

Good practice brochure with focus on sustainability

With this collection of examples of good practice among Comenius and Grundtvig Partnerships we want to give you inspiration. You will find good ideas for themes, networking, dissemination but above all ideas for how to extend the lifetime of your Partnership and how to maintain the good relationships between partners. Often you have the possibility of diving further into the projects by visiting their websites.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	Les tribulations européennes de Pinocchio
Sector programme:	Comenius Partnerships
Project web site:	http://www.lycee-couffignal.com (creation of a page on the coordinator website)
Project period:	2004-2007
Target group:	Pupils from Upper Secondary Schools
School:	Lycée Louis Couffignal, France

Partners: Istituto Vassili Kandinsky, Italy; Vyssi Odborna Skola, Czech Republic; Vilniaus Konservatorija, Lithuania

Main theme covered by the project: School in project, creation and presentation of a show (theatre play).

PROJECT SUMMARY with focus on sustainability

General objectives:

The project aimed to create and present a show based on the Pinocchio story. It was an opportunity for pupils and teachers to participate in the creation of a play (script writing, staging, creating props/set/costumes, music composing...) and to discover the language of every partner country.

Concrete actions:

- ♦ Manufacturing of 80 puppets (and the production of a CD gathering the various manufacturing documents)
- ♦ Graphic research for the decorations and the production of a CD gathering this graphic research)
- ♦ Play writing with a translation in each partner language
- ♦ Graphic and stylistic research for the production of the costumes
- ♦ Research and creation of music adapted to the play
- ♦ Rehearsal of the play in cooperation with a theatre company

Sustainability:

In all partner schools, the achievement of the different activities has been explained in the school diary and they have been published on the website (<http://www.lycee-couffignal.com>). The local press was informed and came to interview (a newspaper article has been written). All foreign visitors in the schools got the information about their cooperation within the Comenius Programme.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	ECCE - European Citizens Challenging Education
Sector programme:	Comenius Partnerships
Project web site:	http://free1.freeway.org/issue29/index.php
Project period:	2003-2006
Target group:	Pupils and teachers in Upper Secondary education
School:	Parkskolan, Örnsköldsvik, Sweden

Partners: Bishop Heber High School, Malbank School and Sixth Form Centre, UK; ITCG Mose Bianchi, Italy; G.S.P.N.T.E. Romain Rolland, Bulgaria

Main theme covered by the project: The European citizenship has been dealt with from different points of view: local, European and global. One of the essential parts in the project has been to create a Youth Local Council (YLC) in Örnsköldsvik, Sweden. The politicians of the municipality have taken this very seriously and dealt with issues raised by the YLC.

PROJECT SUMMARY with focus on sustainability

The project actually started as a non-funded collaboration between the schools in Sweden, Italy and United Kingdom. Representatives met by chance during an official meeting at the local authority of Örnsköldsvik and they decided to create a net magazine where young people from the different countries could write articles and exchange thoughts and ideas. The first issue of the net magazine "Freeway" was published in 1996.

The work with "Freeway" brought about collaboration between the different course programmes at the Parkskolan and topics within natural science and technology were integrated with topics within social science. The partners take turns in being "legally responsible" for the publication of the magazine, something that has given valuable insight into what you can and cannot write about in different cultures.

The net magazine "project" created an interest in deepening the international activity among the partners, and therefore the Comenius project ECCE took place. During ECCE, "Freeway" was an important part of the activities as a forum for discussions between the pupils.

Now, after the project, the work with "Freeway" continues and even blossoms: the objective at present is to gather all articles ever written in "Freeway" and to create a database where all partners can seek information. The database will be a walking source of young people's ideas, thoughts and opinions. Also, every time a new issue is published, Parkskolan arranges a party for the entire school, where e.g. teachers who were involved in the work at the beginning meet with the teachers involved at present.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	Economics, Physics and Mathematics using E-learning software
Sector programme:	Comenius Partnerships
Project web site:	www.qymtce.cz/math.htm
Project period:	2004 – 2007
Target group:	Teachers and student in Upper Secondary Schools
School:	Gymnázium Teplice, Teplice, Czech Republic

Partners: Bettina-von-Arnim-Gymnasium, Germany; BHAK und BHAS Wien , BHAK und BHAS Leibnitz and Handelsakademie Grazbachgasse, Austria; Lycée René Cassin, France; Liceul Teoretic Constantin Noica, Romania; National High School of Mathematics and Science, Bulgaria; Fundação Escola Profissional de Setúbal, Portugal

Main theme covered by the project: The aim of this project was to teach students and teachers how to use mathematic software and to create applications, which can be used in the lessons. The project was incorporated into the math and physics lessons.

PROJECT SUMMARY with focus on sustainability

Teachers and students participating in the project got acquainted with new mathematical software. Gradually they developed various applications, which could be used also by a wider group of school staff. During the project the students had to look for the answers to everyday problems connected with mathematics, physics and economics. Students were well motivated to solve the tasks because they could use mathematical software.

Project partners held projects meetings regularly. During these meetings they exchanged methods and shared their experiences, students presented their own mathematical and statistical projects. Project participants also informed about the project and its outcomes during professional conferences and seminars. Some schools took part in other international projects connected to themes touching the fields of mathematics and physics (multilateral projects and networks).

The project also succoured the introduction of effective pedagogical approaches and teaching methods in the schools. It supported the use of information and communication technologies during class.

The lessons were more inspiring to all students and the teachers created a lot of materials and teaching software for further use in classrooms.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	TANDEM PLUS LEARNING
Sector programme:	Grundtvig Partnerships
Project web site:	http://www.belfastinstitute.ac.uk/ (creation of pages on the coordinator web-site)
Project period:	2005-2006
Target group:	Adults learning English, German, Spanish and French
Organisation:	Belfast Institute, UK
Partners:	CFPPA Vesoul, France; Wicklow Further Education Centre, Ireland; Drummond Community Highschool Edinburgh, and North Yorkshire County Council Continuing Education Unit, UK; EOI Tolède, Spain
Main theme covered by the project:	The learning of languages with the use of a virtual platform .

PROJECT SUMMARY with focus on sustainability

General Objectives:

- 1) To develop a learning/electronic Learning Partnership.
- 2) To facilitate a mutual contact between learners of languages by proposing activities with computers and exchanging visits.
- 3) To involve adults learners in a collaboration concerning cultural and linguistic activities in order to build international friendship, to build a virtual multicultural community, to develop linguistic skills, to increase the confidence of learners.

Concrete actions:

The trainers have created a virtual platform to develop the communication between learners (description of the project, members profile, chat, questionnaires, photos and videos documents, link with the languages learning, evaluation and reporting documents).

The learners have created a general questionnaire about their regions in two languages, a visitor package about their region in English and at least another language, some multilingual exchanges and the use of the VLE system.

Sustainability:

This project has produced a great impact on the target groups and also on exterior actors. The communication platform (Virtual Learning Environment) is fully effective (124 users), one learner has developed a blog about Tandem Plus Learning. Moreover, the partners have promoted their project by inviting journalists (press release) and politicians during their international meetings.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	The Compass Project
Sector programme:	Comenius Partnerships
Project web site:	http://www.durhamtrinity.durham.sch.uk
Project period:	2003-2006
Target group:	Special Needs pupils 3-19 years
School:	Durham Trinity School, UK

Partners: Papinmaki School, Finland; Associação Portugues de Pais e Amigos do Cidadao Deficiente Mental, Portugal; Arany János Altalános Iskola és Nycolosztályos Gimnázium, Hungary

Main theme covered by the project: A study of cultural heritage, citizenship and social integration. The project included a comparative analysis of all aspects of school life, environments, cultures and climate.

PROJECT SUMMARY with focus on sustainability

The project has introduced a European dimension in a meaningful manner to pupils with learning difficulties through an experiential process. As a result of the project, all curriculum areas now have a European dimension with staff from partner institutions sharing expertise through visits or emails. The project has promoted a greater awareness of social inclusion in all communities of the school.

Within the UK partner school, teaching has become more dynamic with an emphasis on experimental learning. By introducing a system of Quality Assurance Management, each of the partner schools has been able to measure the learning outcomes of both learners and facilitators. During the project, partner languages were introduced and are incorporated in project work and all members of the special needs department attended English lessons before school and now 80% have some conversational English.

The project has made pupils and teachers at the UK partner school much more aware of the diverse cultures which form Europe and the students are now sharing a philosophy which shouts 'we are all different so let's celebrate our differences and look at our abilities!' Partner schools have developed links with Rotary clubs and the Rotary members have taken their newly acquired awareness of those with special needs into their places of employment and in many cases this has resulted in an increase of work experience placements for students. The media coverage in all partner countries has ensured European citizens with special needs are recognized as being valued and active members of their communities.

The European project has had a great impact in the school and the partner schools have developed mutually beneficial links with local community groups. The end product, the "Compass booklet", which was partly funded by the Rotary Club of Durham Elvet, has been disseminated to several local schools and libraries. The Compass Project web page has allowed access to a massive audience, even from distant countries like China. The implementation of the Comenius project was a key factor in the UK partner school receiving the International School Award in 2005.

Finally, each partner school is committed to ensuring that the European partnership, now embedded within the ethos of each school, will continue to develop.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	Travail de mémoire: le combat n'est jamais terminé
Sector programme:	Comenius Partnerships
Project web site:	In progress
Project period:	2005-2006
Target group:	Pupils in Lower Secondary Schools
School:	College Michel de Montaigne , France

Partners: Realschule oker Goslar, Germany; E Amaforte, Italy; Zespol Szkol Oddzialami, Poland

Main theme covered by the project: Providing courses dealing with conflicts, deportations, genocides etc. in Europe.

PROJECT SUMMARY with focus on sustainability

General Objectives:

The project focuses on developing exchanges of courses and documentary researches in history. The partners involved in the project are countries that suffered severely in the Second World War.

Concrete actions:

Through surveys, accounts, and a work of archive research, pupils from 4 countries have collected several documents about conflicts, imprisonment in concentration camps, genocides, persecutions and tragedies which have marked the European continent during the contemporary period. The results of the studies should be presented on a website for the third year of the project.

Partners have met regularly in each country to participate to different activities (e.g. to meet a deportee). They planned for the third year to write a text which gives an interpretation of a book written by a deportee.

Sustainability:

The different partners have managed this project in order to achieve sustainability. Former concentration camp deportees have collaborated to the project. Moreover, the project received subsidies from a Regional Council.

The dissemination has been fully effective (video report, presentation of the results of the project in an exposition open to public and a play). The partners imagined several other tools/strategies to improve the project for the next years.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	What's in your net, fisherman?
Sector programme:	Comenius Partnerships
Project web site:	-
Project period:	2002-2005
Target group:	Children 2-5 years
School:	Romstad Förskola (pre-school), Sweden

Partners: VIZ Vrtec Mavrica Izola, Slovenia; Lapin yliopiston harjoittelukoulu, Finland; Filippo Zammit Primary School, Malta; Scuola Infanzia San Terenzo, Italy

Main theme covered by the project: To open up children's eyes for the surrounding world and thereby try to develop a sense, respect and curiosity for other cultures. The children themselves were stimulated to search their own knowledge and they wanted e.g. to learn many English words in order to communicate with the children of the partner pre-schools.

PROJECT SUMMARY with focus on sustainability

After the end of the project, the partners still keep in touch with postcards and e-mails and there is sometimes a reciprocal exchange of information e.g. concerning a special holiday celebration or similar.

However, at the Romstad pre-school, they truly wanted to make use of the acquired new knowledge and interest in other cultures. Not far away from them, there was another pre-school with a large majority of immigrant children – 17 different countries were in fact represented. Inspired by the Comenius project, the staff at Romstad realized that they could continue learning about other cultures even while staying in Sweden! An exchange with the other pre-school has therefore started and they switch classes with each other (50% of the pupils of one class go to the other pre-school for half a day). The idea is to letting the young children become friends and play together, thereby counteracting the conflicts that often arise between cultures when the children grow up.

The staff at Romstad has also been touring other schools in the region with an exhibition describing how they have worked on an international platform with small children. This has lead to the local authority often promoting them as a good example of how to act.

The local authority (Karlstad) has in fact created its own network of schools, pre-schools and higher education institutions that have experience of working on an international platform. The aim is to inspire yet others to do the same. Within the network, conferences are organized and partners meet to exchange ideas e.g.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	PORTFOLIO
Sector programme:	Grundtvig Partnerships
Project web site:	www.itg-rondani.it
Project period:	2005-2006
Target group:	Discriminated people, with a limited school background, and handicapped people
Organisation:	Istituto Tecnico Camillo Rondani (Italy)

Partners: AEIH, France; ACIB, Portugal; I.FOR PMI Prometeo Puglia, Italy

Main theme covered by the project: To elaborate a portfolio shared between the different partners which presents all kinds of skills (formal, informal, complementary experiments...)

PROJECT SUMMARY with focus on sustainability

General objectives:

A lot of people who apply for a course of professional training in order to get a diploma often already have some other experiences and qualifications. The aim of the project is to emphasize these. The portfolio is a form shared by the partners that presents every kind of qualification.

Concrete actions:

They developed a report of the VAE system that exists in each country. They tried to adopt the definition modality of the required elements in order to make the skills recognized. They elaborated a portfolio presenting formal and informal experiences. The portfolio had been evaluated by the learners. Then they created a web site.

Sustainability:

Thanks to their involvement in the first year, the PORTFOLIO actors seem to reach sustainability. Several indicators prove that this project could last and have an important impact for discriminated and handicapped people. First, the learners who have tried the portfolio consider that it could be an efficient tool to help them during their professional carrier. To disseminate this project, the different partners have started to distribute the portfolio to other institutions and organisations involved in adult training. Moreover, the website is a perfect means for communication for visitors who would like to know more about this topic.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	Roads to Equality
Sector programme:	Comenius Partnerships
Project web site:	http://www.oateplice.cz/CZ/akcerady_2vyjezd.htm
Project period:	2004 – 2006
Target group:	Upper Secondary students
School:	Obchodní akademie Teplice, Teplice, Czech Republic

Partners: Shawlands Academy, Scotland; Drammen Videregaende Skole, Norway; I.E.S. Hermanos D´Elhuayr, Spain; HBLA Kirchdorf an der Krems, Austria

Main theme covered by the project:

- student democracy
- ethnic minorities and bilingualism
- equality of opportunities for all students of our school
- further development of international cooperation

PROJECT SUMMARY with focus on sustainability

Partners were working on the Curriculum Workbook for Secondary Education.

They also improved the programme of the Student Democracy Training Day, and made great progress in their work with bilingual students (school boards, welcoming phrases in different languages etc.).

As a result of a project support policy for new arrivals the underachievement amongst bilingual learners decreased. Students felt more at home and were more eager to take part in school activities.

Links with partner schools continued to develop further and so did the support of the international dimension in each school.

The major obstacle was to agree on appropriate levels of communication: the schools which communicated well continued in a stronger way with further international development work. It was agreed that the impact of Comenius development work on each school had been substantial. There was also an agreement that each school should try to establish a permanent international link coordinator to ensure that international cooperation continued and that the project development work continued to be embedded in the curriculum. T

here had also been other significant developments in each school – the end results being shown in a willingness to develop a policy against racial harassment and support for bilingual students in each school following their training session as well as development of teaching material to support this. Every school was keen to continue with the work in future projects and to apply for Comenius job shadowing grants.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	La transmission des savoirs scientifiques entre l'Antiquité et la Renaissance
Sector programme:	Comenius Partnerships
Project web site:	http://coll-ferry-montlucon.planet-allier.com/index.html (website of the coordinators)
Project period:	2003-2005
Target group:	Pupils from Lower Secondary Schools
School:	Collège Jules Ferry

Partners: Germany, Spain

Main theme covered by the project: To develop the transmission of scientific knowledge from Antiquity to Renaissance, sciences/technologies, multiculturalism/ethnic minorities.

PROJECT SUMMARY with focus on sustainability

General Objectives:

The aim of the project was to promote intercultural education (through the transmission of scientific knowledge from Antiquity to Renaissance), to involve pupils which have specific educational needs.

Concrete actions:

Several activities have been developed for pupils: courses, production of a CD ROM, organisation of several workshops such as creating web pages.

Sustainability:

This project had a really good impact on pupils. The teachers have noticed a better participation of pupils in class since the beginning of the project. Moreover, teachers consider this project as a personal enrichment.

It seems that project team has perfectly understood how to ensure the continued existence of the project. A Greek school would like to joint this Partnership for the remaining time of the project. The World Arabic Institute has sent a letter to the French school to congratulate this initiative. Some teachers have regular relationship with pupils from other schools. All those concrete elements prove that the project has been conceived to last and to be disseminated.

BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	From School to Resource Centre
Sector programme:	Comenius Partnerships
Project web site:	www.mdvi-euronet.org
Project period:	2002-2005
Target group:	Staff at special education schools (blind pupils)
School:	Resource Centre Vision/Ekeskolan, Örebro, Sweden

Partners: St. Joseph's School, Ireland; Royal Blind School, United Kingdom; High School for Visually Impaired Students, Czech Republic

Main theme covered by the project: To make a structure for a European Model of a Special School and organize study forums hosted by each partner

PROJECT SUMMARY with focus on sustainability

The project originates from a network of staff from different special education schools created in Dublin 2001. The network is called MDVI Euronet and consists of a group of professionals dedicated to extending knowledge, understanding and best practice in the education of children and young people with Multiple Disabilities and a Visual Impairment (MDVI).

Four of the schools agreed to create the Comenius project and focused at an early stage on identifying 7 key areas for a well functioning resource centre, e.g. ICT and Access Technology, Family Support Services, Teacher Training, Research and Development. In order to give good suggestions on these different key areas, workshops were organized at the different partner institutions or schools. With the new input from these workshops, methods and tools were elaborated.

When the project came to an end, the partners decided to designate one specific person to be the forthcoming coordinator to ensure the project's sustainability. The partners also decided to create a continuous newsletter, to carry on with the workshops, and to create a staff exchange program.

The aims of this program are to build a support network for professionals working with MDVI children and young people and to develop and share good practice throughout Europe. The participants range from teachers, nurses, psychologists to orientation specialists etc. The visiting staff mainly work alongside their host colleagues, but may challenge and debate issues with their hosts in order to share good practice and to avoid a pure observational experience. The costs are shared in that the visitors' home institution pay for travel expenses and the host institution assume responsibility for all costs during the visit, but the costs are kept low by e.g. organising accommodation in their own homes. At the end of a visit, a short report is produced and disseminated to all other partners, thereby sharing new good practice!



BASIC INFORMATION ON THE PROJECT

Project title (and acronym):	Stagiaires Adultes: "se connaître mutuellement"
Sector programme:	Grundtvig Partnerships
Project web site:	www.keo-kind.com
Project period:	2004-2006
Target group:	Discriminated learning persons
Organisation:	Escola Secundaria de Carvalhos, Portugal

Partners: Etablissement Public d'Enseignement Professionnel Agricole, France; VZDELAVACI Institut COOP as; Slovakia

Main theme covered by the project: Management of adult education organisation/institution, stimulating adults learners' demand for learning experimentation with new pedagogical approaches.

PROJECT SUMMARY with focus on sustainability

General Objectives:

The team project intends, most of all, to involve adults students in questions so pertinent as the European Dimension, to make them aware and help them understand the different aspects of European citizenship. To achieve this, it is necessary to bring together the adult learners from different countries. There is also a need of educational methods confrontation.

Concrete actions:

The different partners presented several interesting tools. First they held a seminar (labour market, evolution of supply and demand), they organised visits for adult learners and provided language courses. Moreover, they developed a conversation guide in French/English/Slovak. This tool could be downloaded on the web site that they have created (the website contains the conversation kit, presentation of the project, partners, forum, meetings, photos...).

Sustainability:

It seems that the different partners have perfectly understood how to achieve sustainability. In one hand, the project received the European Language Label in 2006 - a prize that will help the different partners to communicate on their actions. On the other hand, the website that they developed is attractive, dynamic (forum) and useful (conversation kit) for the target groups and other institutions/organisations involved in that kind of project