENCE:</b>	<b>141975-LLP-1-2008-1-UK-COMENIUS-CNW</b>
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## ***Wide Minds - the human face of digital learning***

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**DESCRIPTION:** Despite proven benefits of ICT in raising standards, developing key competences and autonomous learning, many teachers in Europe are not yet exploiting its creative potential. Lack of confidence, support, time and relevance are reported as barriers to making progress. Young learners meanwhile suffer none of these barriers, and are at best forging ahead, networking with their friends, surfing the net, albeit oblivious to the possible dangers, but at worst becoming isolated in a virtual world. They find it difficult to connect this kind of activity and the ICT they learn at school, seen as a bolt-on activity with little intrinsic purpose.

As a network of educational professionals with many years experience of co-operation at European level, as well as considerable expertise in ICT, WiMi is well placed to address this dilemma. We bring our conviction of the benefits of engaging whole school communities in meaningful international projects promoting intercultural dialogue and understanding, and the learning of languages.

WiMi will promote the human face of digital learning, developing Regional Coordinating Centres in 13 countries (all partner countries apart from Germany) where teachers will see the familiar faces of their peers and local advisors while they learn new ICT skills, thus providing the reassurance needed to foster positive attitudes.

We will provide opportunities / motivation for learning with new faces: 3 conferences combined with ICT training for teachers from all over Europe, focusing not on eLearning in isolation but in the exciting context of international projects promoting integration, language learning, and sustainability.

Virtual and real meetings for both teachers and pupils with their European peers will be facilitated through these projects and a ground breaking video conference initiative.

Combined with an expert-led action research pilot in supporting language acquisition through multi-media learning and CLIL, WiMi will provide ample scope for purposeful, creative and enjoyable language learning.

Our human face is also reflected in the use of open source software in our multilingual Moodle based website and collaborative platform to develop digital literacy within the network and participating schools. Other products include an online magazine and training manuals, progress reports resulting from internal and external evaluation. These will be disseminated via a fourth, final conference, and a DVD of good practice.

Ultimately WiMi will have a direct impact on approximately 25,000 pupils, 1,000 heads/teachers in its 14 partner countries and beyond. As its message influences regional and national policies it will enhance the future of European education in ever increasing circles.

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**GRANT AMOUNT:** 450,000 €

**APPROVED BUDGET:** 776,333 €

**CONTRACT DURATION:** 36 months

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