# DATA COLLECTION AND ANALYSIS OF ERASMUS+ PROJECTS

## Focus on inclusion in education

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# DATA COLLECTION AND ANALYSIS OF ERASMUS+ PROJECTS

## Focus on inclusion in education

Final report

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**Data collection and analysis of Erasmus+ projects promoting inclusion in education**
This report reviews the outcomes of Erasmus+ projects promoting inclusion in education, implemented between 2014 and
2020. Starting from an inventory of 120 Erasmus+ projects labelled as 'good practice' in the Erasmus+ projects database,
15 projects were selected for further examination as case studies.

The report summarises the main findings of these 15 case studies. The aim is to identify and showcase successful
approaches, and to support European policy development in this field.

The study was commissioned by the European Commission and implemented by a consortium consisting of the Danish
Technological Institute (DK), 3s Unternehmensberatung (AT) and Ecorys Europe. The research and reporting took place
between May and November 2021.

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# Executive summary

This report reviews the outcomes of Erasmus+ projects promoting inclusion in education, implemented between 2014 and 2020. The report summarises the main findings of 15 case studies carried out as part of this project. It aims to identify and showcase successful approaches, and to support European policy development in this particular field.

The research was commissioned by the European Commission and implemented by a consortium consisting of the Danish Technological Institute (DK), 3s Unternehmensberatung (AT) and Ecorys Europe. The research took place between May and November 2021.

## Background and context

In its Communication on achieving a **European Education Area** [1] by 2025, the Commission outlines two key initiatives. These aim to address pressing educational challenges related to underachievement and early leaving from education and training within the EU.

The first of these initiatives, **Pathways to School Success** [2], aims to ensure that all European pupils achieve a baseline level of proficiency in basic competences. The initiative will provide policy guidance on how to reduce low achievement and increase secondary education attainment. It will pay special attention to groups at risk of underachievement. It will therefore be part of the effort to decouple educational attainment from socioeconomic backgrounds. A Council Recommendation on Pathways to School Success is planned for 2022. It will encourage Member States to strengthen their efforts to develop comprehensive policies for school education while stimulating strong collaboration with stakeholders from different related policy areas, such as youth, sport, culture, welfare, employment and health.

The second key initiative presented in the Commission's Communication on the European Education Area is the establishment of an **expert group**. This will develop and propose strategies for creating supportive learning environments for groups at risk of underachievement and leaving education early. It will also provide guidance for the promotion of well-being at school.

This study was commissioned to provide insights from Erasmus+ to these policy initiatives.

## Methodology

The starting point of this project was an inventory, prepared by the European Commission, of 120 projects labelled as 'good practice' in the Erasmus+ project database [3] covering all EU Member States and beyond. These 120 project descriptions were subsequently screened and assessed in a structured manner to identify suitable candidates for 15 case studies.

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[1]  COM(2020) 625 final (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0625&from=EN, (last accessed: 24 November 2021)

[2]  https://ec.europa.eu/education/education-in-the-eu/european-education-area/pathways-school-success_en (last accessed: 24 November 2021)

[3]  https://ec.europa.eu/programmes/erasmus-plus/projects_en (lastaccessed: 24 November 2021)

Between them, the 15 projects selected for case studies cover all levels and sectors of education and training (school education, vocational education and training, adult education, higher education and youth).

Fieldwork was undertaken in the form of primary and secondary research, with 80 stakeholders consulted, mostly through individual interviews and also through several focus group interviews. Due to the COVID-19 situation, all interviews were carried out online, using Microsoft Teams or Zoom. The availability of detailed written documentation varied considerably between the projects. Based on this, interviews focused on obtaining an overview of and insight into the objectives and rationale of projects, the involvement of stakeholders, and how materials were produced and used during and after the project. In the case-study fieldwork, special attention was paid to exploring the following policy aspects of inclusion in education:

- **learning environments**: curricula, assessment, targeted support and tools, transitions between educational levels,

- **learners and learning climate**, with a focus on pupil positive interaction embracing pupil diversity and well-being at school,

- enhancing **teacher agency** in tackling educational disadvantage,

- **school governance and leadership**, including quality assurance,

- **involvement of parents** and families, and

- **collaboration in and around schools** with stakeholders and the wider community.

## Lessons learned and recommendations

The project findings suggest the following recommendations. Some of these were directly expressed by project stakeholders, and some result from the analysis across the case-study findings.

**Recommendations to schools and other local stakeholders on improving inclusion in education**

- Focus on local needs and specificities, and on individual learner needs rather than target groups.

- Experiment with a range of learning environments.

- Include practical, hands-on learning opportunities.

- Consider including peer-to-peer mentoring as an efficient way to support low-achieving students.

**Recommendations on creating a lasting impact**

- Ensure engagement of school management.

- Address the school culture.

- Involve the whole school community.

- Involve families, where children are concerned.

- Make sure to integrate professional development of teachers.

**Recommendations on support to boost successful approaches**

- Make funding available for schools to appoint dedicated staff to carry on and develop initiatives.

- Local or regional public authorities should be involved in Erasmus+ projects more often, possibly as coordinators.

**Recommendations for the Erasmus+ programme to increase its impact on inclusive education**

- Ensure that the evaluation of project proposals includes contributions by experts in inclusive education.

- Prioritise quality of the partnership.

- Further promote approaches with a strong element of peer learning involving experimentation with the creation of varied learning environments.

- Provide the possibility for projects of a longer duration than 2 or 3 years.

- Explore possibilities to provide funding for follow-up activities.

**This report looks into the outcomes of Erasmus+ projects implemented between 2014 and 2020 that focused on inclusion in education. It summarises main findings of 15 case studies carried out as part of the research**

# 1. Introduction

This report presents the findings of research into the outcomes of Erasmus+ projects promoting inclusion in education. The projects studied were implemented between 2014 and 2020. The report summarises the main findings of 15 case studies carried out as part of the research. It aims to identify and showcase successful approaches and to support European policy development in this particular field.

This project was commissioned by the European Commission and implemented by a consortium consisting of the Danish Technological Institute (DK), 3s Unternehmensberatung (AT) and Ecorys Europe. The research was carried out  between May and November 2021.

## 1.1. Policy background

In its Communication on achieving a **European Education Area (EEA)** [4] by 2025, the Commission outlines two key initiatives. These aim to address pressing educational challenges related to underachievement and early leaving from education and training within the EU. As one indicator of the need for education improvement, the level of underachievement, in the EU as a whole, has increased in science and reading, while remaining stable in mathematics. It is generally recognised that underachievement and early leaving are symptoms of more deeply rooted challenges in education. These relate to a need for education providers to have access to approaches and competences enabling them to embrace student diversity; to offer secure and inspiring learning environments; and to motivate all learners regardless of their socioeconomic background, ethnic origin or disabilities. These challenges have become even more pressing during the COVID-19 pandemic [5].

The first of these initiatives, **Pathways to School Success** [6], aims to ensure that all European pupils achieve a baseline level of proficiency in basic competences, by producing policy guidance on how to reduce low achievement and to increase secondary education attainment. The initiative is based on the premise that 'Ensuring access to quality and inclusive education for all and equipping children and young people with the competences they need in life helps to make societies equal and economies more prosperous' [7]. Hence, inclusion in education is at the heart of the initiative. It will pay special attention to groups at risk of underachievement, and will therefore be part of the effort to decouple educational attainment from socioeconomic background. A planned Council Recommendation on Pathways to School Success is scheduled to be adopted in 2022. It will invite Member States to focus on four pillars: **monitoring**, **prevention** (including pupil motivation), **intervention** and **compensation**. It will encompass recommendations for combining universal and more targeted measures, based on a **whole system and whole school vision**, and addressing the following policy aspects:

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(4)   COM(2020)  625 final (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0625&from=EN, (last accessed: 24  November 2021)

(5)   Di Pietro, G. et al., 2020. *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets. JRC Technical Report,* Luxembourg: Publications Office of the European Union.

(6)   https://ec.europa.eu/education/education-in-the-eu/european-education-area/pathways-school-success_en (last accessed: 24 November 2021)

(7)   Ibid.

- **learning environments**: curricula, assessment, targeted support and tools, transitions between educational levels,

- **learners and learning climate**, with a focus on pupil happiness and positive interaction embracing pupil diversity and well-being at school,

- enhancing **teacher agency** in tackling educational disadvantage,

- **school governance and leadership**, including quality assurance,

- **involvement of parents** and families, and

- **collaboration in and around schools** with stakeholders and the wider community.

Achieving the established targets of the Council Resolution on the European Education Area (8) will be helped by the planned Council Recommendation on Pathways to School Success. This will aim to encourage Member States to strengthen their efforts to develop comprehensive policies for school education while stimulating strong collaboration with stakeholders from different related policy areas, such as youth, sport, culture, welfare, employment and health.

The second key initiative presented in the Commission's Communication on the European Education Area is the establishment of an **expert group**. This will develope and propose strategies for creating supportive learning environments for groups at risk of underachievement and leaving education early, and guidance for promoting well-being at school.

## 1.2. Objectives of the research

Since 2014, the Erasmus+ programme has supported thousands of projects that had among their objectives inclusion in education. This study has taken a closer look at 120 of these projects, and carried out case studies of 15 projects, with a view to:

- informing policymaking at EU and national levels,

- maximising the impact of funding invested through the Erasmus+ programme by disseminating innovative approaches and working methods,

- showcasing how stakeholders can use the Erasmus+ programme to enrich their own practice, and

- supporting the further development of the Erasmus+ programme.

## 1.3. Methodology

Figure 1 summarises the methodology of the project and its policy context.

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(8)  Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). (Online) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG (last accessed 23. November 2021).

**Figure 1.** **Methodology and context**

| Covid-19 pandemic | PISA 2018 results |

Study methodology

| 120 Erasmus + projects labelled 'good practice' | → | 15 Case studies (primary & secondary research) | → | Analisys and findings |

Policy context

| European Education Area |

- Learning environments
- Learners and learning climate
- Teacher's agency in tackling educational disadvantages
- School governance and leadership
- Active involvement of parents and families in school life
- Partnerships and collaboration in and around schools
- The potential and impact of the Erasmus programme in regard to fostering inclusion in education

Whole school approach

- Monitoring
- Prevention
- Intervention
- Compensation

| Planned Council Recommendation on pathways to school success |

PISA, Programme for International Student Assessment.

*Source:* Authors.

The starting point of this project was an inventory containing brief factual descriptions of 120 Erasmus+ projects labelled as 'good practice' in the Erasmus+ project database ([9]). The inventory was collated by the European Commission and covered Erasmus+ programme countries ([10]).

The information about 120 projects in the inventory was subsequently augmented with information from Erasmus+ project cards and – when available – project websites. The projects were then assessed in a structured manner in order to identify suitable candidates for case studies. In all, 15 Erasmus+ projects were selected for further analysis and fieldwork in the form of case studies.

The 120 projects all belonged to one of two Erasmus+ programme types: Key Action (KA) 1 (Mobility of individuals – 21 projects) or type KA 2 (Cooperation for innovation and the exchange of good practices – 99 projects) of the Erasmus+ programme (see Table 1). When the projects were screened for their relevance to the policy aspects mentioned above – the geographical spread, the coverage of sectors of education and an assessment of their whole school focus and potential longer-term impact – it turned out that all suitable 'candidates' for case studies belonged to KA 2.

The resulting selection of 15 projects covers various sectors of education and training (school education, vocational education and training, adult education, higher education, and youth).

Fieldwork was undertaken in the form of primary and secondary research, with 80 stakeholders consulted, mostly through individual interviews and also through several focus group interviews. Due to the COVID-19 situation, all interviews were carried out online, using Microsoft Teams or Zoom. The availability of detailed written documentation varied considerably between the projects. Based on that, interviews focused on obtaining an overview of and insight into the project objectives and rationale, the involvement of stakeholders and how materials were produced and used during and

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(9)   https://ec.europa.eu/programmes/erasmus-plus/projects_en

(10)   https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries

after the project, while in other interviews, the project was discussed in more detail. In the case-study fieldwork, special attention was paid to exploring the following policy aspects of inclusion in education as proposed by the Pathways to School Success initiative:

- **learning environments**: curricula, assessment, targeted support and tools, transitions between educational levels,

- **learners and learning climate**, with a focus on pupil positive interaction embracing pupil diversity and well-being at school,

- enhancing **teacher agency** in tackling educational disadvantage,

- school **governance and leadership**, including quality assurance,

- **involvement of parents** and families,

- **collaboration in and around schools** with stakeholders and the wider community.

In addition, the research looked into which of the pillars (monitoring, prevention, intervention and compensation) were addressed. The analysis also had a specific focus on the whole school approach, i.e. the collaboration of various stakeholders in and around school. Finally, interviews addressed stakeholder views on the potential impact of the Erasmus+ programme as to fostering inclusion in education. The findings were summarised in 15 case reports, annexed to this report as Annex B.

To validate, complement and deepen the findings, an **online stakeholder workshop** was held on 19 October 2021 to present and discuss preliminary results of the research and feature selected Erasmus+ projects covered in the case studies. The event was held through Microsoft Teams and was attended by more than 80 participants.

## 1.4. Structure of the report

This report is organised as follows.

Chapter 1 is the current introduction.

Chapter 2 describes the data set and includes a cross-case analysis and comparison of the 15 case studies.

Chapter 3 sets out lessons learned, and recommendations derived from the case-study analysis.

Annex A includes the key points of discussion from the online stakeholder workshop held on 9 June 2021.

Annex B includes the 15 case-study reports.

Annex C includes a structured list of data sources.

Annex D includes the inventory of 120 Erasmus+ projects in a tabular format.

# 2. Zooming in on the case studies from a comparative perspective

## 2.1. The starting point: an inventory of 120 Erasmus+ projects labelled as good practice

The 120 Erasmus+ good practice ([11]) projects that make up the inventory cover Key Action 1 (Mobility of individuals) and Key Action 2 (Cooperation for innovation and the exchange of good practices) and various levels and sectors of education. These range from pre-primary level to tertiary education level, and from school education, vocational education and training (VET), adult education and higher education to the youth sector. Project-coordinating bodies are located in EU Member States as well as in Norway and UK.

**Table 1.** Projects in inventory by Erasmus+ programme types

| Erasmus+ programme types | Number of projects |
|---|---|
| **Key Action 1: Early school-leaving, well-being** | |
| KA 1 school education: primary level | 1 |
| KA 1 school education: secondary level | 4 |
| KA 1 VET schools | 2 |
| KA 1 adult education | 1 |
| KA 1 youth: European Voluntary Service | 5 |
| KA 1 youth: training courses | 2 |
| Key Action 2: Early school-leaving, well-being | |
| **KA 2 school education: primary level** | **8** |
| KA 2 school education: secondary level | 12 |
| KA 2 VET schools | 9 |
| KA 2 adult education | 3 |
| KA 2 higher education | 8 |
| KA 2 more than one sector | 24 |
| **Key Action 1: Basic skills, underachievement** | |
| KA 1 school education: pre-primary level | 1 |
| KA 1 school education: primary level | 2 |
| KA 1 school education: secondary level | 1 |
| KA 1 youth exchange | 1 |
| KA 1 youth: training courses | 1 |
| **Key Action 2: Basic skills, underachievement** | |
| KA 2 school education: pre-primary level | 2 |
| KA 2 school education: primary level | 6 |
| KA 2 school education: secondary level | 5 |
| KA 2 VET schools | 2 |
| KA 2 adult education | 4 |
| KA 2 higher education | 7 |
| KA 2 more than one sector | 9 |
| **Total** | **120** |

VET, vocational and educational training.

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(11) Projects in the Erasmus+ database are labelled as good practice when they receive a score of at least 80 out of 100 in the final evaluation carried out by the National Agencies managing the Erasmus+ programme at the decentralised level.

To provide a basis for the selection of the case studies, all 120 Erasmus+ projects underwent an assessment (based on a standardised template) to determine whether they could be considered for more in-depth fieldwork as case studies.

One parameter considered was the extent to which the projects addressed the policy aspects of education focusing on inclusion (see Section 1.3) ([12]).

Table 2 provides an overview of the coverage of these policy areas by the case-study projects. Most projects covered more than one policy aspect; therefore the numbers in the table add up to a significantly greater total than 15.

Regarding the pillars of inclusion (monitoring, prevention, intervention and compensation), most projects addressed prevention and intervention. This was to be expected, since monitoring and compensation are usually understood as tasks for authorities. A few projects did, however, touch upon compensation in the sense that they offered, as part of the project, learning opportunities to groups identified as target groups for inclusion in education.

**Table 2.** **Coverage of policy aspects by the case projects**

| Policy aspects of education focusing on inclusion | Number of projects |
| --- | --- |
| Learning environments | 14 |
| Learners and learning climate | 11 |
| Teacher agency in tackling educational disadvantages | 10 |
| School governance and leadership | 1 |
| Active involvement of parents and families in school life | 4 |
| Partnerships and collaboration in and around schools | 8 |

## 2.2. Selection of 15 case studies for further fieldwork and analysis

Under this research, 15 case studies were developed, each focusing on one Erasmus+ project addressing topics related to inclusion in education and training. As described, the 15 case-study projects were selected from an inventory of 120 Erasmus+ projects. The selection of case-study projects was based on a number of different aspects:

● geographic spread of partner countries,

● diversity of sectors of the education system covered (primary- and secondary-level school education, vocational education and training, adult education, higher education, youth),

● coverage of specific policy aspects:

  ▶ learning environments,

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(12) For, for a large number of projects, the initial assessment on which policy aspects were covered in a project had to be done based on relatively little information included in the Erasmus+ database. For several of the 15 case-study projects, the initial assessment had to be revised based on findings from the fieldwork.

- ▶ learners and learning climate,

- ▶ teacher agency in tackling educational disadvantages,

- ▶ school governance and leadership,

- ▶ active involvement of parents and families in school life,

- ▶ partnerships and collaboration in and around schools, and

- ● potential impact of the Erasmus+ programme in fostering inclusion in education.

All 120 projects were  recorded in a database structured according to these aspects. From this database, the study team compiled a list of 15 projects suggested for a case study, accompanied by an extensive reserve list of 18 projects as backup. This extensive backup list was required for several reasons.

First, for approximately half of the projects in the inventory, specific contact information (i.e. the name of the coordinator and an email address) was not publicly available. In some cases, the contact information was generic, that is as an 'info' email address for the coordinating organisation.

Second, it was necessary to have alternatives at hand for situations in which project coordinators and partners were not able to participate in the fieldwork.

Third, the backup list was needed to include projects from various Erasmus+ programme strands and various sectors of education. This was to make sure that a balanced selection of case studies could be maintained even when one or several projects had to be replaced during the fieldwork phase. It turned out that five projects had to be replaced for one of the above-mentioned reasons, and suitable replacement projects were selected from the reserve list. Table 3  provides an overview of the final selection of 15 case studies.

**Table 3.** The 15 case studies

| School education, primary | School education, secondary | VET schools | Higher education | Adult education | More sectors |
|---|---|---|---|---|---|
| Wearable methodology | Choose your future | Creative, non-formal learning in unconventional spaces (CREUS) | Marginalisation and co-created education (MaCE) | Bringing young mothers back to education (BYMBE) | Education in mathematics in game-based immersive contexts (E-MaGIC) |
| Kids conquering castles (KCC) | Motivation[2] + talent = success | | Training sports students as mentors to improve educational attainment of boys and young men (SSaMs) | | Family and community engagement in action |
| | Non-formal activities for inclusive groups of students | | OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving | | Tinkering EU: building science capital for all |
| | | | Sustaining teachers and learners with the arts – relational health in European schools (STALWARTS) | | MOOC on Dys(lexia) |

MOOC, massive open online course.

The selection represents a balanced mix of sectors: youth, school education (including VET schools), higher education and adult education. In terms of the policy aspects, the case studies cover a wide array of topics, and, more often than not, several of these at the same time. Similarly, the case studies showcase a varied portfolio of methods and tools developed and applied. These include the use of out-of-school learning environments; the use of artistic appreciation and expression; the involvement of families; mentoring; and the development of massive open online courses (MOOCs), gaming, apps, and virtual learning platforms. The case studies also identified many examples of follow-up activities at different levels that have emerged from a number of these projects.

## 2.3. Coverage of policy aspects related to inclusion in education

As pointed out above, the case studies explored the six policy aspects identified in the Pathways to School Success initiative. Table 4 provides an overview of the policy aspects covered in the case studies.

**Table 4.** **Case studies and the policy aspects related to inclusion**

| Project | Policy aspect | | | | | |
|---|---|---|---|---|---|---|
| | Learning environments | Learners and learning climate | Teacher agency in tackling educational disadvantages | School governance and leadership | Active involvement of parents and families in school life | Partnerships and collaboration in and around schools |
| Tinkering EU: building science capital for all | ✓ | ✓ | ✓ | | | ✓ |
| Wearable methodology | ✓ | ✓ | ✓ | | | ✓ |
| Motivation² + talent = success | ✓ | | ✓ | | | ✓ |
| Non-formal activities for inclusive groups of students | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Choose your future | ✓ | ✓ | | | ✓ | ✓ |
| Creative, non-formal learning in unconventional spaces (CREUS) | ✓ | ✓ | | | | ✓ |
| Bringing young mothers back to education (BYMBE) | ✓ | | ✓ | | | ✓ |
| OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving | ✓ | ✓ | ✓ | | | ✓ |
| Training sports students as mentors to improve the educational attainment of boys and young men (SSaMs) | ✓ | ✓ | | | | ✓ |
| Sustaining teachers and learners with the arts – relational health in European schools (STALWARTS) | ✓ | | ✓ | | | ✓ |
| Marginalisation and co-created education (MaCE) | ✓ | ✓ | | ✓ | | |
| Family and community engagement in action | ✓ | ✓ | ✓ | | ✓ | ✓ |
| MOOC on Dys | ✓ | | ✓ | | | ✓ |
| Education in mathematics in game-based immersive contexts – E-MaGIC | ✓ | ✓ | ✓ | | | ✓ |
| Kids conquering castles (KCC) | ✓ | ✓ | ✓ | | ✓ | ✓ |

In addition to examining which policy aspects were covered by the projects, and how, the case studies looked into which of the four pillars (monitoring, prevention, intervention and compensation) each project addressed. Finally, the research sought to elicit the assessments by project stakeholders of the impact of the Erasmus+ programme in the field of inclusion. This would enable the research team to identify lessons learned through the projects and to prepare recommendations for the various stakeholders.

The following Sections 2.3.1 to 2.3.6 discuss the findings by each of the six policy aspects, following which Section 2.4 presents findings pertaining to the impact of Erasmus+. In each of these sections, selected examples from the case studies are presented to illustrate how each aspect was addressed.

### 2.3.1. Learning environments

Successful approaches to improving the conditions for inclusion in education require a focus on learning environments, since **variation in learning environments and inspiring learning environments can have a significant influence on the well-being and self-image of students**. As a confirmation of this statement, it turned out that all 15 case studies addressed learning environments, albeit in very different ways, and the findings indicate that **adapting learning environments to learner needs is a vital factor in improving inclusion in education**.

In the OFF-Book project, a literal shift of scenery was at the heart of the pedagogical approach to creating a class environment where all students could feel welcome.

**Box 1.** **OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving (Key Action 2 – higher education), 2017– 2019**

This project (see also the case study in Annex B) used experiential learning through drama activities to create a **judgement-free, accepting class environment**. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. Throughout the experiential learning process, a student is actively engaged in asking questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. This involvement gives a perception that the learning task is authentic, and spontaneous opportunities for learning are encouraged. The students explore and build their own values, so the results of the learning process are personal.

The universities involved in the project partnered with schools, local theatre associations and youth organisations in Italy, Lithuania and Romania. The schoolteachers and theatre facilitators set up 'theatre laboratories' in the schools, with the aim of bringing people together in a space where they could participate in activities to express themselves and develop empathy. **The laboratories took place both during and after school time, in wide physical spaces (indoors or outdoors) that allowed sufficient free movement**. The first phase of the laboratories consisted of getting to know the group of participants and verifying that their membership was not forced. The laboratories were not based on traditional drama rehearsals, but rather theatre was presented as an explorative medium that responds to students' need for growth and self-knowledge. Indeed, **the key approach in this project was to shift the environment from vertical (where teaching is hierarchical and instructional) to horizontal (where everyone is contributing and equal)**, to create a non-judgmental space.

For the CREUS project, examining learning in unconventional environments was the main focus. The project targeted disadvantaged young people, who were directly involved in unconventional learning activities, and young 'peer mentors', for whom a transnational mentoring scheme was developed and tested.

**Box 2.** **Creative, non-formal learning in unconventional spaces (CREUS) (Key Action 2 – school education, VET), 2017–2020**

The aim of the CREUS project (see also the case study in Annex B) was to develop **new approaches focusing on 'unconventional spaces' to support the transversal skills of disadvantaged and unemployed young people** (aged 16–24 years). Hence, the project sought to support young people in reaching their potential by fostering social, cultural and economic inclusion. CREUS helped mentors and peer mentors across Europe to develop vocational skills needed in work with young people in non-formal and unusual settings: for example, at a community music festival on a housing estate, at an immersive theatre event in a shopping mall or in an arts session at a youth hostel. The unconventional learning spaces also included creative industry workspaces in London; refugee centres in Cyprus; a market forum in Greece; a housing project, a shopping centre and a theatre in Rome; and an Academy for Community and Talent in the Netherlands, that works with young people who have dropped out of conventional education.

A third example is provided by the E-Magic project, which focused on combining learning through digital games with a tool to enhance students' motivation for, and appreciation of, mathematics as a key competence. The project created a virtual learning environment in the shape of an app to be used on mobile devices.

**Box 3.** **Education in mathematics in game-based immersive contexts (E-Magic) (Key Action 2 – more than one sector), 2017–2019**

The E-MaGIC project (see also the case study in Annex B) focused on learner-centred learning. The educational game created by the project is able to adapt to the level of the player and challenge them to just the right amount, i.e.: enough to keep the player stimulated, but not so difficult as to demotivate them. In this way, it offers learners targeted support to progress. As a result, students who are intimidated by mathematics, or who struggle with mathematical skills, are provided with a soft entryway to practise their mathematical skills and become stronger academically. **It also creates a more fun and dynamic classroom environment, where students are learning while playing**, and are playing with each other through mathematical skills training. The game shifts the focus from passive absorption of knowledge to active learning, and in this way creates a more engaged learning environment.

### 2.3.2 Learners and learning climate

A focus on inclusion clearly implies that the individual learner and their unique personal circumstances are considered. This is evident from the case studies: the vast majority have a keen focus on approaches and methodologies allowing teachers to design learning activities that are better tailored to individual needs and preferences. One such approach is the one developed by the 'Wearable methodology' project, which utilises the internet of things to provide highly individualised learning experiences, but also enhances social interaction between students without the need for the teacher's intervention.

**Box 4. Wearable methodology: a new methodology based on the use of innovative technologies for education (Key Action 2 – school education, primary level), 2016–2018**

This project (see also the case study in Annex B) was conceived to address the needs of students and teachers in rural areas, where classes are often merged due to small class sizes, creating mixed classrooms with diverse learning profiles. Due to various factors, rural schools receive less attention regarding innovative learning technologies and methodologies. Coupled with this is the problem of early school-leaving, which results from disengagement from school and a lack of motivation under traditional learning methods.

The main objective was to create a learning environment with opportunities for social interaction, **active participation in learning and self-motivation**. Crucially, the project aimed to develop inclusive methods, in which students with special needs can access information easily and intuitively, through cooperative learning with their peers. The target group was primary school children (ages 6–11 years), mainly in rural schools, including gifted children and children with special needs such as attention deficit hyperactivity disorder (ADHD), autism spectrum and communication disorders, cerebral palsy, cochlear implants and mobility disabilities. The goal was to develop a methodology that created a **collaborative and physical way of learning through technology, countering the usually individualised and virtual nature of digital learning technologies**.

As a result, the schools partnered with a university to design a learning technology that would help teachers deal with diversity in the classroom. The technology should be affordable and accessible and **facilitate peer-to-peer interaction**. The partners aimed to create a classroom environment that mimics how we learn our mother tongue, namely through personal interactions (with teachers and classmates), and by moving around and identifying different objects.

A different approach was taken in the 'MOOC on Dys' project, which focused on improving teachers' and parents' understanding of the learning difficulties associated with specific learning disabilities (SLDs), and providing tools for teaching students with SLDs.

**Box 5. MOOC on Dys (Key Action 2 – more sectors), 2017–2019**

The background of this project (see also the case study in Annex B) was the acknowledgement that some learners at educational institutions have special needs resulting from various learning disabilities. The 'MOOC on Dys' partnership developed and provided multilingual tools and methods for dealing with various types of specific learning disabilities (SLDs). The tools are targeted at teachers and parents and aim to improve their competence in teaching students with learning disabilities.

The project created a multilingual website [13] where courses and tools for handling SLDs can be accessed. The website provides reflective information on how to cope with SLD

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(13) Learn more about the 'MOOC Dys' world (https://moocdys.eu, last accessed: 10 November 2021).

problems in daily life and in school, and free tools and materials for families and teachers. It has an interactive facility allowing teachers and parents to exchange experiences and provide feedback to each other. It is built like LinkedIn or Facebook, where people can post, comment and discuss the content/information.

The courses have attracted 12 373 users in three categories: parents of children and teenagers with SLDs, teachers and professionals who interact with students with SLDs, and health professionals (speech therapists, occupational therapists, etc.). It turned out that some professionals signed up to follow the parents' module in order to get a deeper understanding of their perspective, and likewise some parents signed up to the teachers'/ professionals' module.

As a result of the project, the partner organisations and involved experts formed an informal European network of experts and professionals, which is active even after the termination of the 'MOOC on Dys' project.

### 2.3.3. Teachers agency in tackling educational disadvantages

Most of the case-study projects (11 in all) included activities to strengthen teachers' knowledge and skills with respect to including disadvantaged students; improving student well-being; and preventing marginalisation, bullying and dropout. The research findings indicate that **teachers that directly participated in the project considerably benefited from the activities**, but also that, **if peer-to-peer dissemination of insights was part of the project, the impact was felt beyond the immediate partners**.

The 'Tinkering EU' project employed a multiplication approach, training a small group of selected teachers in using a specific pedagogic method (tinkering), and subsequently having these teachers demonstrate, in practice, the approach to a large group of teachers in their respective countries at multiplier events.

**Box 6.** **Tinkering EU: building science capital for all (Key Action 2 – more than one sector), 2017–2020**

'Tinkering' is a pedagogic approach devised by the Tinkering Studio of the Exploratorium in San Francisco, United States (see also the case study in Annex B). It is characterised by an active engagement with materials and activities, with intentionality of action and the conscious desire to learn how to learn. It entails putting objects together or taking them apart, making machines move or fly, designing, exploring materials, using mechanical components or electricity to create original artefacts, sewing circuits together to make jewels or constructing chain reactions.

As part of the key activities of 'Tinkering EU', each project partner conducted a survey and identified target schools in its region where students faced disadvantage in one or more areas. Teachers from these schools received training on tinkering and the science capital approach. **These 'ambassador teachers' selected and invited about 30 teachers per country to take part in tinkering multiplier events together with their students.** This led to the involvement of 179 teachers in total for all partners. Prior to the tinkering workshops, ambassador teachers asked the invited teachers about their

specific needs in order to adjust the tinkering activities to the individual challenges that the teachers experienced.

Overall, the project partners organised 143 tinkering workshops (multiplier events) in their countries. First, the teachers underwent small-scale training on the tinkering / science capital approach. Afterwards, they brought their students to the museums / science centres, where they were asked to observe their students during the tinkering activities that were facilitated by local trainers. **This allowed teachers to reflect and document the reactions of their students to the tinkering activities. To do this, they used an observation tool** (with which teachers described their students' behaviours during the activities) **and a reflection tool** (with which they analysed their observations after the activities ended). This process played an important role in encouraging teachers to apply tinkering activities in their own teaching practice.

Several of the case-study projects developed materials, tools and training courses for teachers and subsequently trained a group of teachers in using the materials in their own inclusive practices. This approach is illustrated here by the project 'Non-formal activities for inclusive groups of students'.

**Box 7. Non-formal activities for inclusive groups of students (Key Action 2 – school education, secondary level), 2016–2018**

In many mainstream schools, students with disabilities are physically integrated, but often face a very low participation in, and a high exclusion from, the social life in class. The 2-year Erasmus+ project 'Non-formal activities for inclusive groups of students' (see also the case study in Annex B) aimed to increase the active participation of students with special needs in mainstream schools. It sought to do this through non-formal learning methods and to enable teachers to use such non-formal educational methods and strategies to develop inclusive activities or games. For this purpose, **training programme for teachers — on the use of non-formal learning activities and inclusive games for diverse groups of pupils — was developed and tested**. Furthermore, practice examples of these activities and games were collected and tested, and a guidebook was produced.

By creating training programme for teachers in using non-formal learning activities and inclusive games for diverse groups of students, and by developing a guidebook with good practices, the project took a further step towards the inclusion of children with special needs in mainstream education.

### 2.3.4. School governance and leadership

Several of the case-study projects involved school leaders in promoting and supporting the project, and in making resources available for the coordinators and staff who carried out the project activities. However, only 1 of the 15 case-study projects explicitly addressed school governance and leadership, and even that project did so in quite an indirect way.

**Box 8.  Marginalisation and co-created education  (MaCE) (Key Action 2 – higher education), 2017–2020**

'Marginalisation and co-created education' (MaCE) was a project in which researchers and students worked together to explore and learn more about research, young people and education (see also the case study in Annex B). The project was created in 2017 as a response to high youth unemployment rates within the EU, and to concerns regarding young people who are not in education, employment or training (NEET).

The main idea behind the project was to allow researchers and students, in particular disadvantaged students, in higher education institutions work more closely together. Working alongside university researchers and as part of the research community, students learned research skills and developed their self-efficacy. The focus on school/institution governance and leadership was addressed by the entrance of students into the research community, thus bringing in expertise from a range of life positions. These students brought new and valuable knowledge and competence into the community, which increased their sense of belonging in the academic milieu. The students also reported how **the barriers between faculty and students disappeared when they worked together with researchers**, how much more they had learned, that they felt comfortable in the role and that taking the next step in their academic studies seemed more likely.

### 2.3.5.  Active involvement of parents and families in school life

In disadvantaged families, children may lack support for their learning, for example as concerns help to do homework. This may make the position of these children, or young people in a class, even more precarious and may lead to marginalisation, poor academic results or – in the end – to dropping out. This observation has led four of the case-study projects to focus on the role of parents (and other family members) in facilitating inclusion. The findings indicate that **involving families is indeed one key to success in inclusion**.

Creating closer relationships between schools and their staff on the one hand, and parents and wider families on the other, was the cornerstone of the project 'Family and community engagement in action', which involved schools, their staff and leadership, and parents of school students in three countries.

**Box 9.  Family and community engagement in action (Key Action  2 – more than one sector), 2017–2019**

The 'Family and community engagement in action' project (see also the case study in Annex B) involved schools in disadvantaged neighbourhoods in Poland, Spain and Wales (UK). **The project focused on listening to family needs and preferences when it came to communication with the school and with individual teachers.** In all partner countries, physical spaces in and around the participating schools were created, where parents (and, in some cases, grandparents), some of whom had had poor experiences in their own school time, would feel that they had entered **a welcoming space, where positive social encounters could be held**.

This encompassed, for example, parenting/counselling clubs, and a 'meet and greet' initiative (in Wales). This initiative meant that, before the start and after the end of the

school day, staff would be available in the playground for a few minutes to speak with parents. In some schools, staff would even offer a cup of coffee or tea to parents who approached them. Furthermore, the project introduced induction for new parents: new parents met school staff (not only teaching staff, but also administrative and practical staff), and were shown around the school by a staff member, to become acquainted with the physical premises. Parents were also offered participation in formal learning activities, for example brush-up mathematics targeting parents, so that they could better support their children. Finally, cafes were established in some schools, where family members could spend time after dropping off their children or before picking them up. Teaching staff would be present, and, **in these settings, it was easier for parents to talk about education and to motivate them to support their children**.

In the project 'Kids conquering castles', engaging families was one of several priorities. This project took place at quite a large scale and involved students, their families and community stakeholders in learning by focusing on a shared topic: castles, and their historical and current importance in the life of the local community.

**Box 10.** **Kids conquering castles (Key Action 2 – school education, primary level), 2016–2019**

The project partnership consisted of six primary schools from six countries (see also the case study in Annex B). All schools integrate children with special needs. Some 1450 students took part in the project activities. Of these, about 300 were dealing with various kinds of difficulties (e.g. language/cultural, social/economic, learning difficulties). Apart from the teachers and learners involved, **parents and families were also involved** in 'Kids conquering castles' activities (e.g. **organising welcome events for pupils from other countries, markets, final project events**), as were regional/local authorities (e.g. municipalities, other schools, other teachers, school neighbourhoods).

Each school carried out activities related to a castle in its neighbourhood, for example designing, producing and selling castle souvenirs using local resources, doing market research and developing advertising strategies.

Each project partner school regularly organised information days on the 'Kids conquering castles' project for parents and families. **Parents were asked to take part in specific events** (e.g. in a gallery exhibition on castle pictures made by the children or in organising welcome evenings for guest children from partner schools).

Inclusion also took place in a wider sense, since many schools included the whole school and the village/town local authorities in the project. The impact on the target group was described as significant: students developed their communication and English-language competences, acquired new ICT competences, improved their collaborative and social skills, and made new friendships between countries. **Teachers and the families involved both gave very positive feedback and cherished the new experiences they had had.**

### 2.3.6. Partnerships and collaboration in and around schools

The findings from the case studies highlight that **cooperation within a school is crucial** and that **involving stakeholders in the community can be very powerful** when it comes to

developing innovative and lasting approaches to inclusion. All the case-study projects have used partnerships at national, regional or local level as an important element in designing and carrying out activities to support inclusion and improve student well-being.

**Box 11.** **OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving (Key Action 2 – higher education), 2017–2019**

The OFF-Book project (see also the case study in Annex B) aimed to tackle early school-leaving. It was based on the premise that there are competences outside school that can be used to create positive effects in classrooms. The idea of local collaboration underpinned the partnerships in OFF-Book. Universities in Italy and Lithuania partnered with theatre organisations and schools, which then carried out activities in many different schools, and **created more than 40 associated partnerships with cultural organisations, libraries, municipalities and community centres**.

OFF-Book created a model whereby educators outside school (such as drama guides and facilitators) come to schools to run activities and provide a neutral space for students. By opening up the school to the wider community, students and staff can experience the school environment in new ways, freed from old routines, and new ways of teaching can be put in place. **This model proved to be effective in helping students regain comfort, confidence and meaning in school environments.**

Another significant success factor identified in the case studies was a well-working, open and insightful **relationship between partners** in an Erasmus+ project partnership. Meetings, sharing of ideas and expertise, discussions, and giving feedback to one another were key ingredients to successful collaboration. Such an open setting helped to implement project activities and contributed to the overall outcomes of projects as the following examples highlight.

**Box 12.** **Choose your future (Key Action 2 – school education, secondary level), 2014–2016**

'Choose your future' (see also the case study in Annex B) was a project carried out by secondary schools (general as well as VET schools) in seven countries. While focusing on the development of entrepreneurial skills and attitudes as a means to include students vulnerable to exclusion or dropout, the concrete activities in the countries varied considerably. However, the partnership in the project was itself a core element of the success of the project.

The project involved five visits, whereby one partner school hosted staff and students from all the other partner schools for a shared thematic training event related to entrepreneurship or career counselling. **These visits were assessed by partners as absolutely crucial to the positive outcomes**.

Furthermore, the project partners co-created an extensive, multilingual learning portal with teaching materials and videos in the partners' languages. Finally, the project plan included shared activities for all partner schools. **Overall, the partnership was seen as the most important success factor**, and collaboration between about half of the schools continues even 5 years after the project finished.

Relatively few projects (both among the 120 projects in the inventory and among the case studies) explicitly focused on whole school / whole institution approaches. In spite of this, the research on the 15 cases revealed that **elements of a whole school approach were indeed present in several projects**. In some projects, such as 'Choose your future' (see Box 12), the entire school was involved when the school hosted a project visit. In others, such as 'Family and community engagement in action' (Box 9), the entire staff and management in the participating schools were involved on a daily basis. In yet a third category of projects, such as OFF-Book (Box 1, 11) or 'Kids conquering castles' (Box 10), the local community was engaged in teaching and learning.

## 2.4. Potential impact of the Erasmus+ programme in fostering inclusion in education

Interviewees from the 15 case-study projects were asked whether they could share, from their experiences, any recommendations on how the **Erasmus+ programme** could be better used to foster inclusion and well-being in education. What could the Erasmus+ programme do to increase its impact on inclusion in education?

It is important to note that the Erasmus+ projects covered in this report were implemented during the previous programming period (2014–2020). Most of the recommendations therefore refer to interviewees' experience with that programme, unless otherwise specified.

Overall, stakeholders agree that Erasmus+ offers an important opportunity for education providers and stakeholders to develop and test new approaches to inclusion in education. However, they also raised aspects where they saw potential to improve the Erasmus+ contribution and make an impact.

An aspect that was emphasised by stakeholders from several projects was the focus in the Erasmus+ programme on target groups. It was pointed out that this focus diverts attention away from the educational processes involved in inclusion; **inclusive approaches can and should benefit everyone, not just vulnerable groups**. Also, some project representatives pointed out that Erasmus+ places too much emphasis on quantifying the number of disadvantaged students targeted whereas teachers cannot know in advance the background and situation of students in the classes they will be working with.

With regard to **funding opportunities**, several project representatives hoped for the Erasmus+ programme to offer **longer project durations** in the future, as this would help them increase the impact of their project and thus its sustainability. This was considered particularly relevant for projects related to inclusion, as initiatives in this field often involve external stakeholders, and engaging them takes time.

An additional message on funding came from the workshop, where project promoters called for the inclusion in future programmes of a **specific budget for purchase of (digital) equipment or ICT software**.

Some of the recommendations issued by coordinators and partners referred to the Erasmus+ programme in more general terms. For instance, some interviewees put forward that the **administrative requirements** for Erasmus+ projects, seen from their perspective, were becoming more arduous with each new programming period. In particular, for Erasmus+ projects implemented in school contexts, the teachers involved often seemed to be required to undertake project work outside their regular teaching activities, resulting in considerable additional workload.

# 3. Lessons learned and recommendations

The findings from the project suggest the following recommendations with a view to promoting approaches and methods that can support a move towards more inclusive education and training for all, regardless of a student's individual background.

A few points stand out as the main lessons learned through the research.

- **Inclusive education is not just about creating programmes for specific target groups.** Such programmes are definitely helpful and necessary, as illustrated by several case studies. They should not, however, stand alone, but be accompanied by efforts to create and offer learning opportunities and learning environments where all students feel welcome.

- **The use of varied learning environments, including hands-on and non-formal learning, are crucial to fostering inclusion and well-being.** The findings show that varied learning environments that stimulate creativity, self-esteem and courage to express oneself, also foster well-being and motivation for learning.

- **The whole school approach is vital for achieving impact.** School leaders need to advocate for activities targeted at improving inclusion, and all teachers need to be involved. Some projects indicate that the involvement of non-teaching staff, parents and local communities  also proved to be beneficial.

- To improve the inclusiveness of the education offer, **teachers need to be competent and to master a range of methods and tools for creating inspiring and inclusive learning**, including the integration of formal with non-formal learning activities. This calls for a focus on continued professional development of teachers.

## 3.1. Recommendations to schools and other local stakeholders on improving inclusion in education

The following recommendations are addressed to schools, municipal authorities and other stakeholders responsible for providing education.

**Focus on local needs and specificities, and on the needs of individual learners rather than target groups.** Several interviewees, and participants in the workshop, made this point. Awareness of the socio-demographic context is vital to be able to design activities that are well suited to aid inclusive education. Insight can be obtained through statistical data but this should be complemented by intensifying dialogues between school and community, and between staff and individual learners.

**Experiment with a range of learning environments.** Creating a variety of learning environments, including environments outside the school premises and virtual environments, has a positive impact on student motivation, feeling of well-being and academic achievement.

**Include practical, hands-on learning opportunities.** Working with practical tasks or carrying out physical or artistic activities can engage students who are otherwise not motivated for learning to learn and can boost the self-esteem of students.

**Consider including peer-to-peer mentoring** as an efficient and effective way to support low-achieving students.

## 3.2. Recommendations on creating lasting impact

The projects that have had a lasting impact at school or local level recommend the following.

**Ensure engagement of school management.** School leaders should be involved to make sure that the project is given the necessary space and resources for developing ideas and methods in the project.

**Address the school culture.** School culture is understood to play an important role in the success of initiatives to promote inclusive education. Initiatives require a long-term perspective to be able to trigger a change in school culture.

**Involve the whole school community.** If initiatives are to extend beyond project level, it is important for learners, teachers and the organisation itself – the whole school community – to be actively involved in the process.

**Involve families, where children are concerned.** Families are key to children's school success, as attitudes towards learning and education are transferred from one generation to the next. Activities involving parents have been shown to be very effective in combating failure to thrive and early school-leaving.

**Make sure to integrate professional development of teachers.** The projects analysed here have all prioritised the development of teachers' competences. Co-creation of courses and other project tools, and peer learning activities, appear to be particularly successful approaches to teacher development.

## 3.3. Recommendations on support to boost successful approaches

For projects to grow and results to be disseminated more widely, support is required. In this respect, local, regional or national authorities can play a pivotal role.

**Make funding available for schools to appoint dedicated staff to carry on and develop the initiatives.** Project staffing should include one or more persons working full-time to ensuring that the project is anchored in the partner organisation and with stakeholders in the community or region. They should also pave the way for continuing the project's activities and methods after the initial project has ended.

**Local or regional public authorities should be involved in Erasmus+ projects more often, possibly as coordinators.** Public authorities, more often than education providers, have administrative and financial muscle: they have access to data, and can facilitate implementation across a larger number of education providers.

## 3.4. How could the Erasmus+ programme increase its impact on inclusion in education?

Feedback collected from project coordinators and partners, as well as from participants of the stakeholder workshop, pointed to a number of aspects that the Erasmus+ programme could take up or strengthen in order to further promote inclusion in education.

**Ensure that the evaluation of project proposals includes contributions by experts in inclusive education.** Some project representatives were concerned that the evaluation did not pay sufficient attention to the quality of inclusion aspects in project proposals. They suggested that the quality of the evaluation could be improved by involving experts from research into inclusion in education.

**Prioritise the quality of the partnership.** Partnerships should be carefully created, and agreements should be made to ensure that partners are aligned on the aims of the project and the level of ambition. A clear and transparent project plan specifying the roles and responsibilities in the partnership is one of the keys to success.

**Further promote approaches with a strong element of peer learning involving experimentation with the creation of varied learning environments.** Projects that have a strong focus on learning from locally tailored initiatives, and on combining formal and non-formal learning activities, should be promoted.

**Provide the possibility for projects of longer duration** than 2 or 3 years only, to allow for a more sustained impact and involvement of local communities.

**Explore possibilities to provide funding for follow-up activities.** This could help successful projects to increase their outreach and reach out to communities beyond what is possible in a 2- or 3-year project.

An online workshop on 'Inclusion in Education – learning from Erasmus+' brought together stakeholders to share know-how and experience. It also provided an interactive space to exchange ideas for taking action, and for boosting initiatives beyond the project level.

# Annex A
# Key messages from the workshop

## Introduction

An online workshop **'Inclusion in Education: learning from Erasmus+'** was organised on 19 October 2021, from 9.00 to 12.30 (via MS Teams).

The aim of this online workshop was to bring together internal and external stakeholders and experts in the field of inclusive education from various sectors covered by the study, at EU and local levels (practitioners, researchers, experts, policymakers). The online workshop gathered some 82 participants.

This online workshop was thus an opportunity to share knowledge and experience on the theme of inclusion in education (e.g. well-being at school, measures to prevent early school-leaving, teaching and school leadership focusing on inclusion). By including breakout sessions, where predefined questions were discussed with input from one of the case-study projects, it provided an interactive space for discussion among participants and for an exchange of ideas and experiences.

## Workshop format and methods

The online workshop made use of several different formats and methods. Following an introductory presentation by the project team, the workshop put emphasis on the facilitation of group discussions, which took place in parallel breakout groups. Representatives of Erasmus+ projects, selected from the 15 case studies, were invited to give short presentations to introduce the group discussions.

The workshop included two sessions, with four parallel interactive group discussions each. This provided for in-depth debates since  allowing the exchange to take place in smaller settings. All participants were divided into different groups according to their profiles, so that the discussion groups were as balanced as possible.

To conclude the half-day workshop, Research Fellow Cosmin Nada and Professor of Sociology Teresa Sorde-Marti had been invited to provide a reflection on the topic  'How can policymakers, schools, teachers, communities and parents contribute to school success for all?'

Overall, some 82 participants took part in the online workshop, with a mixture of European Commission representatives and stakeholders in the field of education providing expertise from various sectors that have been covered by the project. This included young people and representatives from several of the 15 Erasmus+ projects that had been selected for the case-study fieldwork.

## Agenda

| 9.00 – 9.15 | **Welcome** |
|---|---|
| 9.15 – 9.25 | **Introducing the topic, aim and approach of the workshop** <br> **Introducing the agenda & modus operandi for the group discussions** |
| 9.25 – 9.45 | **Key findings from the research: analysis of Erasmus+ projects focusing on inclusion in education Questions & Answers** |
| 9.45 – 10.35 | **Group discussions – parallel sessions 1A, 1B, 1C, 1D** |
| 10.35 – 10.50 | **Reporting from the parallel sessions** |
| 10.50 – 11.00 | **Refill-your-coffee & screen break** |
| 11.00 – 11.50 | **Group discussions – parallel sessions 2A, 2B, 2C, 2D** |
| 11.50 – 12.05 | **Reporting from the parallel sessions** |
| 12.05 – 12.20 | **Reflections of the topic: How can policymakers, schools, teachers, communities, and parents contribute to school success for all?** |
| 12.20 – 12.30 | **Harvesting session & outlook** |

The following eight Erasmus+ projects were featured in the group discussions:

### Marginalisation and co-created education (MaCE) (session 1A)

'Marginalisation and co-created education' (MaCE) was a project in which researchers and students worked together to explore and learn more about research, young people and education. The project was created in 2017 as a response to high youth unemployment rates in the EU, and concerns regarding young people who are not in education, employment or training (NEET).

The main idea behind the project was to let researchers and students at higher education institutions work more closely together. By working, alongside university researchers and as part of the research community, students could learn develop their skills and self-efficacy, which would encourage them to continue their educational pathways and enhance their employability. The project aimed to investigate factors creating a favourable environment for the success of all students, and did so through workshops, discussions, reading existing literature and listening to vulnerable young people giving their stories and experiences.

MaCE was a collaboration between the University of Cumbria (UK), VIA University College (DK) and the University of South-Eastern Norway (NO). The learning process that developed across nations influenced students' and faculty understanding of school and higher education institution culture and early school-leaving.

### Wearable methodology (session 1B)

'Wearable methodology' was an innovative approach that created a digitally connected, socially interactive classroom environment. Through bracelets equipped with sensors that could be linked to 'smart objects' or images around the room, students participated in physical and visual learning activities. With the technology of internet of things, teachers had access to an affordable system that allowed a dynamic and stimulating learning environment that could cater to different types of learners and needs. It supported teachers in successfully managing diverse classes, allowing them to better observe, facilitate and assist students, especially those with special needs.

### Kids conquering castles (session 1C)

The main objective of the 'Kids conquering castles' (KCC) project was to foster the key competence of entrepreneurship among (partly disadvantaged) children at primary school level. This was done by

providing training for primary schoolteachers with the goal of enriching them with specific knowledge and practical experience in entrepreneurship education. Pupils were offered the opportunity to experience the motivational and educational results of setting up and managing a real cooperative. The idea of entrepreneurship teaching and learning was combined with exploring historic castles in the project partner countries. Apart from founding the 'KCC cooperative', the children explored castles through research and games, and they not only designed and created castle souvenirs, but also marketed and sold them. This went hand in hand with many other activities (logo production, creating castle videos and an official KCC song, etc.) that offered the chance to explore and develop individual talents and skills.

### Education in mathematics in game-based immersive contexts (E-MaGIC) (session 1D)

The E-MaGIC project gathered a multidisciplinary group of partners – programmers, researchers and teachers from different expertise areas – to develop a cutting-edge educational game to make learning mathematics fun and improve mathematical skills for all types of learners. The game, *Clash of Wizardry*, can be downloaded for free on Google Play and the Apple App Store, and is therefore widely accessible. It presents an innovative teaching approach that can help teachers support students in effective mathematics learning, improving their school achievements and success, and inspiring students to become interested in science, technology, engineering, and mathematics (STEM) subjects.

### Tinkering EU: building science capital for all (session 2A)

'Tinkering EU: building science capital for all' used the innovative pedagogical method of 'tinkering'. Its activities and resources aimed to develop 21st-century skills and the science capital of disadvantaged young people, and to improve science education in schools in disadvantaged communities. It addressed students in primary/lower-secondary education and their teachers, as well as museum / science centre staff. It developed, among others, a series of tinkering activities for schools, a methodological framework for the use of tinkering to develop the science capital of young people, small-scale training programme for teachers and museum staff, and a self-reflection tool for teachers to examine the impact of their practice.

### OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving (session 2B)

The aims of the OFF-Book project were to promote school inclusiveness and create a more accepting and positive learning environment, especially to prevent discrimination and early school-leaving. The innovative element of the project was the use of performing arts and drama to create safe spaces, free of the usual judgmental approach that constantly assesses student performance on acquired knowledge. The project created resources, activity guides and video tutorials on how to recreate 'theatre laboratories' where students could express themselves freely and build meaningful relationships with each other and their teachers.

### Creative non-formal learning in unconventional spaces (CREUS) (session 2C)

The CREUS project provided a new approach focusing on unconventional spaces to support the transversal skills of disadvantaged and unemployed young people (16–24 years-old). The aim was to maximise their potential in terms of fostering social, cultural and economic inclusion through access to initial vocational education and training and labour markets. CREUS supported mentors and peer mentors across Europe to develop their vocational skills for when they help young people in non-formal learning and unusual settings, for example, a community music festival on a housing estate, an immersive theatre event in a shopping mall, or an arts session in a youth hostel. The

unconventional learning spaces also included creative industry workspaces in London; refugee centres in Cyprus; a market forum in Greece; a housing project, shopping centre and theatre in Rome; and an Academy for Community and Talent in the Netherlands that works with young people who have dropped out of conventional education.

## Bringing young mothers back to education (BYMBE) (session 2D)

The Erasmus+ project 'Bringing young mothers back to education' (BYMBE) aimed to provide support for young mothers to re-enter education or training. The project developed a set of training tools and materials, which were piloted with groups of young mothers in each project partner country (training included peer group activities, counselling, and motivational activities). In addition, the project organised training for professionals such as trainers or social workers, helping them to deepen their competences and skills needed for working with this target group.

## Key points from the discussions

The workshop included two parts, with four parallel group discussion sessions each. Each group discussion started with a short opening presentation from one of the featured Erasmus+ projects, as described above, and focused on its selected thematic questions. The following section presents the key points from each discussion.

### Topic 1 – Learners and learning climate

Sessions 1A and 1B focused on the following questions.

**Q1: What are the key factors for well-being in learning?**

- The group raised a question on the meaning/definition of well-being: Is well-being defined by students' perception of feeling supported in learning? Is it for students to achieve their aims in life? Is it for them to experience support by others (teachers, families)?

- Research in the context of the Lifelong Learning Platform has found that some aspects of well-being apply in all learning environments: the scope for learners to make individual choices (e.g. of courses or topics for projects), the existence of positive relationships (student–teacher), the scope for personal development and students' perceptions of their own resilience.

- Relationship assessment and well-being: participants agreed that a judgmental relationship between students and teachers is an obstacle to well-being. If students have the feeling that school is only about being judged on what they do, how they do it and their personal 'value', then well-being is hardly achievable.

- Another relevant feature for well-being is digital safety, which has become very important in recent few years. While students are digital natives, the use of online platforms and social media still poses risks for well-being, for example they can be linked to cyberbullying.

**Q2: What is the role of school leaders, teachers and parents in creating a positive learning climate?**

- School leaders have a pivotal role in creating a positive learning climate. If there is no support from school leaders, there is little room for teachers to create good learning environments.

- School leaders have influence on whether there are resources available for the development of new approaches to support students. This pertains both to teachers' time for professional development and to investments in new learning technologies.

- Students have to be involved in the efforts — their voice and opinions on inclusion and well-being need to be heard.

- Especially during COVID-19, parents were suddenly more involved in their children's school life. However, engaging parents may still be very difficult, depending on the socioeconomic and educational backgrounds, cultural traditions and ethnic origins of the families.

**Q3: How can discrimination, bullying and violence be prevented?**

- In this respect, the non-formal learning sector (non-governmental organisations (NGOs), local youth organisations) has an important role to play. According to participants' experiences, involving such organisations can have a very positive impact on reaching students who are otherwise hard to engage. This goes both for students-perpetuators of discrimination and bullying, and for students who are victims of abuse, discrimination, bullying or outright violence.

- Generally, students need to feel and see that they are achieving something by going to school, and that they are progressing: broadening their perspective of what counts in their lives, not just what is important for their assessments in school.

### Topic 2 – Learning environments
Sessions 1C and 1D focused on the following questions.

**Q1: How can formal and non-formal learning activities be mixed to create stimulating learning environments?**

- Project organisers must pay attention to the composition of the student group. Regardless of whether a project concerns formal or non-formal syllabus, learning materials and learning processes should always be accessible to students with disabilities, or otherwise disadvantaged learners.

- Organisers or teachers should ask about the needs of their students before designing an activity.

- Another crucial factor is to ask students if they feel they are part of the learning process, and to listen to them. This will enable teachers to create a fair and effective learning environment.

**Q2: How can methods and tools be tailored to learners' needs?**

- It is important that learning tools be created that enable students to become agents of change, and protagonists of the learning process.

- The goal of efforts to promote inclusion in education should be to enable students to grow in complex environments that reflect the outside world. In this respect, Erasmus+ projects promote new and exciting pedagogies, such as project-based learning, gamification, experiential learning and teaching of digital skills.

**Q3: What role is there for individual guidance, counselling and mentoring?**

- There should be shared school leadership and involvement of the whole school community.

- Dialogue between students and teachers should be permanent and effective.

- At policy level, pupil boards should have a permanent relationship with the school.

## Topic 3 – Teacher agency in tackling educational disadvantage

Sessions 2A and 2B focused on the following questions.

**Q1: How can initial teacher-training curricula be designed to support teachers' inclusive practices?**

- Teachers in initial education are often young and have less practical teaching experience than older teachers. However, young teachers today bring in more experience of inclusive school settings from their own experiences, which is a positive development.

- Theory is important, but teachers also have to be invested in practising inclusive approaches.

- There is a wide gap between theory and reality: often, what teachers learn in their training does not fit with the reality they meet in schools. In particular, they are often not prepared for the diversity that can exist in a classroom.

**Q2: What types of continued professional development training are called for?**

- To increase the attractiveness of continued professional development, training should take place during the working time of teachers, not outside such hours in their free time. Training should also take place not too far away from where teachers live or work.

- Training that leads to a formal qualification is more attractive than short-term courses with no formal recognition.

- Training needs to be based on the concrete needs of teachers, and these needs may vary a lot between schools, location, type of students, etc.

- During the discussion, one participant provided insights from the European Trade Union Committee for Education project ('Education trade unions and inclusive schools: embracing diversity in education') on the needs of teachers for training. In this project, teachers formulated several aspects that they regarded as important:

  - the use of digital tools and ICT, both in teaching and to foster inclusion,

  - methods for applying a whole school approach,

  - methods for providing support as a teacher when facing difficult situations in the school/classroom, for example bullying,

  - teaching in multicultural settings, and

  ‣ managing a growing workload.

- There is a need for training that can foster the whole school approach. Such training can include e.g. students, families and school leaders to discuss with teachers issues that occur in students' daily lives.

- There is a need for training that steps out of the school setting. This can include collaboration with stakeholders at European level, cooperation with other schools, teachers sharing good practice examples, etc.

- When working with good practice examples, it is important to explain the rationale and context of the examples. What makes them stand out from others? Only by explaining such details can teachers regard them as tools to relate to their own teaching and make use of them.

**Q3: What networks should be available to teachers to support their inclusive practices?**

- Teachers should receive support from their own school environment, but also from peers outside their own school, through structured peer learning.

- Networking between teachers should not only focus on collaboration during a training course. There should be a focus on building continuing support for teachers after a course has ended. For example, there should be opportunities for participants in a teacher-training course or programme to get together with the other participants again and share their experiences in the classroom after the training.

## Topic 4 – Partnerships and collaboration in and around schools

Sessions 2C and 2D focused on the following questions.

**Q1: What role is there for internal networks at the school, between management, teachers and support staff?**

- Internal networks need to involve, or at least be coordinated with, the school's management.

- Project organisers and coordinators need to be open-minded and open-hearted towards new ideas and new systems of cooperation. If education is not working for a group of people, then that type of education needs to be reconfigured for those people. For this purpose, open-mindedness is essential.

- By broadening what counts as education, teachers can be empowered and inspired to generate new ideas.

- Peer mentoring is an effective way of working: co-producing, co-planning education, and involving different types of educators (e.g. museum educators and class teachers) bring different skills together. Such synergies can give birth to innovative ways of reaching people and bringing audiences to places where they otherwise would not go (e.g. bringing young people who frequent creative spaces back to learning environments by understanding how to reach them, aided by people who work in the creative spaces).

**Q2: What role is there for local stakeholders (municipal authorities and agencies, employers, non-governmental organisations)?**

- If schools are supported by local authorities and in-service training providers, there are more opportunities for schools on the dissemination of project outcomes and results, as well as funding opportunities. Such support may also give access to equipment and venues outside schools.

- Collaboration is equally beneficial for local authorities that aim to increase education opportunities in their communities.

- Collaborating with higher education institutions can also be productive. Collaboration may include working with student researchers to get different perspectives on a project and get different types of stakeholders involved.

- Partnerships can also involve support (e.g. through scholarships) or other creative ways of partnering.

**Q3: How to ensure continuity and progression in collaboration?**

- Collaboration with local authorities can help to disseminate project results and prolong the life and reach of the project beyond the initial partners. Local authorities can also use the project idea, to inspire others, through a networking hub or connecting point and, in this way, plant seeds for other initiatives in a locality or city.

- Having a well-established collaboration online increases continuity, as it can be instrumental in the project surviving even when funding for physical meet-ups (travelling abroad) has dried up.

The selection of 15 case studies in this annex reflects the wide variety of Erasmus+ projects focusing on inclusion in education.

# Annex B
## Case studies

This annex includes 15 case studies, each focusing on one Erasmus+ project that dealt with the topic of inclusion in education. The 15 case study projects were selected from an inventory of 120 Erasmus+ projects. The selection of Erasmus+ projects was based on a number of different aspects:

● geographic spread of partner countries,

● diversity of sectors of the education system covered (primary- and secondary-level school education, VET, adult education, higher education, youth),

● coverage of specific policy aspects:

   ▶ learning environments,

   ▶ learners and learning climate,

   ▶ teacher agency in tackling educational disadvantages,

   ▶ school governance and leadership,

   ▶ active involvement of parents and families in school life,

   ▶ partnerships and collaboration in and around schools,

● potential impact of the Erasmus+ programme in regard to fostering inclusion in education.

It was one objective of this work that the selection of case studies also covers the wide variety of different Erasmus+ programme types. As a result, the case studies vary in terms of length and depth, reflecting the broad range of projects in terms of their scope, set-up, duration and outcomes.

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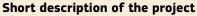
# Case study 1
## Tinkering EU: building science capital for all

### Summary

- **Erasmus+ programme type**
  KA 2 more than one sector
- **Project reference number**
  2017-1-IT02-KA201-036513
- **Project implementation period**
  Start: 1.9.2017; end: 31.8.2020
- **Sector(s) covered**
  School education (teachers and students)

- **Project coordinator**
  Fondazione Museo Nazionale della Scienza e della Tecnologia Leonardo da Vinci (IT)
- **Project contact information**
  Maria Xanthoudaki,
  xanthoudaki@museoscienza.it
- **Project website (if applicable)**
  http://www.museoscienza.it/tinkering-eu2/

**Short description of the project**

'Tinkering EU: building science capital for all' (Tinkering EU) used the innovative pedagogical method of 'tinkering' with activities and resources with the aim of developing 21st-century skills and the 'science capital' of disadvantaged young people, as well as improving science education in schools in disadvantaged communities. It addressed students in primary / lower-secondary education and their teachers, as well as museum / science centre staff. Among other activities, it developed a series of tinkering activities for schools, a methodological framework for the use of tinkering to develop the science capital (see below) of young people, small-scale training for teachers and museum staff and a self-reflection tool for teachers to examine the impact of their practice.

**Relevance to inclusion in education**

Tinkering is an innovative pedagogy pioneered by the Exploratorium ([14]), a museum of science, technology and the arts in San Francisco. It designs opportunities for people to 'think with their hands' in order to construct meaning and understanding and develop skills useful for a lifetime. Tinkering holds key benefits for learning, especially for those who believe that 'they are not good at science' or for young people with educational or integration difficulties.

The concept of science capital draws from the work of Pierre Bourdieu and encapsulates the various influences that a young person's life experiences can have on their science identity in science-related activities, that is, the repertoire of knowledge, attitudes, actions and relations with science. Science capital offers a different way to look at science education and engagement and can be a powerful tool to develop active citizenship, employability and social inclusion.

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(14) https://www.exploratorium.edu/

**Specific objectives covered**
- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenges addressed by the project**
- Underachievement in basic skills
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

The project was developed to address the difficulty that many schools experience in trying to build a positive relationship between young people and science, especially for those from disadvantaged communities. There is an increasing need to support learners from vulnerable groups and disadvantaged socioeconomic backgrounds. This leads to an increasing need for approaches and resources capable of building the knowledge and skills necessary to master the demands of contemporary social challenges. At the same time, the importance of science is increasing. The project was based on the idea that science museums and schools can, together, play a key role in the development of 21st-century skills [15] such as creativity, problem-solving, collaboration and resilience.

'Tinkering EU' was a follow-up project to the Erasmus+ project 'Tinkering: contemporary education for the innovators of tomorrow' (2014–2017), which focused on training formal educators and teachers on tinkering activities for school students and family audiences in museums. While 'Tinkering EU: building science capital for all' focused on implementing the concept of tinkering into the school context to foster STEM competences, there is already a third tinkering project being implemented, which focuses on and explores tinkering for adult learners [16].

The key objectives of the 'Tinkering EU' project were to:

- develop tinkering activities and test them as a part of an integrated school curriculum,

- define a methodological framework on the role of the tinkering concept for developing the science capital of students,

- organise small-scale and transnational training workshops for teachers and museum staff to build their knowledge and skills in applying the concepts of tinkering and the science capital approach,

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(15) Twenty-first-century skills comprise skills, abilities and learning dispositions that have been identified as being required for success in 21st-century society and workplaces by educators, business leaders, academics and governmental agencies. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem-solving and teamwork. These skills differ from traditional academic skills in that they are not primarily knowledge-based (https://en.wikipedia.org/wiki/21st_century_skills, last accessed: 12 August 2021).

(16) Tinkering EU: Addressing the adults (2020–2023) – project website available online (http://www.museoscienza.it/tinkering-eu3/).

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Scribbling machines

- organise workshops for schools with disadvantaged students in museums / science centres and in class to tackle the underachievement of students with low science capital by using the tinkering method,

- develop a self-reflection tool for teachers to examine the impact of tinkering activities on their practice.

'Tinkering EU' addressed mainly teachers of primary and lower-secondary schools, but also students aged 8–14 years.

Teacher ambassador introducing scribbling machines

## Type and scope of the project, methods used and key activities

Tinkering is an approach to learning, increasingly adopted for non-formal learning settings, that engages people in STEM learning. It builds on ideas from inquiry-based pedagogy and exploits some of the most engaging and motivational elements of learner-centred, immersive and hands-on learning approaches to develop 21st-century skills. In a tinkering activity, learners are presented with wide-ranging tools and materials, which they then use to explore STEM phenomena through the process of creating something new. The pedagogy of tinkering addresses people of all backgrounds and is characterised by an active engagement with materials and activities, with intentionality of action and the conscious desire to learn how to learn. All this can be found in activities as simple (or as complex) as putting objects together or taking them apart, making machines move or fly, designing, exploring materials, using mechanical components or electricity to create original artefacts, sewing circuits together to make jewels or constructing chain reactions.

Tinkering was devised by the Tinkering Studio of the Exploratorium in San Francisco (17), United States, and aims to become a worldwide philosophy and practice. The Tinkering Studio acted as special advisor to the 'Tinkering EU' project and contributed to the training of the partner museums' / science centres' staff.

As part of the key activities of 'Tinkering EU', each project partner conducted a survey and identified target schools in its region with students facing disadvantage in one or more areas (e.g. students facing educational difficulties, social and/or economic limitations, cultural/language barriers). From the identified target schools, the project partners invited two 'ambassador teachers' per country to take part in the project. They received training on tinkering and the science capital approach. These ambassador teachers selected and invited about 30 teachers per country to take part in tinkering

(17) https://www.exploratorium.edu/tinkering

multiplier events, together with their students. This led to the involvement of 179 teachers in total for all partners. Prior to the tinkering workshops, ambassador teachers asked the teachers about their specific needs in order to adjust the tinkering activities to the individual challenges experienced. This aspect of the project was intended to offer teachers tailored support for specific situations, rather than a 'general' tinkering concept.

Overall, the project partners organised 143 tinkering workshops (multiplier events) in their countries where the teachers brought their students to the museums and science centres. The teachers first underwent small-scale training on the tinkering / science capital approach and afterwards brought their students to the museums / science centres, where they were asked to observe their students during the tinkering activities that were facilitated by local trainers. This allowed teachers to reflect and document the reactions of their students to the tinkering activities using an observation tool (with which teachers described their students' behaviours during the activities) and a reflection tool (with which they analysed their observations after the activities ended). This allowed the teachers to see the benefits of the tinkering methodology with their own eyes and played an important role in encouraging them to apply tinkering activities in their own teaching practices.

Apart from the coordinator (Museo Nazionale della Scienza e della Tecnologia Leonardo da Vinci, IT), the following institutions took part in the project: the University of Cambridge (Faculty of Education, UK); the ScienceCenter-Netzwerk (AT); the NEMO – Stichting Nationaal Centrum voor Wetenschap en Technologie (NL); Fundación Bancaria Caixa d'Estalvis i Pensions de Barcelona 'la Caixa' (ES); the Science Gallery Dublin (IE); and NOESIS – Thessaloniki Science Centre and Technology Museum (EL).
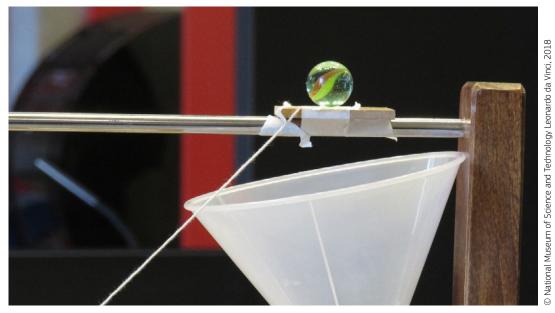
## Key outcomes of the project

**Short-term outcomes** of the 'Tinkering EU' project consisted of the creation of a series of tinkering activities for schools, a methodological framework for the use of tinkering to develop the science capital of young people, small-scale training and transnational training events for teachers and museum staff, multiplier events (workshops) for the wider implementation of the tinkering activities carried out with disadvantaged students, a self-reflection tool for teachers to examine the impact of tinkering practices and a website containing all project resources and activities available to the public.

The students involved were supported in fostering their science capital and in developing 21st-century skills by experiencing empowerment through engagement in science. The educators had the opportunity to enrich their educational practice and expertise through the tinkering methodology and the science capital concept. This helped to improve their understanding of the needs of disadvantaged students and to provide them with new teaching methods to foster STEM competences.

In terms of **impact on the teachers**, the coordinator reported that they learned a lot about how students learn (e.g. the science capital concept), not only thanks to the reflective practice approach based on observing the tinkering activities and their impact on their students, but also by being able to reflect upon their own teaching methods and practice. This allowed teachers to dig deeper and find out why some students engage in certain topics and others do not. Another positive impact was that the teachers were encouraged to plan and deliver their teaching in a more interdisciplinary way, to use new teaching methods apart from the traditional ones and to focus less on subject knowledge while still being able to meet the demands of the curriculum.

Marble walls

In terms of **impact on the students**, interviewees reported that participation in the activities helped them develop 21st-century skills such as resilience, problem-solving, interdisciplinary and cooperative learning, showing initiative and intentionality, learning new habits and reaching an expected result by following and constantly adapting one's own choices. In quantitative terms, 179 teachers and 3 450 students took part in the project, with 88 schools from disadvantaged communities reached. At European level, at least 1 000 additional teachers and formal education professionals across the partner countries were introduced to the project, in addition to exchanges with colleagues in the participating schools and events, such as teacher professional development programmes and conferences.

The relationship between educators from museums / science centres and formal educators from schools interested in tinkering and social inclusion became closer and their network was strengthened and enlarged. The project partners observed an increase in requests for tinkering activities and training courses. Different project partners became important reference points for tinkering at local/national levels and in the context of development and implementation of innovative pedagogies/practices in the field of non-formal education [18]. At European level, the project was selected by the Joint Research Centre for its study on creativity as a transversal skill for lifelong learning. Several European/international organisations outside the consortium asked to find out more about the project and/or to use the developed resources (e.g. the Science Museum, London, UK; University College London, UK; Department of Museum Studies, Leicester University, UK; and Ecsite, the European Network of Science Centres and Museums).

One direct **follow-up activity** is the third Erasmus+ project 'Tinkering EU: addressing the adults' (2020–2023) [19]. Furthermore, the project helped intensify the relationship between the museums / science centres and the selected schools. All interviewed project partners mentioned that they were

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(18) For example, the coordinator (Museo Nazionale della Scienza e della Tecnologia Leonardo da Vinci) was acknowledged as an expert in the field of the tinkering concept and the science capital approach by the Ministry of Education in Italy, regional education authorities and private stakeholders. The Science Gallery Dublin created collaborations with schools, teachers and other educational institutions, including in the context of professional community events. The Science Center-Netzwerk is now a well-known provider of tinkering activities in Austria and is regularly invited to organise tinkering training and workshops.

(19) http://www.museoscienza.it/tinkering-eu3/

still in contact with many teachers who participated in the 'Tinkering EU' workshops and regularly organise new tinkering activities for the teachers with new groups of students in these museums / science centres. A number of teachers who participated in the workshops reported that they continued to apply and implement some of the tinkering activities in their own teaching at school and to spread the method among their colleagues.

## Specific focus

### Learning environments

Tinkering is an innovative learning approach that involves creating physical things using diverse tools, materials, ideas and methods. Designing activities and handling materials creates a highly engaging learning experience with diverse outcomes. The learner is encouraged to play around with materials and tools. But this playfulness should not be mistaken for triviality. Tinkering is highly constructive and purposeful. It encourages learners to pursue a project, idea or personal goal according to their interests and personal motivations. It also challenges the learner to embrace moments of being stuck and unstuck. In this way, it can help develop 21st-century skills. While tinkering activities vary in style and content, they have the following common core features. (1) Something physical is created using tools and materials. (2) The atmosphere should be playful, innovative and creative. (3) Learners follow their interests and can therefore pursue their own paths of learning. (4) Outcomes are highly variable and sometimes unexpected. (5) Although a broad goal is given at the start, tinkering activities are designed so that learners can add in or set their own goals. Therefore, they can progress throughout the activity in a way that is interesting and personally meaningful to them.

### Learners and learning climate

In total, 120 teachers from six countries completed an online reflection, which provided the consortium with some clear insights into what the teachers and the students experienced when they took part in tinkering activities. Their responses indicated the following. (1) For most of the participating teachers, it was an extremely positive experience that they saw as highly beneficial to their students for developing wide-ranging skills, particularly in the areas of collaboration, teamwork, problem-solving, resilience and creativity. (2) Tinkering was strongly associated with supporting students who are also non-native speakers, largely because it has a low language demand and can also encourage language development. (3) Teachers saw evidence of tinkering serving to level the playing field for students with special educational needs and disabilities and those with lower science capital (who identify less with traditional STEM learning approaches) because of the way tinkering deeply values their existing skills, interests and talents; encourages creativity; provides multiple pathways to success; and, therefore, boosts their motivation and confidence. Teachers reported that this enabled the students to flourish and succeed. (4) The experience of observing tinkering in action supported teachers' reflections on their own practice and enabled them to see how they could utilise some of the learner-centred elements of the pedagogy in their own practice. (5) Most teachers who took part in the 'Tinkering EU' project are likely or highly likely to try out tinkering in their own classrooms. Of the teachers who were unsure if they would implement tinkering at school, most were concerned about lack of physical space and resources.

**Teacher agency in tackling educational disadvantage**

The most important target group of the 'Tinkering EU' project was the participating teachers. Two 'ambassador teachers' per partner country took part in a training event in Milan delivered by the Tinkering Studio of Exploratorium together with the project coordinator and the University of Cambridge. This training brought together teachers and museum educators to experience the tinkering pedagogy first-hand, to understand the concept of science capital and facilitate practitioner discussions around inclusive practice and how to develop tinkering activities for the participating schools. Following the detailed planning work with the teacher ambassadors, the partners engaged with wider groups of teachers (30 per country) recruited by the ambassador teachers. These teachers attended small-scale training events developed and run by the partner institutions; they also brought their students to the museums / science centres to take part in a tinkering workshop. During the training, the teachers were familiarised with the tinkering approach and the science capital concept as the two pillars of the work. They were also introduced to the observation and reflection tools they would be using during and immediately after their participation in the tinkering workshops. The tools were designed to encourage the teachers to closely observe what happens when their students take part in tinkering. This would help them identify how the activity could support their students across wide-ranging learning and skill areas, and to think about the implications of what they observed and learned for their own practice.

**Partnerships and collaboration in and around schools**

A total of 88 different schools with students facing disadvantages were involved in the multiplier events (workshops) across the project partner countries. Of the 179 participating teachers (in total), 140 ([20]) managed to bring their students to 143 multiplier events for the tinkering activities, used the evaluation tools and gave feedback to the partners. Many partner institutions are still in contact with some 'Tinkering EU' project schools/teachers and regularly organise tinkering workshops for new groups of students in their workshop spaces. In one museum, tinkering was also used as a tool to engage parents on several occasions. Meanwhile, many teachers continue to organise their own tinkering activities in class, document them by sending pictures to the partner institutions, and spread the tinkering method among their colleagues. The numbers of schools collaborating with the science museums / science centres and taking part in tinkering workshops were described as continuously increasing.

## Challenges of and barriers to promoting learning for environmental sustainability

When it comes to challenges and barriers, the interviewees mentioned the importance of having sufficient time to engage the target group right from the beginning. When introduced to the tinkering and science capital concept, some teachers were very sceptical. The project partners realised that the goal of fostering inclusion and innovative teaching methods in schools required much more energy and effort than anticipated. By engaging the teachers, respecting them as equal partners and asking them about their individual challenges in their schools, it became possible to adapt the tinkering methodology to the specific needs of their students (e.g. learning difficulties or poor school performance, cultural disadvantages experienced by students from ethnic minorities, language

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(20) The reduced number of teachers taking part in the tinkering workshops was due to COVID-19 restrictions.

barriers, economic disadvantages experienced by students from economically deprived areas and/or with unemployed or low-income parents).

## Lessons learned, recommendations and transferability

The decision to apply the tinkering methodology and the science capital approach was described as the main success factor of the project. The observation and reflection process that accompanied the tinkering workshops was reported as another success factor, as it produced valuable qualitative data on the effect of tinkering.

### Lessons learned

During the first year of the project, it was decided to do research and choose a reflective practice approach with the project partners and the participating teachers. This led to the collection of rich data that helped in understanding the benefits of tinkering and to get an overview of what worked well. Another important lesson was that 'inclusion' is not a clear term, and that each project partner had a distinct view on inclusion and how to deal with it. The partners conducted a survey on the characteristics of their school communities and their challenges, which became the most important lesson learned: to build a relationship with the involved local communities to learn from each other. Establishing a relationship on equal terms in order to find out what the teachers/schools actually needed was considered crucial. Adapting the tinkering activities to the specific needs of the individual target groups in each country made them much more successful.

### Recommendations for the future

The Italian coordinator of the 'Tinkering EU' project provided the following recommendations addressed to other organisations/institutions that intend to engage in an Erasmus+ project on inclusion:



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Playing with lights (1)

- community-first design: instead of designing a programme and then finding someone to offer it, start by understanding and responding to your community and by asking 'who do you want to involve the most?',

- asset-based thinking: instead of employing a needs-based approach, start by focusing on community assets or strengths (assets can take the form of skills, knowledge, connections and potential in a community, which will allow the promotion of an approach that can help all sides to learn from each other),

- unlearn: adopt a conscious act of 'letting go' to make space for new ways of thinking or working (this refers to unlearning assumptions of what other people want, need or can bring to the table, so that one can make space to deeply listen and actually hear what they have to say).

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The Erasmus+ programme should support the following.

- Learner-centred educational approaches and innovation in the field of education: the aim is to value diversity and create open, equal and accessible contexts for all people to participate, especially those who do not feel confident enough or are excluded. Diversity, equity, inclusion and access (DEIA) principles should be integrated into these new approaches and/or enrich existing ones. To do this, projects should include the possibility for the construction of solid collaborations between practice and research. This does not mean that academic institutions should be compulsory partners in a project funded by Erasmus+, but that projects should include design/ development, testing and consolidation / full implementation phases that allow for results that can have a stronger impact and transferability and/or reflective practice processes and approaches. This means not only that researchers and practitioners can bring their perspectives and competences together in a common cause, but also that practitioners can integrate tools and processes into their own actions that allow them to reflect on their practice and grow professionally.

- Partnerships among institutions at different levels should be encouraged: synergies with local stakeholders can contribute to authentic knowledge of what inclusion (or non-inclusion) means in everyday life, as well as competences towards the development of useful and transferable outputs. Synergies among practitioners and researchers for the development of jointly negotiated action can help achieve more solid results.

Playing with lights (2)

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- Emily Harris, University of Cambridge (UK), interview conducted on 19.7.2021.

- Sarah Funk, ScienceCenter-Netzwerk (AT), interview conducted on 20.7.2021.

- Maria Xanthoudaki, Museo Nazionale della Scienza e della Tecnologia Leonardo da Vinci (IT), project  coordinator, interview conducted on 27.7.2021.

- Inka de Pijper, the NEMO – Stichting Nationaal Centrum voor Wetenschap en Technologie (NL), interview conducted on 10.8.2021.

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(21) The respective sections of the case studies include only the names of those interviewees who gave their written consents for this.

# Case study 2
## Wearable methodology: a new methodology based on the use of innovative technologies for education

### Summary

- **Erasmus+ programme type**
  KA 2 school education: primary level
- **Project reference number**
  2016-1-ES01-KA201-025397
- **Project implementation period**
  Start: 1.10.2016; end: 30.9.2018
- **Sector(s) covered**
  School education

- **Project coordinator**
  Centro de educación infantil y primaria (CEIP) Antón Díaz
- **Project contact information**
  Luis Orozco Barbosa, luis.orozco@uclm.es
- **Project website (if applicable)**
  http://www.i3a.uclm.es/wearablemethodology/

**Short description of the project**

'Wearable methodology' is an innovative approach that creates a digitally connected, socially interactive classroom environment. Through bracelets equipped with sensors that can be linked to 'smart objects' or images around the room, students participate in physical and visual learning activities. With the technology of the internet of things, teachers have access to an affordable system that allows for a dynamic and stimulating learning environment that can cater to different types of learners and needs. It supports teachers to successfully manage diverse classrooms, allowing them to better observe, facilitate and assist students, especially those with extra needs.

**Relevance to inclusion in education**

The project was developed with special needs students in mind (such as students with ADHD, autism spectrum disorders, cerebral palsy, physical disabilities) as well as gifted children. The different learning styles that a 'wearable methodology' classroom offers serve to include children who express and receive information in ways other than through passive sedentary textbook learning. Moreover, 'wearable methodology' allows teachers to monitor student progress, which can help them identify and diagnose student disabilities early on.

**Specific objectives covered**

- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenges addressed by the project**
- Underachievement in basic skills
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

This project was conceived to address the needs of students and teachers in rural areas, where classes are often merged due to small class sizes, creating mixed classrooms with diverse learning profiles. Moreover, due to various factors, rural schools receive less attention regarding innovative learning technologies and methodologies. Coupled with this is the problem of early school-leaving, which results from disengagement from school and a lack of motivation with traditional learning methods. As a result, the project coordinator for this project wanted to partner with schools with similar characteristics to exchange experiences, adapt pedagogical methodologies to new technologies, and search for new approaches to help students improve their motivation towards learning (initially for foreign-language classes).

The main objective was to create a learning environment with opportunities for social interaction, active participation in learning and self-motivation. Crucially, project partners wanted to develop inclusive methods, in which students with special needs can access information easily and intuitively, through cooperative learning with their peers. The target group was primary school children (aged 6–11 years), mainly in rural schools, including gifted children and children with special needs such as ADHD, autism spectrum disorder and communication disorders, cerebral palsy, cochlear implants, mobility disabilities and more. They wanted to develop a methodology that created a collaborative and physical way of learning through technology, countering the usually individualised and virtual nature of digital learning technologies.



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The wearable watch bracelets with sensors

As a result, the schools partnered with a university to design a learning technology that would help teachers deal with diverse classes, be affordable and accessible, and facilitate peer-to-peer interaction. They wanted the technology to create a classroom environment that mimics how we learn our mother tongue, through interactions (with teachers and classmates), by moving around and identifying different objects. They did not use smartphone applications because of the cost of devices, and to avoid presenting students with a device with which they could easily get distracted.

## Type and scope of the project, methods used and key activities

A primary school, Antón Díaz school, in the Spanish region of Albacete, partnered with the University of Castilla-La Mancha (specifically the Computer Science Research Institute – I3A) and two other primary schools, namely St Kliment Ohridski school in Bulgaria and Petar Zoranić Nin school in Croatia. The university used the technology of the internet of things to develop an inexpensive watch bracelet with sensors, linked to 'smart objects' (objects with near-field communication (NFC) chips) as well as a computer, a whiteboard, a projector and the internet (or intranet). These together create the 'wearable aula'. Teachers can stick NFC chips onto real objects or image cards around the classroom or an outdoor space; these can then be linked up to the wearable bracelets on the students' wrists and the teacher's computer.

The 'wearable methodology' approach allow the teacher to become a facilitator, monitoring student progress through the software. The technology creates a participatory, active and fun class environment, encouraging cooperative learning whereby students work together to carry out activities. It also transforms the learning space, as students are encouraged to move around freely. The technology allows for diversity and independence among students, as it can respect the pace of each student with their different needs and give them immediate feedback on how they are doing. Since the technology is simply a bracelet with a sensor, it can be used only for the educational activity, thereby preventing distractions that could happen on tablets or smartphones.



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Cards with NFC chips that can be connected to the wearable watch bracelets

Through 'wearable methodology', teachers can easily recreate real-life scenarios and activities, which generates a high degree of intrinsic motivation for children. The key innovative aspect of this methodology is that the wearable equipment is affordable, and therefore accessible even for more disadvantaged schools. Throughout the project, the partners acquired numerous associated partners across Bulgaria, Croatia and Spain: city councils, parents' associations, secondary schools, non-profit organisations and tourist offices.

## Key outcomes of the project

The key output of the project is the free 'wearable methodology' software that was developed, along with educational activities and a teaching guide, available on the project's website. When evaluating the impact of 'wearable methodology' in foreign-language (English) classes, the partners found that the groups of children who participated in the 'wearable methodology' activities showed better results in learning new words and communicating in English. Teachers reported that, with the help of 'wearable methodology', children developed skills such as logical thinking, rapid problem-solving, and friendly and respectful communication with others. The kinaesthetic and visual pedagogy that 'wearable methodology' facilitated was particularly engaging and powerful, especially for students who were not stimulated by textbook learning. Moreover, there were inspiring stories of children with family problems and at risk of dropping out of school who asked their parents to bring them to school so that they could attend the 'wearable methodology games' with their friends.

In a survey conducted by the 'wearable methodology' team asking students how they felt during 'wearable methodology' activities and if they liked the classroom environment the methodology created, all (67) students gave positive responses. Based on student and teacher feedback, the



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Part of the 'wearable aula': cards with NFC chips linked to computer devices

project partners concluded that this methodology significantly contributes to increasing motivation in school, improving student knowledge and creating a great sense of collaboration and happiness among participants. Student–student, teacher–student and teacher–teacher relationships were reported to become closer and more cooperative.

Teachers said that, thanks to 'wearable methodology', they learned new ways of using information technologies. The project has been disseminated at conferences on educational technology and has been the focus of several university projects and research theses. Finally, the 'wearable methodology' coordinating school won an Educational Innovation Award in 2018 for the design of learning spaces, which also spread awareness of 'wearable methodology' in Spain. The project partners are now working together on another similar Erasmus+ project involving technology and inclusion.

## Specific focus

**Learning environments**

This project developed a methodology that creates opportunities for active, learner-centred learning through interactive and collaborative gamified activities. The activity requires the learners to get up, think on their feet and participate. As a result, students are deeply involved in learning, their different senses are stimulated (movement, auditory and visual perception), creating a multifaceted learning experience that can enhance memory retention and knowledge acquisition. The learning environment thereby becomes more dynamic and interesting, improving motivation for learning and building positive experiences in school spaces. Moreover, 'wearable methodology' creates a shift in the relationship between students and teachers, since it removes the teacher from their instructional role. Through this, teachers can use their time and skills to support students in their respective challenges throughout the activities, becoming more approachable and helping figures. Finally, 'wearable methodology' is built on collaborative learning, requiring learners to communicate with each other as they tackle activities around the classroom. As a result, it creates a social environment in the classroom, building socioemotional skills in children and improving relationships.

**Learners and learning climate**

This project is centred around improving learner motivation and happiness in schools, especially in rural schools, which receive less attention and resources. The aim of the pedagogy that was developed is to create more teamwork and interaction in classrooms, particularly between children with diverse needs, encouraging students to help one another. Some activities involve dividing children into teams so they can work together to solve challenges towards a common goal, which contrasts with the individual goals that textbook learning or most forms of digital learning can entail. When participating in 'wearable methodology' activities, students develop a sense of agency to test their own knowledge, which, in turn, generates intrinsic motivation. It is in this way that 'wearable methodology' is also helpful to create a more inclusive climate for students with ADHD, since, instead of waiting for the attention of the teacher, they can check their work immediately through the system that provides feedback. Overall, 'wearable methodology' provides opportunities to learn through play and fun, which helps to build positive attitudes to school among young children.

**Teacher agency in tackling educational disadvantage**

'Wearable methodology' supports teachers to run activities and successfully manage diverse classes with different needs. The project trains and guides teachers to use information technology and easily set up digitised classrooms with the 'wearable aula'. Through affordable and user-friendly technology, the project allows teachers who have little ICT training to upgrade their classrooms into more dynamic, exciting and interesting learning spaces. 'Wearable methodology' also provides activity templates for teachers to develop innovative lessons for children. Moreover, through the connected software, 'wearable methodology' gives teachers the opportunity to monitor student progress without directly 'testing' them. In this way, they can identify regular slow performance or memory retention, which can help teachers diagnose and provide personalised support to students who need it. Finally, since the methodology permits the activities themselves to 'teach' the students, the teacher can take more of a role of observing the class, noticing and attending to certain behaviours, or assisting students who may need extra help.

**Partnerships and collaboration in and around schools**

In its essence, 'wearable methodology' was developed thanks to the collaboration between schools and university research laboratories. The primary schoolteachers were searching for innovative methodologies to create inclusive classrooms where all children are engaged, and, through eTwinning school partnerships and a university department interested in developing new educational technologies, they managed to create 'wearable methodology'. The project involved various types of educators: classroom teachers, foreign-language teachers, school psychologists, educational counsellors, school principals, university professors and researchers. In this way, the educational community mobilised and shared expertise to collaboratively create a learning methodology to improve the learning experience and academic performance of students.



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Wearable watch bracelets and cards with NFC chips

## Challenges of and barriers to promoting inclusion identified by stakeholders

Even though 'wearable methodology' was designed to be affordable and accessible, the cost of the equipment for the wearable watch and NFC chips still present a barrier to employing it in many classrooms. The schools that currently possess the technology are afraid to use it too often to avoid the equipment would be damaged and could not be easily replaced. Therefore, in order to overcome this barrier and create inclusion through 'wearable methodologies', funding is needed to make the initial purchase or to replace broken equipment.

Another difficulty was that, in rural schools with weak internet connections, the research team had to use their own intranet servers to set up the 'wearable aula'. Lack of internet connection at schools is, therefore, not a barrier to using 'wearable methodology', but it does make the aula more challenging to set up.

Other challenges are linked to teachers' lack of technological skills, and their inflexibility towards or fear of trying out new pedagogical methods and technologies in the classrooms. The project partners mentioned that, to create sustainable inclusion, teachers need to be motivated and willing to learn new teaching approaches. The project partners found that some teachers do not want to teach 'inclusive classes' because they do not have training in this field, and they feel unable to attend to children with special needs. The challenge is to show teachers that, with more resources and changes in methodology (such as the incorporating of 'wearable methodology'), it is possible to successfully teach diverse classes, and create inclusive schools.

## Lessons learned, recommendations and transferability

What makes 'wearable methodology' successful for inclusion is that it is a cooperative methodology whereby a group solves a task together, and all team members are involved. The activities also entail an intuitive method whereby students are encouraged to repeat tasks several times to learn from mistakes (e.g. if they match an image or card incorrectly). Another success factor is that 'wearable methodology' activities are diverse enough to include students with different special needs. To create successful diverse classrooms, the teaching methodology needs to be similarly diverse: there need to be different materials used, different ways for students to express themselves and different ways to access information. For example, the ability to move freely around the classroom makes it an enjoyable way of learning for students with ADHD. Since the 'wearable methodology' classroom space is designed to eliminate architectural barriers, students with mobility problems can move around comfortably, too. Moreover, since all the activities involve images,



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Part of the 'wearable aula': colourful houses for teamwork

pictograms or photographs, it is a visual method of learning that allows students with autism spectrum or communication disorders to access information easily.

Another point to note is that the 'wearable methodology' classroom is designed for multisensory stimulation. Students can walk barefoot, since the floor is made of grass or carpets; the teamwork areas consist of colourful houses; the wearable bracelets vibrate, with lights and sounds; and the rewards that the system provides are motivating (applause, whistles of encouragement). This motivation factor is crucial to creating engagement in the classroom. The partners observe that many learning problems for students are not due to intellectual capacities, but rather result from social and/or emotional problems. Therefore, to include these students, schools must stimulate and make up for these deficiencies. The project partners enthusiastically recommend that educational policies should  ensure that all students feel good about learning, and that learning becomes an exciting activity in their minds.

Finally, this inclusive technology was successful in classrooms because end users were consulted throughout the whole process. Teachers shared their expertise, psychologists provided their knowledge about developmental stages and students gave their own feedback. 'Wearable methodology' is therefore a practitioner-informed methodology. To improve educational inclusion in the future, there needs to be more research on pedagogies that consider the principles of neuroeducation, combined with the benefits of technology. A final recommendation by the project partners is to remind educators and policymakers that full inclusion is definitely possible: this would involve methodological changes, especially cooperative methodologies, utilising the potential of technology.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The 'wearable methodology' project partners were very enthusiastic about the contribution of Erasmus+ to inclusive education. There was widespread support for international cooperation to



The class environment for the 'wearable methodology'

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share knowledge of different methods and so improve student learning experiences. The Erasmus+ programme could widely share and recognise projects that improve inclusion, so that others could be inspired. For example, they could organise dedicated webinars for this purpose.

Another suggestion would be to promote teacher training on inclusion, i.e. involving job-shadowing opportunities between schools that teach students with special educational needs. This could be carried out as Erasmus+ professional mobility experiences across Member States.

There was also a recommendation that the guidelines and paperwork could be simplified to make it easier for schools and teachers to apply for calls. More should be done to involve new partners in Erasmus+ projects, and an attractive application system could help with this.

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- Krasimira Kantardjieva, NU St Kliment Ohridski, interview conducted on 20.9.2021.

- Maria Dolores Haya Gonzalez, CEIP Antón Díaz, project coordinator, interview conducted on 19.9.2021.



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A classroom set-up for the 'wearable methodology'

# Case study 3
## Motivation$^2$ + talent = success

### Summary

- **Erasmus+ programme type**
  KA 2 school education: secondary level
- **Project reference number**
  2016-1-BE02-KA219-017349
- **Project implementation period**
  Start: 1.9.2016; end: 31.8.2019
- **Sector(s) covered**
  School education

- **Project coordinator**
  Marieke Decock, Guldensporencollege (BE)
- **Project contact information**
  marieke.decock@guldensporencollege.be
- **Project website (if applicable)**
  http://www.mtseducation.eu/

**Short description of the project**

The general objective of this project was to improve the motivation of students in secondary education and to increase the engagement of parents in their children's school life.

The project focused on increasing the motivation of students in three areas: formal lessons, activities within the curriculum and extracurricular activities. The key approach was based on detecting the individual talents and strengths of students in order to adapt educational approaches to these particular strengths. Methods, tools and materials were developed that focused on: 'shared learning', 'diverse learning', 'critical learning', 'media literacy' and 'life/ professional literacy'. Insights were gained through interviews with all parties involved (school staff, counsellors, students, etc.) or filming lessons and other activities, and consulting scientific research and expert opinions in the field.

**Relevance to inclusion in education**

The project aimed to include all students of different backgrounds. The purpose was to make them more motivated, give them more self-esteem and make it possible for them to live up to their potential and have more confidence in education. This was achieved by focusing on their talents and helping them to develop them. In short, the intention was to make students 'enjoy' learning, empower teachers to make it happen and encourage parents to get more involved.

**Specific objectives covered**

- Learning environments
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

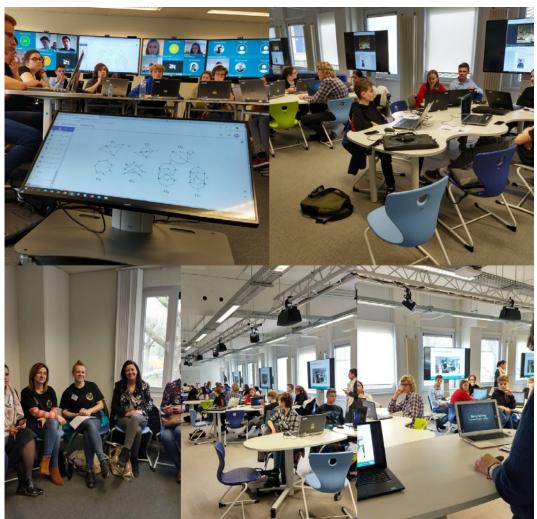**Challenge addressed by the project**

- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

The background and rationale of this project was the educational underachievement among a substantial number of students from diverse backgrounds. Many students are at risk of failing to achieve their educational potential due to a lack of motivation; the project sought to address this problem through talent detection.

The project involved four schools with different characteristics encompassing the diversity of students. All schools had a specific profile and applied different ways to enhance students' motivation and detect their talents in order to attain higher educational success. First, there was Guldensporencollege in Belgium, a school with more than 2 000 students of different backgrounds. Second, there was the IMS Private School in Cyprus – a relatively new and small school. Students at this private school differed from the other students in the project because they gained access to the school only by passing an entrance test, based on their specific talents. Furthermore, the students were promoted to succeed at top universities. However, the staff wanted the school to be prepared for the future, and they participated in the project because they were open and eager to learn from other schools. Third was the Czech Gymnázium Františka Martina Pelcla, a well-functioning school, which, nonetheless, struggled, with some of the most motivated students leaving to attend other,



Workshops in the collaborative and virtual learning rooms

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more competitive schools in the region. The last participating school was the VII Liceum Ogólnokształcące in Legnica in Poland. Most of its students came from socially and economically middle- and lower-class families having fewer opportunities in life than others.

The key objective of the project was to increase student motivation in three areas: formal lessons, curricular and extracurricular activities. To achieve this objective, it was necessary not only to empower students to use their talents in a school environment, but also to empower school staff to develop and implement methods, approaches and tools for talent detection and development. Therefore, a set of motivational methods, activities and good practices for application in the three focal areas was developed.

Student motivation and engagement was considered an important factor for successful inclusion of all students, not only those with special needs. There was a general understanding that the motivation of students is important for both academic and non-academic outcomes.

## Type and scope of the project, methods used and key activities

The key approach was to develop, maintain and use the talent of students by enabling them to apply their specific skills in the school environment. Furthermore, the project was intended to enable teachers to develop and implement methods, approaches and tools for identifying and strengthening students' talents, in order to improve their motivation.

### Key activities
Three key activities were carried out.

- The characteristics of the target group in each partner school were established and analysed through an evaluation of each school in the three focus areas (formal lessons, curricular and extracurricular activities). Furthermore, interviews with teachers, student counsellors and students were conducted, and scientific research and opinions of experts in the field were analysed.

- The data gathered led to a collection of motivational methods, activities, technology and good practices to be applied in the three focus areas. They covered technology, infrastructure, teaching styles and clear goal-setting.

- Finally, specific workshops, forums as well as a final project meeting took place, while learning outcomes were shared further during activities organised by the Eekhout Academy.

### Partnerships and other stakeholders
A total of 25 organisations participated in the project, including the four partner schools. The other 21 organisations can be divided into three main groups:

- schools with different profiles (field visits allowed insights into how students with different backgrounds can be motivated),

- external stakeholders, such as associations, agencies and companies, which were invited to share their views on specific methods based on scientific research looking into how motivation and motivational learning techniques work in different types of schools,

- associations that functioned as consultants considered as external 'critical friends' or evaluators who assisted in how to keep focus as well as bringing in new ideas and methods.

## Key outcomes of the project

The key achievement of this project has been the four schools involved moving towards a more open-minded vision of how to adapt teaching to increase student motivation. One of the most valuable aspects of the project was the 'intervision' phase, when the different groups involved put emphasis on how to learn from each other. During conversations, interviews and observations among all groups involved, the students, teachers and school staff became aware of their ideas, attitudes, values and norms. This way, they better understood their own needs, thus allowing them to further develop themselves. Furthermore, a more connected school environment was developed, and teachers and school leaders learned how to organise learning activities not only during the lessons, but also outside them. The schools have learned how to incorporate an inclusive and motivating mindset into all aspects of school life, from the curriculum through lunchtime to after school activities, in cooperation with local partners. Even parents and, to a larger extent, the local community benefited from this project. Parents feel now more welcome and more listened to, and



'Escape-box' lesson

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as a result are more involved. This also has a positive influence on how the community perceives the school; for instance, school premises are used for non-school-related activities, which, in turn, also creates a positive atmosphere in and around the school.

The impact on the target group was that students became more aware of their talents and took more responsibility for their learning process, while teachers became more confident due to the evidence-based methods and good practices available for more innovative teaching.

## Specific focus

### Learning environments

The project sought to address this objective in curricular activities in school by organising classroom teaching in a more inspiring and welcoming way, for example allowing students to move around, or splitting up the classroom into smaller spaces. Furthermore, playgrounds (outdoor areas) were rearranged, allowing the students to learn outside and improve their social interactions in a different environment than a traditional classroom setting.

In general, the project enabled the schools to create learning environments where pupils could learn during and outside the lessons, and in collaboration with local partners. Even parents and, to a larger extent, the community benefited from this project, which created an inclusive and connected atmosphere. Parents felt welcome and got more involved. This had a positive influence on how the communities perceived the schools; members of the local communities asked to use school premises for non-school-related activities, which contributed to a positive atmosphere in and around the schools.

### Teacher agency in tackling educational disadvantage

Teachers' professional training on how to support and motivate students was one of the central pillars of the project. The project organised workshops that empowered the teachers, showing them good practices within their own learning domain and enlarging their knowledge and skills in the field of motivational education.

### Partnerships and collaboration in and around schools

The projects collaborated with pedagogical counsellors and local partners (e.g. Eekhout Academy ([22]) and Edulab Kulak Kortrijk ([23])). These external partners had connections in other schools outside the project, and thus could increase the project's impact.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Limited time to carry out the activities and initiatives in the project was the main challenges faced by the project. In addition, the Polish partner school went through a difficult period due to the

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[22] Eekhout Academy is a national and international in-service training organisation for schools, centres for adult education, school management, principals, teachers, educators and school governors based in Flanders, Belgium.

[23] The Edulab on the Kulak Kortrijk Campus in Belgium features a physical classroom using different types of software and hardware to facilitate technology-enhanced learning.

changes introduced in the Polish school system when parts of secondary schools were merged with primary schools. This created a lot of stress  as well as job uncertainty for the staff.

## Lessons learned, recommendations and transferability

The interviewed coordinators considered an engaged school leadership and staff  as an prerequisite for  a good Erasmus+ project. The success factor in the project was the strong focus on  a school culture that enables motivation and talent detection; the partner schools  developed, to a certain extent, a new mindset. However, this achievement depended on the school leaders and teachers involved in the implementation of the project. During the project, several teachers got the opportunity to attend the project sessions, and, though some of them engaged with enthusiasm and benefited from meetings and discussions, many teachers were not willing to put in the required effort. Thus, it is important to consider how the involvement of teachers can be tackled if fellow schools/institutions/organisations wish to improve their capacity for inclusive education.

Another recommendation made for schools was to involve not only teachers and school leaders in the change, but also the students themselves. One of the lessons learned was to always consider that each school has its own culture and organisational structures, curriculum and traditions. This could make it difficult for project partners to understand each other. It proved important to give space to each school to 'do its own thing'. Partners can inspire each other, but each school must find its own way.



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Cosy relaxation spaces created from upcycled material

Motivation

Edulab

Erasmusdays

Across borders

principal

directeur

ředitel

director

dyrektor

διευθυντής

Feedbackday

Oldskool geocaching

Several project activities

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The project coordinators recommend that all Erasmus+ projects carry out an in-depth strengths, weaknesses, opportunities and threats (SWOT) analysis of each school involved before starting any new activities that are focused on increasing the motivation of students. In this project, the 'intervision' of students, teachers and school staff has been very helpful in order to develop and implement the methods and tools afterwards.

Moreover, feedback from the interviewees suggested that time management within such projects had always been a challenge. It became even more important to monitor the progress in the project implementation after two partner schools (in Belgium and Poland) went through systemic changes. To do so, the coordinator established checklists and, roughly every semester, an overview of the tasks ahead and related deadlines was clearly communicated.

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- Marieke Decock, Guldensporencollege (BE), interview conducted on 20.8.2021.

# Case study 4
# Non-formal activities for inclusive groups of students

## Summary

- **Erasmus+ programme type**
  KA 2 school education: secondary level
- **Project reference number**
  2016-1-RO01-KA201-024566
- **Project implementation period**
  Start: 1.9.2016; end: 31.8.2018
- **Sector(s) covered**
  School education

- **Project coordinator**
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- **Project contact information**
  Madalina Constantin, constantin.madalina@yahoo.com
- **Project website (if applicable)**
  http://non.4mal.4all.paralisiacerebral.pt/

### Short description of the project

The 2-year Erasmus+ project 'Non-formal activities for inclusive groups of students' aimed to increase the active participation of students with special needs in mainstream schools through non-formal learning methods, and to enable teachers to use such non-formal educational methods and strategies to develop inclusive activities or games. For this purpose, training for teachers on the use of non-formal learning activities and inclusive games for diverse groups of pupils was developed. Furthermore, good practice examples of these activities and games were collected and tested, and a guidebook was produced.

### Relevance to inclusion in education

In many mainstream schools, students with disabilities are physically integrated, but often have very low participation in the social life in class. By creating training for teachers in using non-formal learning activities and inclusive games for diverse groups of students and by developing a guidebook with good practices, the project took a further step towards the inclusion of children with special needs in mainstream education.

### Specific objectives covered

- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Active involvement of parents and families
- Partnerships and collaboration in and around schools

### Challenges addressed by the project

- Underachievement in basic skills
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

In recent years, non-formal learning activities have become more and more important as a complement to formal learning when it comes to teaching diverse groups of students. So far, no collection of good practices has existed to serve as a guideline for implementing non-formal learning activities and games in inclusive classes with special educational needs (e.g. related to mental/physical/behavioural disabilities). The main idea of the project 'Non-formal activities for inclusive groups of students' (non4mal4all) was to organise a joint initiative to find new strategies to support the inclusion of students with special needs in mainstream schools. Learning in formal contexts helps pupils to achieve educational objectives, but often does not sufficiently support the acceptance of schoolmates and teachers, making friends and removing barriers to access social life within the school.

The project goals were to:

- create a course curriculum for teacher training in the use of non-formal learning activities and inclusive games designed for a diverse group of students with special needs (in the six partner languages and in English),

- train at least 25 teachers per partner country in implementing non-formal inclusive learning activities,

- exchange good practices regarding non-formal learning activities and inclusive games used in schools through the participation of 60 teachers from partner countries in staff training,

- create a guidebook of good practices of non-formal inclusive learning activities/games for all partner organisations in the six partner languages and in English.



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Teacher training in Portugal

The target group consisted of teachers and pupils (with/without disabilities) from inclusive classes. The pupils' ages ranged from 10 to 14 years (secondary school level).

## Type and scope of the project, methods used and key activities

As a first step, the project partners held a train-the-trainer workshop in Portugal. It aimed at providing the future trainers with the necessary knowledge and practical skills to deliver efficient teacher training. For this purpose, a course for teachers was developed on how to plan, organise and carry out games and non-formal learning activities for inclusive groups of students. As a result, 12 teachers (two per partner country) received trainer certificates. Afterwards, the project partners organised local training events for teachers from inclusive and special schools in their own countries using the new training module. Through this approach, 179 teachers were able to improve their competences on inclusive non-formal learning activities and also received course certificates. During the training events, a variety of inclusive games and non-formal learning activities were proposed, discussed and tested with groups of inclusive classes. During the 24-month project period, a vast collection of such activities/games could be assembled; some of them were selected for the final guidebook with good practice examples. Overall, the project partners and trained teachers organised more than 800 non-formal learning activities and games in their schools that also involved parents, families and stakeholders. A total of 22 children were involved in blended transnational activities and also received certificates of attendance in a European project.

The six institutions that implemented the project were as follows:

- the coordinating institution, Şcoala Gimnazială Specială SF Nicolae in Bucharest, Romania, a school with experience in the inclusion of students with intellectual disabilities and transcortical sensory aphasia,



Non-formal learning activity in Turkey

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Non-formal learning activity in Estonia

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- Associação de Paralisia Cerebral de Almada Seixal (APCAS) in Seixal-Lisbon, Portugal, an NGO with experience in the inclusion of people with physical disabilities,

- Førde Ungdomsskule in Førde, Norway, an inclusive school with experience in integrating students with intellectual disabilities and refugees,

- Tuna İlkokulu in Istanbul, Turkey, an inclusive school with experience in integrating pupils from minority and refugee groups,

- Mozgásjavító elementary and specialised secondary school in Budapest, Hungary, an inclusive school with experience in integrating students with mental and physical disabilities,

- Tartu Herbert Masingu Kool in Tartu, Estonia, a school experienced in integrating students with emotional and behavioural disorders.

## Key outcomes of the project

Key achievements of the project were as follows:

- a training module for teachers on non-formal inclusive learning activities for specific  groups of students, (40 hours, in the six partner languages and in English),

- a guidebook of good practice (in the six partner languages and in English).

By the end of the project, 60 teachers had participated in the teacher training in the partner countries, and at least 179 teachers from all partner countries were able to benefit from the training

course. A total of 9 800 students were involved in the project, of whom 2 368 had disabilities. A total of 852 inclusive non-formal learning activities were carried out; 2 938 people took part in 36 local dissemination activities, and face-to-face dissemination reached approximately 3 850 stakeholders.

Teachers stated that it was very helpful to reflect on inclusive strategies, and  to share their experiences of promoting an inclusive school environment and to have a collection of educational activities at hand in order to improve inclusion in their schools. The project also reduced the insecurities and fears of some teachers about how to deal with pupils with disabilities, especially during breaks or school trips. It was also stressed that the teacher training played a very important part; it helped teachers understand that such activities need to be planned in line with the specific needs in order to be successful (e.g. what activities/games are useful for a certain group of students with specific disabilities?).

Students were able to get involved in many different activities and inclusive learning moments, make new friends and experience social inclusion in class. According to the interviewees,  the parents and families   enjoyed being involved in the organisation of non-formal learning activities, which had a big impact on them and increased their trust in the teachers and the whole school.

Community representatives and other stakeholders also took part in different learning experiences at the schools, which increased their awareness of the subject of inclusion. All partners and many involved teachers still use the project outcomes (teacher training book and guidebook with best practices). Two partner countries continue to organise the training course for teachers. The Romanian partner coordinates cooperation of 28 other schools and three kindergartens where children with special needs are integrated, and has disseminated the project outcomes to all of them. After the



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Non-formal learning activity in Hungary

end of the project, teachers contacted the project partner organisations to ask for additional teacher training. Non-formal learning activities and inclusive games continue to be used and adapted. In Romania, the experience of the project led to another Erasmus+ project on robotics for children with special needs.

## Specific focus

### Learning environments
The project developed activities that allow children with special needs to be better integrated in the classroom in inclusive schools, as well as promoting mutual understanding and appreciation. This was based on the idea that an inclusive learning environment enables all children to be more involved and get along better with each other. Children with and without special educational needs and with different learning abilities attended the same classes.

### Learners and learning climate
The use of non-formal learning activities and inclusive games led to high levels of motivation, positive interaction and increased understanding of inclusion and diversity. This also improved well-being in the classroom for both teachers and students at inclusive schools. In the participating schools, it has helped reduce exclusion, insecurity and mutual prejudices, and to create a climate of trust and active participation in the school life.

### Teacher agency in tackling educational disadvantage
The training on inclusive non-formal learning activities and games supported teachers in implementing new inclusive learning approaches and reduced their fears of dealing with disadvantaged children. It increased their understanding of inclusion and motivated them to try out various activities and games that promote a more open and inclusive learning atmosphere.

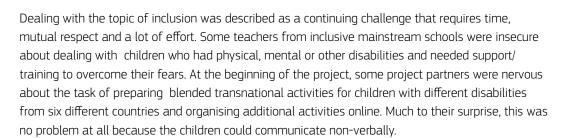### Active involvement of parents and families in school life
All project partners placed special emphasis on involving the parents and families of children with disadvantages in the organisation and running local events on non-formal learning activities and inclusive games. The feedback from the families was very positive – they described it as a valuable experience that helped improve the communication between the school and the parents. In addition, they also noticed improved mutual trust, and the parents were able to increase their own knowledge of the topic of inclusion.

### Partnerships and collaboration in and around schools
The project partners carried out dissemination work and widely shared the project results (teacher training course and guidebook on non-formal learning activities / inclusive games) among their partners (both schools and stakeholders such as educational authorities, municipalities and communities or organisations/NGOs). Events were organised to inform about the project teachers from other inclusive and special schools. A wide range of stakeholders were also invited to the project closing events.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Dealing with the topic of inclusion was described as a continuing challenge that requires time, mutual respect and a lot of effort. Some teachers from inclusive mainstream schools were insecure about dealing with children who had physical, mental or other disabilities and needed support/ training to overcome their fears. At the beginning of the project, some project partners were nervous about the task of preparing blended transnational activities for children with different disabilities from six different countries and organising additional activities online. Much to their surprise, this was no problem at all because the children could communicate non-verbally.

## Lessons learned, recommendations and transferability

The guide with good practices offers a broad overview of non-formal learning activities and games (e.g. artistic activities, activities in nature, social ability activities, daily life activities, sports for all) for diverse groups of students. The extensive use and adaptation of the publication speak for its success. In Romania, the project led to the creation of a network involving a large number of teachers at inclusive mainstream schools, which can now be used to develop future projects.

When asked about recommendations for other organisations/institutions wishing to undertake an Erasmus+ project on inclusion, interviewees advised that particular attention should be paid to the preparation of a good application. They also highlighted the importance of carrying out a needs analysis regarding the target group(s). Furthermore, it was recommended to divide the project tasks according to the competences and expertise of the project partners. It was also stressed that both the project and its goals should be defined in a manageable way.



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Non-formal learning activity in Romania

**Quotes from interviewees**

*Before you apply for a project on inclusion, you should find out what your target group really needs and then align your goals accordingly. That is what makes projects successful.*

*I have worked in the special needs field for the last 25 years. This project was open to learners with all kinds of disabilities. From other projects we know about different inclusion systems in different countries, e.g. some countries do not have special schools for kids with special needs, while in others countries, even children with minor learning difficulties are sent to a special school. We intensely discussed what the best way to improve inclusion is, to integrate kids, and it was hard to come up with only one recipe. One has to follow the national system but at the same time try to improve it.*

## Potential impact of the Erasmus+ programme in the field of inclusion in education

All interviewees stressed the importance and usefulness of Erasmus+ projects in the field of inclusion in education, but otherwise had no concrete suggestions for improvement.

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- Non4mal 4 all, 'Home', 2017 (http://non.4mal.4all.paralisiacerebral.pt/, last accessed: 26 September 2021).

- *Non4mal 4 All – Guide-book of good practice*, 2018 (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/49d6a00c-0323-4eae-b0a6-a547b33e73fa/Guidebook%20of%20good%20practice_EN.pdf, last accessed: 12 August 2021).

- *Non-formal Activities for Inclusive Groups of Students*, 2018 (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/c22597a9-ae05-4df1-959f-c775556ba184/NON4MAL%204%20ALL%20Teachers%20course_EN.pdf, last accessed: 12 August 2021).

### Interviews

- Mădălina Constantin, Şcoala Gimnazială Specială SF Nicolae (RO); project coordinator, interview conducted on 21.7.2021.

- Ana Barradas, Associação de Paralisia Cerebral de Almada Seixal (APCAS) (PT), interview conducted on 8.9.2021.

# Case study 5
# Choose your future

## Summary

- **Erasmus+ programme type KA**
  2 school education: secondary level
- **Project reference number**
  2014-1-BG01-KA201-001435
- **Project implementation period**
  Start: 1.9.2014; end: 31.8.2016
- **Sector(s) covered**
  School education, VET schools

- **Project coordinator**
  General Secondary School Angel Karaliychev (BG)
- **Project contact information**
  Zdravka Kostova, zarazuzi@gmail.com
- P**roject website (if applicable)**
  http://sou-euprojects.info/project2014/

**Short description of the project**

The project addressed a range of topics related to inclusion in education and in society: labour market issues, including youth unemployment; career guidance; early school-leaving; combating failure in education; and entrepreneurial learning. Students from partner schools at secondary  level in seven countries were engaged in activities designed to strengthen their key competences, with special focus on entrepreneurial skills and mindset; improve their information technology skills;  equip them with knowledge about local labour markets and the content of actual jobs; and to promote a multicultural mindset among them. The students in the partner schools collaborated through a common internet platform; in addition, five project meetings that also involved students took place during the project's lifespan.

**Relevance to inclusion in education**

The strength of the project in relation to inclusion in education is that the activities were designed to boost students' self-confidence and  their entrepreneurial mindset, they learned about their own strengths and of the possibilities open to them in further studies or work. Through exchanges with partner schools they also acquired cultural understanding and appreciation of other cultures. The project used the exchanges as alternative learning environments, which proved effective in improving motivation for learning among the participating students. This was further enhanced through training teachers in tools for career counselling co-created by the transnational project team.

**Specific objectives covered**

- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenges addressed by the project**

- Underachievement in basic skills
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

Making chocolate candies in Laima factory in Latvia

## Background, rationale and key objectives of the project

The project sprang from an observation that many young people leave school prematurely, which leads to increasing levels of youth unemployment. The partners agreed that improving learning opportunities and career counselling would help combat dropout and underachievement. The assumption was that relevant skills and knowledge would help students to master the challenges of the labour market in a competitive economy.

The primary target group was secondary school students. Five of the partner schools were general secondary schools (one offered some vocational subjects), while two were secondary VET schools. The students were aged 15–17 years. The project had a particular focus on engaging students with few opportunities, for example students living in small villages or with health issues. It was not possible to establish the total number of participating students, but, in most schools, entire cohorts or even the entire school were engaged, when the school had to host a project event. As examples,



Marketing Mix training in Latvia

Creating e-portfolio, training in Poland



Creating personality poster

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in the Bulgarian school, 200+ students were involved; in the Estonian school – about 150 students; and in the Danish VET college, 120 students took part. In addition, the project targeted teachers, and about 35–40 teachers per school participated.

The key objectives of the project are listed in the project description available  on the project's website:

- develop skills for using ICT outside school,
- raise awareness of the importance of a healthy lifestyle,
- raise students' awareness of their characters and abilities and help them to choose their educational path in order to combat early school-leaving or dropping out of school,
- raise the attainment of underachieving students,



Calligraphy workshop in Turkey

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- get to know the labour market and broaden students' horizons concerning the variety of jobs available,
- learn more about the jobs in the area,
- enable students to learn about the specifics of different jobs through job shadowing and interviews,
- raise the quality of career counselling by improving students' self-evaluation skills and their ability to assess their suitability for a particular job,
- help students become aware of job prospects for the next decade – jobs needed and jobs disappearing,
- raise students' awareness of the demands, requirements, problems and offers of the European labour market,
- develop English language and assimilation skills at all schools,
- build and develop the so-called 21st-century skills, such as critical thinking, problem-solving and reasoning, research practices, creativity, self-direction and entrepreneurship, among others.

## Type and scope of the project, methods used and key activities

### The partners
The project coordinator was the Angel Karaliychev Secondary School in Bulgaria and the partner schools involved  Dalum Landbrugsskole  (Denmark)), Ogres Tehnikums (Latvia), Tamsalu Gymnasium (Estonia), Gimnazjum nr 5 im. Arkadego Fiedlera w Lesznie (Poland), Ahmet Sarı Anadolu Lisesi  (Turkey) and Liceul Teoretic 'Mircea Eliade' Lupeni (Romania). However, a team member from Romania left the school after the project ended in 2016, and the participating schools from Poland and Turkey were permanently closed at the time of preparing this case study.

### Key methods and approaches
The main method employed by the project was transnational thematic learning activities, some of them in physical places, some facilitated through an online learning platform. During visits to the



Lifestyle training in Denmark

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Advertising training in Estonia

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participating schools, teachers and students would get involved in a thematic learning event prepared by the host school. For example, the Latvian VET college offered training in marketing; in Estonia, the topic was entrepreneurship; and in Denmark sustainability. There was no pre-defined pedagogical approach. Thus, the students and teachers experienced in the partner countries different approaches to teaching and learning. All training programmes were turned into online courses in all seven languages, so that they could be available for students after the project ended.

## Key activities

All in all, seven transnational events took place during the lifetime of the project. A project team meeting was held in Bulgaria at the start of the project attended by partner school, staff and, in some cases, management. Likewise, an evaluation meeting was held in Romania at the end of the project. Between these meetings, there were five project visits (in Denmark, Estonia, Latvia, Poland and Turkey) involving approximately five students and two teachers [24] from each of the visiting partner schools. Each visit was planned for 5 weekdays. Besides training activities, the visits also included cultural events.

For instance, the topic for the visit to Denmark was 'lifestyle – understanding the relationship between food, health and learning'. During the visit, trips were organised to relevant local initiatives, such as 'gardens for bellies', a project involving city children in gardening and the production of organic vegetables. In Estonia, where the focus was on entrepreneurship, the visitors met with entrepreneurs from different sectors.

Ahead of the training, the teachers participated in a MOOC on e-learning provided by Coursera to enable them to convert the training content to online courses.

In between the visits, the schools engaged in developing and testing a toolkit for career guidance and counselling. They also staged shared events, such as winter and spring bazaars, where the local community was invited to the school and the students trained their communication and presentation skills.

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(24) In some cases, more than five students per school participated.

## Key outcomes of the project

The project produced a comprehensive and multilingual set of training materials for students and teachers available online, on the Erasmus+ project card and on the project's official website.

During the project, the teachers learned to produce and use e-learning tools and created an e-learning platform with courses in seven languages, along with a guide to career orientation activities. In addition, the following topics have all been tested by the partner schools: my family job tree, top five jobs in my country, my dream job, poster of myself, why do people work, professional holidays, jobs available in my town, disappearing jobs, street interview, job shadowing, former graduates conference, former graduates blog / Facebook page / wiki page.

The interviewees all agreed that the transnational training sessions were very beneficial. Concrete results included the introduction of new vocational subjects, inspired by the visits to the Danish and Latvian VET schools. This had proven effective in motivating the Roma students in one of the participating partner schools.

In Bulgaria, a weekly extracurricular thematic 'lesson' has been introduced, focusing on topics well-suited to aid inclusion. In Estonia, every student who participated in the project subsequently wrote an essay about their future plans, and all of them have by now achieved what they planned.

In addition, the schools have created a solid inspirational network, and most of them have continued the collaboration after the project ended.

## Specific focus

**Learning environments**
The project created new learning environments through training visits to five partner schools. Those learning environments included also, to a large extent, learning venues outside the schools. The e-learning tools were developed and their availability on an e-learning platform allowed for remote learning and enabled students to access and use these resources.

**Learners and learning climate**
The participating schools put special emphasis on involving in the activities vulnerable students and giving them opportunities to 'shine' in non-academic situations and events. Furthermore, the project produced tools for career guidance that stimulate non-academic skills of students in aiding them to identify their own strengths, as well as possible pathways to continued education or the labour market.

**Teacher agency in tackling educational disadvantage**
The project involved teachers in developing new approaches and tools for career guidance and counselling and also trained them in using e-learning.

**Partnerships and collaboration in and around schools**
The project emphasised the partnership between the participating schools. However, there was also a focus on establishing connections with various stakeholders around the schools that hosted the training events. In preparation for and also during training visits, the schools

typically involved the entire school in the event. Some schools reached out to parents and the wider community as well, while others engaged with enterprises, local projects or other initiatives.

## Challenges of and barriers to promoting inclusion identified by stakeholders

The interviewees agree that the diversity of the partner schools was rewarding – for example, having VET schools in the partnership opened students' eyes to opportunities other than higher education. At the same time, this was also a challenge. For example, one VET school pointed out that the career guidance tools and activities were better suited to general education than to VET.

The age span of the students (15–19 years) was challenging, but not as much as could have been expected. The socioeconomic differences were more relevant.

Furthermore, some schools found it difficult to allocate time for participation in the five training visits.

The language used in the project was English, which was a foreign language for all, and hence a shared challenge.

## Lessons learned, recommendations and transferability

The main success factor of the project was the transnational training visits. Meeting students from other countries and learning together presented a boost for students at risk of dropping out of education. In these new settings, many students realised that they had abilities and qualities hitherto invisible to themselves and others. Hosting the events was a particularly empowering experience for many students, too.

The main recommendation from the partner schools is to engage in transnational initiatives and projects, which, in their experience, are valuable for schools, teachers and students alike.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The interviewed project partners recommended that, in the future, Erasmus+ should extend the funding opportunities to include the continuation of successful initiatives for another period of time, so that well-established partnerships would not have to 'reinvent' new projects to continue their good work.

## Sources

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Creating personality poster

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- Kostova, Z., *Career Orientation Activities Guide* (https://issuu.com/zdravkakostova/docs/career_orientation_activities_guide, last accessed 15 October 2021).

**Interviews**
- Zdravka Kostova, General Secondary School Angel Karaliychev (BG), project coordinator, interview conducted on 22.9.2021.

- Tamsalu Gymnasium (EE) interview conducted on 22.9.2021.

# Case study 6
## Creative, non-formal learning in unconventional spaces

### Summary

- **Erasmus+ programme type**
  KA 2 VET schools
- **Project reference number**
  2017-1-UK01-KA202-036681
- **Project implementation period**
  Start: 1.10.2017; end: 31.1.2020
- **Sector(s) covered**
  School education, VET

- **Project coordinator**
  Richard Parkes
- **Project contact information**
  r.parkes@rinova.co.uk
- **Project website (if applicable)**
  https://collageartscf2.wixsite.com/creus

**Short description of the project**

The project provided a new approach focusing on 'unconventional spaces' to support the transversal skills of disadvantaged and unemployed young people (aged 16–24 years) and to maximise their potential in terms of fostering social, cultural and economic inclusion through access to initial VET and labour markets. CREUS supported mentors and peer mentors across Europe to develop their vocational skills for supporting young people in non-formal and unusual settings, for example at a community music festival within a housing estate, an immersive theatre event in a shopping mall or an arts session in a youth hostel. One of the project's main innovations was to focus on learning located in 'unconventional spaces'. These included creative industry workspaces in London; refugee centres in Cyprus; a market forum in Greece; a housing project, a shopping centre and a theatre in Rome; and an Academy for Community and Talent in the Netherlands that works with young people who have dropped out of conventional education.

**Relevance to inclusion in education**

Young people not in education, employment, or training (NEET) are the end beneficiaries of CREUS, which seeks to improve the personal development / life skills of young people (confidence, communication, team-working, presentation, problem-solving, time management, responsibility, attitude and motivation) to enable them to experience achievement and success.

**Specific objectives covered**

- Learning environments
- Learners and learning climate
- Partnerships and collaboration in and around schools

**Challenge addressed by the project**

- Early leaving from education and training

## Background, rationale and key objectives of the project

CREUS emerged from the need to explore and establish innovative ways to apply non-formal cultural and artistic learning in the enhancement of young people's (aged 16–24 years) employability by supporting the development of transferable and transversal key competences (concerned with communication skills, sense of initiative and entrepreneurship, cultural awareness and expression, and social and civic competences). The project prioritised and explored learning by peer mentoring in unconventional spaces, which young people do not traditionally associate with formal education. It addressed the development of relevant basic, transversal and soft skills needed to progress to relevant VET or employment in the labour market. It provided new methodologies for key competences in VET towards the social inclusion of youth who are disadvantaged and not in education, employment or training (NEET).
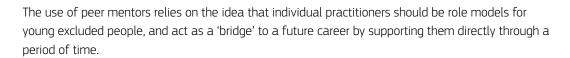
Young people NEET are the end beneficiaries of CREUS, which seeks to improve the personal development / life skills of young people (confidence, team-working, presentation, problem-solving, time management, responsibility, attitude and motivation) to enable them to experience achievement and success.

Led by Collage Arts (UK), the CREUS project was delivered by seven VET partners in five European countries: Cyprus, Greece, Italy, the Netherlands and the United Kingdom. This included: 'Hope For Children' CRC ([25]) Policy Center (CY); Dimitra Ekpaiditiki Simvilitiki AE (EL)**;** Mulab (IT); Kunstbedrijf Arnhem (NL); Rinova Limited (UK).

## Type and scope of the project, methods used and key activities

The CREUS methodology mainly focused on the development of peer mentors in motivating disaffected young people and bringing them back into learning. In the context of CREUS, peer mentoring was defined as learning from individuals with similar backgrounds, enhanced experiences, through cooperation and shared practices. CREUS significantly explored how space is important as a factor that enhances the interaction and exchange of knowledge between mentor and mentee, and between peers.

The use of peer mentors relies on the idea that individual practitioners should be role models for young excluded people, and act as a 'bridge' to a future career by supporting them directly through a period of time.

The key activities were carried out in non-conventional learning spaces, such as a music studio, a refugee camp in Cyprus, a housing estate on the periphery of Rome and a chocolate factory in London. These activities were described as work-based projects of creative work that mirrored what happens in the industry (e.g. pre-production activities for photography or videography). Thus, the young learners were given the opportunity to participate in a realistic non-educational and relevant context. This, in combination with the mentors, seen as role models with experience in the creative industry and providing inspiration contributed to the results: the young people were motivated and engaged in the project work and their learning started to accelerate. In general, there was a positive impact on the young learners from participating in creative learning outside a formal educational setting.

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(25) CRC, Convention on the Rights of the Child.

## Key outcomes of the project

The CREUS programme has been successful in implementing two innovative approaches to learning: (1) a transnational peer mentoring scheme, and (2) the implementation of more experiential approaches to learning by situating the project in unconventional spaces. However, most important has been the combination of these two approaches. By setting up projects where young people could work together creatively, they were allowed to acquire new skills, while being mentored to recognise those competences that they already possessed.

The feedback from the stakeholders interviewed supports the argument that the combination of non-formal learning methodologies with arts, culture and creative practices has been effectively used in the partner countries to integrate vulnerable groups with distinct profiles and needs. Equally important was to have a diverse group of mentors, for the mentor/mentee relationship to have the potential to be bidirectional, and to have the real possibility for social impact. The transnational mentor/mentee aspect of the programme has also led to an intercultural dialogue, which can be continued in the future. The CREUS methodology and learning tools also provided opportunities for partners to form new alliances with those working with vulnerable groups of young people in different sectors.

In the longer term, the project has the potential to share its experiences among all sectors involved in establishing routes to non-formal learning for disadvantaged young people by disseminating the peer mentoring model.

## Specific focus

**Learning environments**
CREUS focused on unconventional spaces and how learning in such spaces can build confidence, teamwork, and develop communication and presentational skills. It also showed how to create an active, participatory and learner-centred approach so that young people can achieve individual outcomes. The key to success was the intersection between peer mentoring, non-formal learning and the use of unconventional spaces.

**Learners and learning climate**
The activities improved the personal development / life skills (confidence, communication, team-working, presentation, problem-solving, time management, responsibility, attitude and motivation) of 120 disadvantaged young and unemployed people aged 16–24 years directly involved in the project activities. They also contributed to training of 25 young peer mentors (aged 18–24 years), to enable them all to experience achievement and success. In addition, the project equipped the trainers, tutors and peer mentors with knowledge needed to implement the European credit system for VET (ECVET) and Youthpass.

**Partnerships and collaboration in and around schools**
CREUS was designed to provide the partners, and the peer mentors and tutors, with an imaginative, interactive learning strategy that takes learning to where the young person 'is', e.g. – in community-based locations that are not 'tagged' with the label of 'classroom' or 'school'. At local and regional levels, CREUS had a direct impact, as each of the partners worked with participants from disadvantaged backgrounds recruited from the region in which

they were based – in some cases in the same locality. For instance, partner organisations such as Collage Arts (UK) and MuLab (IT) are integrated within the support infrastructure of local communities; MuLab runs a local community laboratory, and Collage Arts has a chocolate factory in Haringey (London), which is the hub for Collage Arts' 'Cre8 your future' and 'Collage voices' projects. At local and regional levels in all participating countries, the project benefited from the partners having links to and networks with colleges, higher education partnerships, chambers of commerce, organisations dealing with youth and inclusion, municipalities and, indeed, their local creative economies – which are growing in every partner region. CREUS provided a welcome transnational dimension to the learning activities, which are part of local economic and community development strategies. For instance, in the Netherlands, Kunstbedrijf Arnhem is based at Rozet, an award-winning community facility that connects with a network of local community empowerment initiatives, NGOs and learning centres. In Cyprus, CREUS provided new creative learning approaches at local level to improve lives of refugee children in Nicosia.

## Challenges of and barriers to promoting inclusion identified by stakeholders

The starting point of the CREUS project was a targeted outreach to, and engagement of, young disadvantaged people. This was achieved based on recommendations from the actors in the community work (local authorities, schools, etc.).

Once the young people were engaged in the project, the main challenge was to maintain their focus on their career aspirations and goals to be achieved, rather than dealing with immediate problems that they were facing. The key to addressing this challenge was for the peer mentors, counsellors and tutors involved to share their own knowledge and life experiences with the young people concerned. That helped the socially disadvantaged young people to keep their motivation. The peer mentors were of a similar age to the young disadvantaged people, in some cases slightly older and so they knew young people's lives.

The project partners also point out that there were some challenges connected to the diverse needs of the different partner countries involved, and the extent to which non-formal learning through creative approaches has been developed in each country.

## Lessons learned, recommendations and transferability

According to the project partners, the main success factor of the CREUS project was that the peer mentoring and the use of creative practices in unconventional places equipped the group of young people to take control of their own career development. Another vital success of the project has been the development of relevant basic, transversal and soft skills that are needed to progress to higher education or to employment, not only in the creative industry, but in the labour market in general.

The project partners' main recommendation for other schools that want to focus on inclusion in education is that the combination of peer mentoring with non-formal learning and unconventional spaces is a very successful way to encourage and enable excluded young people to acquire basic skills alongside creative and artistic skills.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The project partners made two recommendations on how the Erasmus+ programme could increase its impact in the field of inclusion.

- More recognition of the assets that alienated and excluded young people have. For example, there is not yet enough recognition in the educational system of the entrepreneurial skills that disadvantaged young people have. There needs to be more focus on how these young people can be educated in a more open and accessible way with more social interactions, more involvement of schools in community issues, volunteering, etc.

- Increase the understanding of creative processes in education. There is still a tendency to see creativity and art as something that goes on separately or on top of education, rather than being embedded in education. There have been already some efforts in this area, for example by turning STEM into STEAM and fostering the integration of science and technology, interpreted mathematics, engineering and the arts in some educational systems, but more room should be allowed for creativity and art.

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**Interviews**
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- Richard Parkes, Rinova Limited (UK), project coordinator, interview conducted on 9.8.2021.

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# Case study 7
## Bringing young mothers back to education

### Summary

- **Erasmus+ programme type**
  KA 2 adult education
- **Project reference number**
  2017-1-AT01-KA204-035007
- **Project implementation period**
  Start: 1.10.2017; end: 30.11.2019
- **Sector(s) covered**
  Adult education

- **Project coordinator**
  Sonja Karbon, Frauen im Brennpunkt (AT)
- **Project contact information**
  s.karbon@fib.at
- **Project website (if applicable)**
  https://bymbe.eu/

**Short description of the project**

The Erasmus+ project 'Bringing young mothers back to education' aimed to provide support for young mothers to re-enter education or training. The project developed a set of training tools and materials, which were piloted with groups of young mothers in each project partner country (training including peer group activities, counselling and motivational activities). In addition, training was held for professionals such as trainers or social workers, to help them to deepen the competences needed for working with this target group.

**Relevance to inclusion in education**

Overall, the project aimed to improve the social inclusion of young mothers who are not in employment, education, or training (NEET) by bringing them back to school education or training. For this, it focused on raising awareness among young mothers of the risks of dropping out of education early and of motivational efforts for them to re-enter education.

**Specific objectives covered**
- Learning environments
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenge addressed by the project**
- Early leaving from education and training

## Background, rationale and key objectives of the project

The project had its origins in an Austrian initiative, titled 'Job Navi' [26], focusing on specific problems that young girls face when getting pregnant, as they do not finish their education. As early school-leaving of young mothers is an issue throughout Europe, the project partnership brought together partners with complementary skills and experience to deal with this issue at European level, while

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(26) https://www.zib-training.at/kurs/job-navi-junge-muetter/

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Piloting the 'orientation pack'. Activities held at the Centro per lo Sviluppo Creativo 'Danilo Dolci' (Palermo, Italy)

adapting project activities to national and local contexts. Overall, the project aimed to improve the social inclusion of young mothers (who are NEET) by supporting them to re-enter education or training.

The key objectives of the project were to:

● create an innovative outreach strategy and a motivational campaign for awareness-raising on the issue of early school-leaving of young mothers,

● create a support package for young mothers who have re-entered education,

● provide effective orientation and career guidance to young mothers through holistic support instruments, including counselling, training and peer group activities,

● improve the know-how and awareness of social workers, teachers and trainers working with young mothers by providing appropriate tools, knowledge and skills,

● raise awareness among stakeholders and the general public about the relevance of professional education for girls in order to assure their own economic safety.

The project covered two target groups: firstly, young mothers (aged between 15 and 25 years) who have not finished their education or training; and, secondly, social workers, trainers and teachers who work with the target group of young mothers. Each project partner chose their own focus on young mothers from specific socioeconomic and cultural backgrounds. For example, activities of the Irish partner focused on young mothers from the Irish Traveller community. The Bulgarian partner focused on mothers from the Roma community, and the Spanish partner focused on mothers from both the Roma community and the Asturias region.

Introduction of the project at the Public Employment Service Innsbruck, Austria

## Type and scope of the project, methods used and key activities

The partnership of the project included six organisations (both profit and non-profit) from six partner countries, bringing together different expertise in counselling, motivational training, youth work and dissemination activities. The project was coordinated by Frauen im Brennpunkt, a non-profit organisation focusing on services for childcare, women's counselling and gender equality, based in the province of Tyrol, Austria. The central office is situated in the provincial capital of Innsbruck, but the organisation operates via eight locations across Tyrol. The other project partners were organisations in Bulgaria (Bimec Ltd), Ireland (Exchange House International), Spain (Magenta Consultería Projects S.L.U.), Italy (CESIE) and Lithuania (Social Innovation Fund) ([27]). The key activities of the project were organised in both cities and rural areas in the partner countries.

The key project activities included the following.

- Training activities for young mothers (pilot sessions): the project team developed different structured guides for these activities, explaining the different activities (in terms of content, goals, duration, etc.). Every partner used these structured guidelines and adapted them to its specific target group of mothers and activities. The organised training activities focused on career counselling for the mothers, empowerment, personal growth and capabilities, as well as support for an active job search. These training activities had a running time of several weeks. During

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[27] Magenta Consultería Projects S.L.U. is located in Gijón (Asturias) and specialises in gender and sociocultural mediation consulting. CESIE is a European centre for studies and initiatives based in Palermo, with focus units on higher education and research, rights and justice, adult, migration, school and youth. Exchange House International is the largest frontline service provider for the Irish Traveller community. Bimec Ltd is a training organisation, providing specialised training and workshops for adults (individual learners and employees of small and medium-sized enterprises). Finally, the Lithuanian partner Social Innovation Fund is an NGO that provides services (educational opportunities, social support, advice) to people from disadvantaged backgrounds.

activities with young mothers, the project applied the 'symbols for success' (SymfoS) method, an interactive method using symbols, which helped mothers to define their goal-setting and planning pathway in terms of their education. It encouraged mothers to open up about their needs and educational aims. An integral part of applying SymfoS in counselling scenarios is the 'basic clearing': it serves as an assessment tool to establish a person's needs. A work pad is used (circles on paper, structured like an atom), with the goal at the centre and important aspects of a participant's life surrounding it. The participant chooses symbols for her goal and its aspects, and can further assess her current situation (how stable she feels about it) in each area by putting pathways between the symbols.

● Training for the professionals (social workers, trainers, teachers): training activities provided the opportunity for professionals to use the project materials, to learn about its methodology (the SymfoS method) and to expand their knowledge and skills for working with the target group of young mothers. Each partner succeeded in the goal of training 20 professionals in their country (face-to-face training events). For example, the Bulgarian partner, Bimec Ltd, organised two training sessions (10 people per session) for local social workers and trainers from eight organisations. The Irish partner, Exchange House Ireland, trained 20 of in-house staff (social workers, educators and youth workers). The Italian partner, CESIE, managed to exceed this goal and reached about 100 professionals in the final event.

● Outreach and promotional activities: the project team created a promotional campaign to reach both target groups of the project, using different materials and channels (e.g. posters, flyers, social media), customised for each partner country ([28]).

● International training for trainers: one person from the project team and one expert from the field per country took part in this event. The international training aimed to test the materials that the project team had previously developed, to see the reaction from the experts and receive feedback. Thus, materials could be modified accordingly. After this, the team set in place the activities for the different national contexts.

● Transnational meetings: six project team meetings were organised throughout the project duration.

● Dissemination: multiplier events took place in all partner countries at the end of the project in order to mainstream the project nationally and at European level (in total reaching over 200 participants).

## Key outcomes of the project

The outputs of the project include several documents (handbooks, guides, reports), such as an empowerment pack (training content aimed at supporting young mothers to understand and manage their own feelings and behaviours and successfully interact in a group and in social contexts), a support pack for young mothers (activities and intervention guidelines to support young mothers in order to overcome crises, doubts or other problems related to re-entering education), an orientation pack, a handbook for outreach awareness and motivational strategies, a set of intervention methods to involve young mothers who are NEET, and a report on national education and support services for

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(28) Materials and links to social media platforms are available online (https://bymbe.eu/campaign/).

young mothers. All outputs are available as downloads on the project website (see the sources for this case study below and in Annex C).

A short-term outcome of the project was the pilot training sessions organised for groups of young mothers in each partner country. For example, in Bulgaria, 20 young mothers piloted the orientation pack and 18 young mothers piloted the empowerment pack. In Austria, Frauen im Brennpunkt held training sessions with 16 young mothers; seven of them finished all activities (career counselling; empowerment, personal growth and capabilities; active job search) and re-entered education, started to work or formed plans for the next steps concerning their professional education. Two more young mothers completed the activities on career counselling and on empowerment, personal growth and capabilities, but not the training on active job searching. In Lithuania, 20 young mothers piloted the career counselling activities (the orientation pack), seven mothers took part in the pilot session for the empowerment pack and eight mothers participated in active job search activities.

During the training sessions, the young mothers became aware of the importance of education and engaged with lifelong learning. Some of the participants are currently in education and training (secondary-level education) courses or have already managed to attain an educational qualification. For instance, the Bulgarian partner reported that seven participants went back to school during the project, while two more planned to do so after completing the project.

In terms of long-term results, some of the interviewees reported that the developed materials are still being used to this day by the organisations, for other projects or by other stakeholders (e.g. social workers) who find the SymfoS method useful in their work with this target group (or can apply it to other/similar groups).



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Train-the-trainer international event held in Oviedo, Spain

Another example of long-term results was provided by the Italian project partner. According to the project goal, it planned to reach 20 trainers and social workers for the professional training. In the end, demand was much higher, with about 100 professionals taking part in the final training event. The Italian partner added that it still receives new requests for training today. Overall, the project was described as a very good networking opportunity for the project partners, as well as for the participating trainers and social workers.

## Specific focus

**Learning environments**

The project created a specific learning environment that suited the needs of young mothers taking part in the training activities. In some partner countries, this included activities where mothers could bring along their children. Other partners held their activities in centres that provided childcare on-site. Furthermore, in some partner countries, many sessions were held in the morning when older children were in school, in order to make it possible for mothers to attend.

The project had a strong learner-centred approach, understanding the target group members as being their own 'learners/managers', and all other actors (trainers, social workers, consultants) as being there to support the efforts of each individual participating young mother. The training in small groups also had a positive effect on the participants: the young mothers found themselves in similar situations, so, as a group, they were able to share their experiences, encourage each other and support one another in finding solutions for certain issues during the training (peer group learning).

Moreover, the learning environment created for the young mothers included tailored guidance and support measures to raise the motivation and confidence of the target group. Here, the project combined training activities with job orientation / career guidance, to support participants in learning about their own capabilities, skills and interests.

**Teacher agency in tackling educational disadvantage**

This objective was covered by the training offered to the target group of professionals (social workers, trainers, counsellors, etc.) in each partner country. The trainings sought to sensitise the professionals to the life circumstances and needs of the target group of young mothers. They provided the opportunity for the trainers to enhance their competences for working with this specific group. The innovative element of these trainings was the SymfoS method applied by the project. The level of interest in learning about this method was high among participating professionals in all partner countries, as it helps the young mothers to overcome communication barriers, to address their feelings and to express their wishes for their educational goals.

**Partnerships and collaboration in and around schools**

The interviewees stressed the importance of working together with different stakeholders during the project. For example, the Italian project partner mentioned cross-sectoral partnerships with local actors for working and engaging with the young mothers, as well as with the local government for helping trainers to have their completed training accredited. They also collaborated with women's centres and an association for migrants (its facilities

were used during the project as an informal meeting space for participants to socialise, as it provided a safe environment for mothers and children). The Spanish project partner worked together with local city councils to facilitate the training activities. The Bulgarian partner involved NGOs providing social services to vulnerable groups, including young mothers. Staff from these organisations took part in the training events for professionals. In addition, the Bulgarian partner worked with the national employment agency. After the project results had been presented at a multiplier event at the end of the Erasmus+ project, representatives of the national employment agency decided that some of their staff (staff working with long-term unemployed persons) should pilot the training.

All interviewees also complimented the project partnership, as all partners involved worked together very well. As each partner had its specific expertise, they could learn from each other during the project. Furthermore, they supported each other throughout project activities and gave each other feedback.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Project partners reported that some participants during the activities for young mothers dropped out of the project for different reasons. In general, gaining the trust of both the participants and their families and communities has been a big challenge for most partners. For example, one interviewee remembered the case of a young mother suddenly being taken out of activities by her husband and her family as they did not approve of her taking part in the training. This led to her being absent for a couple of sessions. However, eventually the project coordinators were able to bring this person back into the programme, convincing her family of the benefits of her completing the project and pursuing her education.
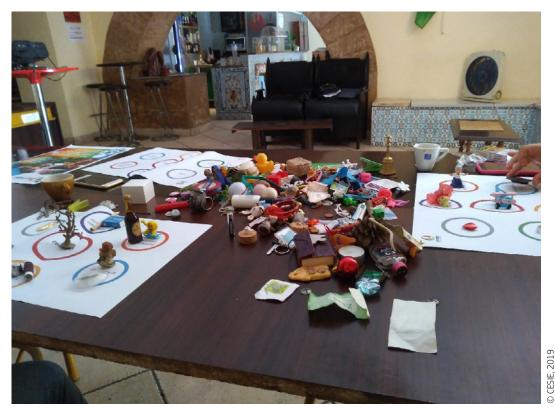
Overall, the social factor that family comes first for the participants (families being the centre of the young mothers' lives), and education and training only second, was an overall challenge faced by the project. Some interviewees mentioned that it was not easy to reach out to the target group at the



Training for social workers held at the Municipality of Cefalù (Palermo, Italy)

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Piloting of the 'orientation pack'. Activities held at the Ikenga Voice of the World Association (Palermo, Italy)

start of the project, as they tend to live in closed, patriarchal societies, where women are responsible for caring for their children and mostly stay at home.

Another commonly reported challenge for promoting the social inclusion of young mothers was the issue of childcare. Interviewees stressed the necessity of providing organised care for the children of women who want to continue their education. However, traditional educational institutes do not offer such care. Generally, the target group of young mothers need a customised educational offer, including also emotional and psychological support (e.g. a personal mentor). One of the overall challenges in promoting inclusion among this target group is that schools usually do not have the resources to provide such individualised support.

## Lessons learned, recommendations and transferability

The partners worked closely together to produce different materials for the project. Even though each partner was responsible for one intellectual output, all partners helped each other and gave feedback to improve the final results.

Another success factor was the customised approach of the project, which focused on the young mothers and their specific needs. The use of the SymfoS method and the peer support approach (mothers engaging with each other, developing a strong sense of belonging to the group) were considered important success factors. This had a positive effect on their commitment and motivation.

One interviewee said that through the project they have gained a global perspective on the target group of young mothers. It was interesting to learn how common topics, such as motherhood and childcare, have different meanings and realities for women in different countries and regions.

One partner mentioned that a factor that was missing from the activities in their country was the integration of gender-related aspects. They recommended not only working with the mothers, but also including husbands/partners or other family members in activities. Thus, concentrating on issues such as equality and division of labour in the household would have helped to better deal with underlying challenges. However, one interviewee from another country put forward that, through their activities, they also targeted the social environment of the mothers, for example while raising awareness of the importance of education among partners, family and relatives, and the community.

Another recommendation provided for doing projects in the field of social inclusion was to prepare and study the target group before starting a project, for example by conducting interviews and focus groups with the target group, to understand and learn about their lives and specific environments.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

Feedback from the interviewees suggested that the priorities and requirements of the Erasmus+ programme often do not match the realities of institutions involved in projects. One example provided by the Italian project partner is that schools can be involved as partner organisations; however, the Erasmus+ funding rules often prevent them from buying required materials, such as information technology software, or offering scholarships to students during the project. Schools that cannot make available such resources by themselves (e.g. schools in structurally weaker areas) thus cannot fully commit to Erasmus+ projects. One interviewee mentioned that more time would have been useful in the project in order to go deeper into the training with the young mothers. That interviewee would also like to see a follow-up project.  Another interviewee stated that the



Group of project participants during the pilot session activities in Gijón, Spain

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application procedure of the Erasmus+ programme seemed to become more complicated with each round and that the workload for writing applications was getting bigger.

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### Interviews

- Sonja Karbon, Frauen im Brennpunkt, project coordinator, interview conducted on 21.7.2021.

- Alessia Valenti, CESIE, interview conducted on 22.7.2021.

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- Lorraine O'Connor, Exchange House Ireland, interview conducted on 26.7.2021.

# Case study 8
## OFF-Book – objective, foster theatrical performance to combat discrimination in schools and tackle early leaving

### Summary

- **Erasmus+ programme type**
  KA 2 higher education
- **Project reference number**
  2017-1-LT01-KA201-035235
- **Project implementation period**
  Start: 1.11.2017; end: 31.10.2019
- **Sector(s) covered**
  School education

- **Project coordinator**
  Klaipėdos Universitetas (Lithuania)
- **Project contact information**
  Alessandra Viviani, alessandra.viviani@unisi.it
- **Project website (if applicable)**
  https://off-book.pixel-online.org/

**Short description of the project**

The aim of the OFF-Book project was to promote school inclusiveness and create a more accepting, positive learning environment, with a particular focus on preventing discrimination and early school-leaving. The innovative element of the project was the use of performing arts and drama to create safe spaces, free of the usual judgemental approach that constantly evaluates student performance on acquired knowledge. The project created resources, activity guides and video tutorials on how to recreate 'theatre laboratories' where students could express themselves freely and build meaningful relationships with each other and their teachers.

**Relevance to inclusion in education**

Using the approach of experiential learning, this project created activities that allowed students to build self-confidence, relax and express themselves in a trusting group environment. The judgement-free environment aimed to ensure that everyone, with their unique diversities, was authentically included and accepted in the group dynamic. OFF-Book activities addressed the social, emotional and psychological dimensions of students' personalities, focusing on the experiences that could be causing exclusion or disaffection towards school.

**Specific objectives covered**
- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools
- Whole-school approach

**Challenges addressed by the project**
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

In a system where students are constantly judged for their performance, and their energy is focused on consuming knowledge, the project partners noticed that there is not enough time for students to learn how to be together and explore themselves. While the EU theoretically values non-discrimination and human rights awareness, it is difficult to make these a reality in schools if the environment does not allow to build these competences. Moreover, the project partners researched early school-leaving as a persistent issue across Europe, which is linked more to 'environmental' factors at school than to subjective factors (such as individual marginalisation and fragility). Dropping out is rooted in the situated experience of students, in their lack of meaningful relationships at school and in their disaffection with what they study.

As a result, the OFF-Book partners decided to test and build a pedagogy of experiential learning, with the aim of creating a more inclusive learning environment, tackling issues such as bullying and discrimination. The partners stressed that experiential learning could be channelled through different pedagogic approaches; they chose the tool of theatre because they were theatre experts. It should be noted that the theatrical activities they developed involved not reciting lines or rehearsing scripts, but rather exercises that allowed emotions, connections and trust to flow between students.

Inclusion, for this project, meant to create a sense of belonging for everyone, in an environment where unique diversities cannot be a reason for exclusion. In an inclusive environment, one does not have to conform to belong, but rather authentic belonging is achieved through expression and

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OFF-Book 'theatre laboratories'

acceptance of one's whole self. The target groups for this project were secondary school students (aged 10–18 years) of various backgrounds and needs, and teachers, school principals and administrative staff who, all together, create the school environment.

## Type and scope of the project, methods used and key activities

This project used experiential learning through drama activities to create a judgement-free, accepting class environment. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. Throughout the experiential learning process, the student is actively engaged in asking questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. This involvement produces a perception that the learning task is authentic, and spontaneous opportunities for learning are encouraged. The students explore and build their own values, so the results of the learning process are personal.

The universities involved in the project partnered with schools, local theatre associations and youth organisations in Italy, Lithuania and Romania. The schoolteachers and theatre facilitators set up 'theatre laboratories' in the schools, with the aim of bringing people together in a space where they could participate in activities to express themselves and build empathy. The laboratories took place during school time and after school, in wide physical spaces (indoors or outdoors) allowing for sufficient free movement. The first phase of the laboratories consisted of getting to know the group of participants and verifying that their membership was not forced. The laboratories were not based on traditional drama rehearsals, but rather theatre was presented as an explorative medium that responds to students' needs for growth and self-knowledge. Indeed, the key approach in this project was to shift the environment from vertical (in which teaching is hierarchical and instructional) to horizontal (in which everyone is contributing and equal), to create a non-judgemental space.

The theatre laboratories provided an opportunity to investigate daily adolescent issues, exploring subjects such as the relationship with one's body, relationships with parents and life experiences. Responding to prompts by the facilitator, students expressed and shared situations in which they felt different emotions. These personal experiences were woven to create a collective story and a theatrical performance by the group.

## Key outcomes of the project

The project quantitatively surpassed its initial objectives. It succeeded in engaging a total of 22 schools across Italy, Lithuania and Romania (the initial expected number was 17), and all 22 school principals participated in the project. A total of 58 teachers were involved, and 1 392 students participated in the theatre laboratories (the expected number was 760). More specifically, the project engaged 389 students with lesser opportunities (from disadvantaged backgrounds, with special needs, at risk of early school-leaving). The OFF-Book project partners created detailed teacher guidelines of the methodology, with practical examples of activities and video tutorials, all freely accessible on the website.

For a project that was focused on soft skills and emotions, it is important to consider the qualitative testimonials of participants. The classes that participated in OFF-Book reported a change in their internal dynamics, whereby students were observably more at ease with one another. In classrooms

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OFF-Book theatre performance with students

where there was bullying and social problems, tensions reduced and a gradual empathetic spirit was developed. The project helped create a new dialogue pattern between teachers and students and between students and students, and particularly improved multicultural classroom dynamics. Even though the funding for external drama facilitators ended after the project was over, some teachers continued to use experiential learning methods because of their positive effect on the classroom. There were also positive results in students' academic achievements, which teachers attributed to a better class environment. Overall, there was an improvement in schools' capacity to plan, manage and implement new educational paths with special reference to multiculturalism and improving school climates.

Concerning the spread of the project, several events and conferences were organised to address teachers and policymakers. The project also received recognition in online magazines. The long-term impact of the project is difficult to assess since research would need to be conducted on the trajectories of the students and teachers who participated. It should also be noted that, since the OFF-Book activities rely on in-person contact, any possible continuation of the project was halted during the COVID-19 school closures.

## Specific focus

**Learning environments**

This project focused on the learning environment as the key focal point to address early school-leaving and social discrimination in school. It used the methodology of experiential learning and the tool of theatre to create safe and judgement-free spaces for young people to explore their thoughts and freely express themselves. The theatre laboratories that were created featured various activities that encouraged learners to free and recognise their emotions, helped them overcome their doubts and fragilities and helped them to build empathetic connections with their peers and teachers. This was achieved through a shift towards a horizontal learning model, in which everyone in the group is treated as an equal with equally valid contributions, and there is strictly no judgement, no assessment and no

testing of the outputs they produce. As a result, students gain self-knowledge and develop a sense of group belonging, finding meaning and comfort in school spaces.

### Learners and learning climate

By creating spaces where student outputs are not judged or assessed, this project focused on building a learning climate where pupils' comfort, well-being and social belonging were prioritised. As a result, the OFF-Book activities and methodology helped students find happiness and positivity in school and improve relationships with their peers and teachers, which helped combat bullying and discrimination. Indeed, one of the only rules in the theatre laboratories was that you could not make fun of others, to encourage all students to feel confident to voice their views and be heard. The OFF-Book pedagogic approach allowed young people to feel more connected to school, and therefore they were less likely to drop out.

### Teacher agency in tackling educational disadvantage

Even though the OFF-Book activities involved theatrical facilitators coming into a school to lead the theatre laboratories, class teachers were encouraged to be present during the activities to observe how the horizontal non-judgemental approach works. In addition, the teachers were provided with 2-day training courses by specialists in the approach, in which they could learn how to create non-judgemental environments where students feel comfortable and expressive. The OFF-Book project partners also produced methodological guidelines explaining the theory behind their approach, accompanied by video tutorials on how to carry out 'theatre laboratory' activities.

### Partnerships and collaboration in and around schools

This project was based on the premise that there are competences outside school that can be used to create positive effects in classrooms. The idea of local collaborations underpinned the partnerships in OFF-Book; the universities in Italy and Lithuania partnered with theatre organisations and schools, which then carried out activities in multiple different schools, and created over 40 associated partnerships with cultural organisations, libraries, municipalities and community centres.

OFF-Book created a model in which educators outside school (such as drama guides and facilitators) came in to run activities and provide a neutral space for students. By opening up the school to the wider community, the school environment can be refreshed from its routine, and new ways of teaching can be introduced. In the case of tackling early school-leaving and disenchantment with school, this model proved to be an effective way of helping students regain comfort, confidence and meaning in school environments.

### Whole-school approach

It should be noted that the new tools that the OFF-Book activities introduced into schools (e.g. horizontal dialogue and non-judgementalism) were relevant not only for students, but also for teachers, principals and other school staff. Some schools noticed that teacher–teacher relationships and the whole school climate benefited from the methodologies practised in the 'theatre laboratories'. Some principals participated in the laboratories and encouraged partner schools to join the activities. This was reported to have created an overall kinder and more collaborative whole-school community atmosphere.

## Challenges of and barriers to promoting inclusion identified by stakeholders
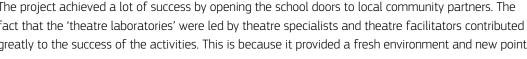
The initial challenge was finding schools to join the project. It was not easy for partners to convince schools and teachers that this inclusive work was relevant and effective, to ask for a contribution in terms of their time. In order to explain an innovative project that is centred on soft skills, they had to meet in person to communicate the potential benefits, and this was time- and resource-consuming. Even when all partners involved believed in the common objective to create inclusive spaces, it was difficult to create the shift from the traditional vertical judgemental approach towards a horizontal approach in which everyone contributes equally, freely and without expectations. While the students adapted smoothly to the new approach, it was difficult for teachers to overcome their trained habits of directing the actions and behaviours of students.

More time was needed to explain, and then physically present and practise, the methodology. Project partners realised that, in order to share this theatrical approach with others, they needed to schedule in several meetings and allow time for such a different methodology to be understood and digested. This type of work could not be explained easily over email chains.

There were also cultural challenges to this method of creating inclusive environments. While the activities related to the theatre laboratories worked well in some countries, some activities had to be adapted elsewhere because being so expressive, or physically touching one another, was inappropriate in their cultures. Indeed, the OFF-Book approach can be considered a radical challenge to traditional ways of teaching and interacting; therefore, one of the biggest obstacles for this type of inclusive work is simply rigid mentalities.

## Lessons learned, recommendations and transferability

The project achieved a lot of success by opening the school doors to local community partners. The fact that the 'theatre laboratories' were led by theatre specialists and theatre facilitators contributed greatly to the success of the activities. This is because it provided a fresh environment and new point



OFF-Book theatre activities with students

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of reference for students. The specialist facilitators were also crucial because the non-judgemental horizontal approach is difficult to achieve for class teachers who are used to directing and instructing. Ideally, these two reference points (the external facilitator and the teacher) can work together to optimise the learning atmosphere for students, with the teacher contributing knowledge of class dynamics, and the facilitator contributing their specialist know-how. In conclusion, when trying to tackle delicate issues in the classroom, such as addressing the emotional well-being of students, it could be more effective to arrange for experts to run activities. A recommendation for the future is that teachers be trained in different professional competences when they do their initial teacher training, or that other educational roles (facilitation, youth work) be further professionalised and included as part of school staff.

OFF-Book partners recommend that schools put aside time for expressive theatre laboratories and experiential learning activities throughout the year. They suggest that there should be more opportunities and spaces to shift towards non-judgementalism in schools and do something different from the usual teaching approach. The partners suggest that there is no single ingredient to make education more inclusive. Educators can implement various approaches such the OFF-Book approach, but they need to have patience, as the effects will manifest themselves only step by step, day by day.

Another success factor of OFF-Book was that the methodology helped centre learning on reality, on the practical and on the student, as opposed to a focus on theoretical knowledge. For students who are facing bullying or other negative experiences at school, and are at risk of dropping out, a shift towards their concrete lived realities, their daily experiences, is more effective than addressing the situation academically or theoretically. Finally, they recommend that more research should be done on early school-leaving in Europe, that there should be careful data collection and evaluation, which should then be used to act and promote change in school structures and teacher competences.



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OFF-Book activities with students in an outdoor space

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The partners suggest that, when Erasmus+ focuses on inclusion, it should not specify who and what types of groups these inclusive actions should focus on. This is because inclusive approaches can benefit everyone, not just vulnerable groups. Furthermore, the partners stated that they cannot know in advance the backgrounds and situations of the classes they will be working with, and that Erasmus+ places too much attention on quantifying the number of disadvantaged students targeted. Especially with experiential learning, it does not matter what kind of disability one has, but rather the focus is on what everyone can do with their body and mind on a particular day. The Erasmus+ programme should cater to this flexibility, and not concentrate so much on groups and labels of people to include.

The partners believe that there is a misconception that inclusion can be achieved by talking. They insist that, to fight discrimination or bullying, one cannot simply involve experts to talk about it, but rather transformative learning has to take place, which can happen through learning by doing and feeling. Therefore, Erasmus+ calls should make clear that inclusive projects cannot involve just talking and theory.

There was also enthusiasm among the partners for more calls on inclusion, and for more funds allocated to this priority. The partners suggested that Erasmus+ should make it easier for teachers to submit applications; at present, the application process requires a lot of time and knowledge of specific application terminology or rules. However, generally, they said that Erasmus+ is a powerful instrument to promote inclusion in schools and believe that it is a force for good in Europe.

As a final recommendation, Erasmus+ can collect data from all people in Erasmus+ projects, assess different approaches to tackle inclusion and offer inspiring models that can be implemented across European schools, with respect to the differences in educational situations across Member States.



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OFF-Book theatre activities with props

## Sources

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- European Commission, 'Erasmus+ project card – Objective: Foster theatrical perFormance to comBat discrimination in schOOls & tacKle early leaving' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LT01-KA201-035235, last accessed: 24 September 2021).

- OFF-Book, 'Teachers' guidelines', 2021 (https://off-book.pixel-online.org/TG01.php, last accessed: 24 September 2021).

### Interviews

- Alessandra Viviani, Università degli Studi di Siena, interview conducted on 19.8.2021.

- Roberta Papi, Teatro Stabile di Grosseto, interview conducted on 30.8.2021.

- Giedre Straksiene, Klaipėdos Universitetas, interview conducted on 5.8.2021.

- Carmen Antonita, EuroEd School, interview conducted on 17.9.2021.

- Aušra Juknevičienė, Klaipėda Puppet Theatre, interview conducted on 23.9.2021.

# Case study 9
## Training sports students as mentors to improve the educational attainment of boys and young men

## Summary

- **Erasmus+ programme type**
  KA 2 higher education
- **Project reference number**
  2017-1-UK01-KA203-036698
- **Project implementation period**
  Start: 1.10.2017; end: 30.11.2019
- **Sector(s) covered**
  Adult education

- **Project coordinator**
  Paul Hopkins
- **Project contact information**
  phopkins1@glos.ac.uk
- **Project website (if applicable)**
  https://sportsmentors.eu/

**Short description of the project**
The overall aim of 'Training sports students as mentors to improve the educational attainment of boys and young men' (SSaMs) was to improve boys' and young men's educational attainment and prevent early school-leaving. The objective was to create a university course on mentoring support for young males through sport.

**Relevance to inclusion in education**
The objective was to develop a higher education course to enhance the knowledge and skills of undergraduate sports students to enable them to provide mentoring support in future vocational settings for young males who are underachieving at school and at risk of leaving their education early. The course also instructed students on support for young men's mental and emotional health as an issue affecting educational performance.

**Specific objectives covered**
- Learning environments
- Learners and learning climate
- Partnerships and collaboration in and around schools

**Challenges addressed by the project**
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

The background of the project is early school-leaving, which has long been identified as a problem with significant consequences on several life aspects (social and health), in particular for young males. Mentoring young males through sport is a viable way to address this problem and eventually help to diminish it. Sports coaches are appropriate agents for mentoring young males, but are not adequately educated for such roles and lack skills. The project aimed to educate sports coaches so they could act as mentors for young males; at the same time, establishing the role of mentors for young males would open new work opportunities and increase the engagement of higher education institutions with local communities.

The key objective of the project was to help prevent early school-leaving among boys and young men by developing a higher education course aiming to:

● enhance the knowledge and skills of undergraduate sports students,

● enable participants to provide mentoring support for young males who are underachieving at school, thereby motivating them to stay at school and improve their educational attainment,

● support young men's mental and emotional health.

The project covered three target groups:

● undergraduate/graduate sports students, especially those with an interest in sport in community work,



Sports students showing their posters of the 'perfect mentor' at Palacký University Olomouc (Czech Republic)

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- staff/academics at higher education institutions, specifically those employed by sport and exercise departments, as well as departments that work with boys and young men, and have an interest in addressing early school-leaving,

- stakeholder groups which included professional and local sports clubs' staff / sports federations, youth sports coaches and physical educators, young people, policymakers, schools – teachers and associate staff – social services, health professionals, charities working with young people and those working on male health concerns,

- organisations and individuals with an interest in mentoring, and EU networks identified by the project consortium.



© CESIE (IT), 2019

Sports students during piloting of the project resources at the University of Palermo (Italy)

© University of Thessaly (EL), 2019

Group activity the 'perfect mentor' at the University of Thessaly (Greece)

students. These outputs have been published on the project website (²⁹) and will be maintained online and updated for 3 years after project end under open access. Furthermore, materials will be embedded into other university courses to varying degrees to ensure their ongoing use and sustainability.

In the longer term, the overall achievement has been for the project to improve the knowledge base and skills of students, practitioners and academics on how to reduce the share of early-leavers of education by motivating young men to remain at school. The partners have learned to see the innovative potential of a sports-based, gender-responsive mentoring approach used to support disadvantaged boys and young men. Not only has the project provided the young sports students with competences in mentoring young males, but it has also enhanced the employment prospects of the students as they have become better equipped to address male-gender concerns in future vocational settings. This is particularly important for sports graduates, as they typically enter the labour market with a diverse range of occupational options. Such occupational choices, for example sports coaching, secondary-school teaching, community sports engagement, organising or managing outdoor activities, and health promotion, are likely to involve working with boys and young men. Professional sports clubs and their associated charitable community trusts also employ sports graduates, since they are involved in health, social inclusion, education and grassroots sports work to promote their clubs in their localities, including work in schools and non-formal education settings.

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(29) https://sportsmentors.eu/resources/

## Specific focus

### Learning environments

The project created a specific learning environment that enabled the students, as mentors, to recognise young males at risk of early school-leaving as individuals with different needs and challenges. The training and learning materials developed during the project allowed mentors to address some of these individual needs to create a more positive learning environment.

### Learners and learning climate

The project had a strong focus on how mental health can affect educational performance. It looked at how mentors can assist in improving boys' and young men's mental health, with a focus on developing resilience and signposting appropriate services, if necessary. The mentor may advise what they can do to promote good mental health and assist in preventing mental health crises. However, it is important to state that a mentor is not a psychiatrist, psychologist or psychotherapist, and is not a formal health professional.

### Partnerships and collaboration in and around schools

The project collaborated with various partners in the local community such as businesses and administrations. The role of the higher education institutions involved was to promote their role as community benefactors, with the purpose of finding practical placements in local schools and the community for students. This included formal and non-formal education settings for young males. Some of the project pilot activities took place in local schools.

Moreover, the students involved in the piloting of the learning and training materials enhanced their knowledge and skills in socially inclusive practice through the positive youth development methodology. Positive youth development is based on a framework that promotes intercultural and civic competences, creating positive bonds with people and institutions, including peers, family, school and the wider community. The students felt empowered by volunteering in the community because they made an impact.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Some of the project partners reported in the final report and in interviews that they encountered certain difficulties when explaining the concept of single-gender work with young men and the rationale behind it to the regional authorities. This experience informed the work in  the larger European context, where there are differences from country to country regarding the recognition of the need for such gender-responsive work.

Furthermore, there have been some difficulties in terms of understanding the conceptual basis of the project. It was important for the partners to clarify the key methodology and approach.

## Lessons learned, recommendations and transferability

The project partners stated that it is important to create the right working arrangements when adopting the approach of the project with regard to inclusion. This means that the administrative
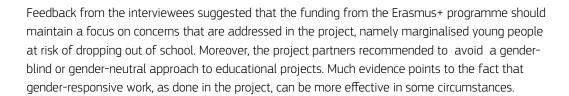
procedures of such a project should be sufficiently manageable (e.g. regarding the timeline and the accessibility of materials). Furthermore, it is important to establish supervision for the young mentors so that they can share their concerns about how they are performing with someone who is more experienced.

Another recommendation provided by the project partners was to remember to celebrate the achievements resulting from the inclusion efforts, for example by arranging specific events for the people and institutions involved.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

Feedback from the interviewees suggested that the funding from the Erasmus+ programme should maintain a focus on concerns that are addressed in the project, namely marginalised young people at risk of dropping out of school. Moreover, the project partners recommended to avoid a gender-blind or gender-neutral approach to educational projects. Much evidence points to the fact that gender-responsive work, as done in the project, can be more effective in some circumstances.

## Sources

### Literature

- European Commission, 'Erasmus+ project card – Training sports students as mentors to improve the educational attainment of boys and young men' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA203-036698, last accessed 14 July 2021).

- SSaMs, 'Home – Sports students as mentors for boys and young men' (https://sportsmentors.eu/, last accessed: 14 July 2021).



© Universidad de Murcia (ES), 2019

Launch event at the University of Murcia in Spain

Launch event at the Institute of Technology Carlow, Ireland

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- The final report (draft version) (internal report).

**Interviews**
- Ladislav Baloun, Palacký University Olomouc (CZ), interview conducted on 22.9.2021.

- Paul Hopkins, University of Gloucestershire (UK), project coordinator, interview conducted on 17.9.2021.

- Colin Baker, University of Gloucestershire (UK), interview conducted on 17.9.2021.

- Caterina Impastato, European centre of studies and initiatives (CESIE) (IT), interview conducted on 16.9.2021.

- Marios Goudas, University of Thessaly (EL), interview conducted on 21.9.2021.

# Case study 10
## Sustaining teachers and learners with the arts – relational health in European schools

### Summary

- **Erasmus+ programme type**
  KA 2 higher education
- **Project reference number**
  2017-1-UK01-KA203-036723
- **Project implementation period**
  Start: 15.9.2017; end: 14.9.2019
- **Sector(s) covered**
  Higher education, school education, youth

- **Project coordinator**
  Leslie Bunt, University of the West of England, Bristol
- **Project contact information**
  Leslie.Bunt@uwe.ac.uk
- **Project website (if applicable)**
  https://www.stalwarts.no/

**Short description of the project**

The key objective of the STALWARTS project was to transform the learning experiences of the 'Learning in a new key' (LINK) project into commonly accredited professional programmes that could prepare teachers to conduct arts-based therapeutic teaching practices. This should support young people and their continuing engagement in schooling and learning. The teaching practices were aided by the project's research to develop a scientific understanding of the links between the theoretical and the practical elements of arts-based therapeutic teaching practices. In addition, the project attempted a multiplier effect by disseminating project findings and recruiting more teachers and other professionals to tackle early school-leaving and educational disadvantage.

**Relevance to inclusion in education**

The overall idea of the STALWARTS project was that working with arts and music could strengthen and develop emotional, cognitive and relational competences in the target groups. It also involved the teacher and the learner in new collaborative forms of learning. Arts and music could also support the target group in developing new forms of self-discovery and self-expression.

**Specific objectives covered**

- Learning environments
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenge addressed by the project**

- Early leaving from education and training

## Background, rationale and key objectives of the project

The overall idea of the STALWARTS project was that working with arts and music can strengthen and develop emotional, cognitive and relational competences in the target groups and involve the teacher and the learner in new collaborative forms of learning. The STALWARTS project had its origins in an earlier project funded by Erasmus+ called LINK. In both the STAWARTS and LINK projects, the main aim was to use music and arts to support vulnerable children and young people in the classroom in order to enhance well-being and prevent early school-leaving. The key objective of the STALWARTS project was to transform the learning experiences of the LINK project into commonly accredited professional programmes that can prepare teachers to conduct arts-based therapeutic teaching practices to support young people and their continuing engagement in schooling and learning. Therefore, the new element in STALWARTS was to enlarge the project to the higher-education context and to develop learning outcomes for new master's-level accredited modules. In addition, the project attempted a multiplier effect by disseminating project findings and recruiting more teachers and other professionals to tackle early school-leaving and educational disadvantage.

## Type and scope of the project, methods used and key activities

The STALWARTS project was based in five European countries: Estonia, Italy, Norway, Portugal and the United Kingdom. The table below presents the partners of the project.

| Country | Partner institutions | Type |
|---------|---------------------|------|
| Estonia | Tallinn University | Higher education (tertiary level) |
| | Randvere kool | School education (secondary level) |
| Italy | University of Bologna | Higher education (tertiary level) |
| | Istituto Comprensivo Granarolo dell'Emilia | School education (primary level) |
| Norway | Uni Research AS, Bergen | Higher education  (tertiary level) |
| | Hyssingen Produksjonsskole | School education – VET schools (secondary level) |
| Portugal | Universidade do Porto | Higher education (tertiary level) |
| | Associação para a Educação de Segunda Oportunidade | Non-governmental organisation |
| United Kingdom | University of the West of England, Bristol (project coordinator) | Higher education  (tertiary level) |
| | Novalis Trust | Charity providing residential care and education for children and young people aged 7–19 years with complex needs |

Looking across the five countries, the participating teachers and educators came from different types of institutions: one residential special school, one 'second-chance' school, one 'production' school and two mainstream schools that specifically prioritise inclusive educational practice. National partnerships were established between the schools and their local universities involving creative arts therapists, researchers and specialists in inclusive educational practice and music education.

The following sections describe the main activities of the project.

**Development of curricula and learning outcomes for modules**

Two accredited master's-level modules were developed in each of the five countries. Each module includes learning outcomes; a description of the module's overall purpose; curricular contents; and how the module will be delivered through a combination of online lectures, face-to-face learning and independent learning. The content of module 1 concerns the use of music and other arts in the students' practice. Module 2 concerns the competence profile of teachers/educators who have the basic knowledge and skills for the integration of arts-based techniques into the classroom and for teaching through arts.

Draft module specifications were developed and discussed with project partners. The specifications restricted the number of learning outcomes to a maximum of six for each module. Subsequently, the draft module specifications were modified by curriculum developers with reference to the different cultural contexts of the five countries. However, the learning outcomes of the modules had some similar elements across countries: the educator should be able to design, plan and implement arts-based activities to support social and relational well-being in the classroom or other learning environments, and be able to observe and facilitate positive and inclusive musical and arts-based interactions with children. A key element is the involvement of the children / young people and that the educator can use simple arts-based techniques for student engagement, emotion management, collaboration and good relationships in the classroom and other learning environments.

**Recruitment of teachers and other professionals to the new accredited programmes**

After the development of the two modules, teachers/trainers were recruited to attend them in each of the five countries. The first module was attended by 66 teachers/educators and the second by 58. In addition, 2 'trial' days were held in one country with, respectively, 70 and 40 attendees.

**Enquiries about the use of music and arts in the classroom**

Based on their enrolment in the modules, the teachers/educators interacted with children/students in the partner schools and conducted enquiries about the use of arts and music in learning environments. The purpose of the enquiries was to develop experimental observations and research on the impact of integrating music and the arts in learning. For instance, in the partner school in Norway, Hyssingen production school, eight enquiries were developed. The enquiries were based on qualitative research; the data collection involved teachers, researchers, students and music therapists, and was carried out by means of observation, interviews and photovoice. One of the workshops used 'listening to music' and storytelling as methods for students and teachers to get to know each other and build relationships. All sat in a circle where everybody first introduced themselves by name and instrument, and later shared with the group a song and a personal story related to that song. Other workshops consisted of rehearsals before a concert in a centre for elderly people. The partnership reported that the music workshops in Hyssingen school created for the students a learning community where they could develop social and emotional skills such as learning to take responsibility. The learners got also involved in a range of ongoing activities in their communities.

**Enhancing inclusion and well-being with music and arts**

The key 'methodological' idea of the project is that therapeutic use of music and arts in the classroom enhances the well-being and inclusion of children / young people. How can music and arts be inclusive? The project partners interviewed found the following.

STALWART meeting in Tallinn

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- The participating children / young people experienced new forms of self-expression, recognition and self-discovery.

- Practising an instrument and rehearsing helped young people learn new ways of self-regulation, concentration and discipline.

- Playing music or doing artwork changed and broadened the relationship between learner and teacher because they got to know each other in new ways – the relationship became more equal and less 'authoritarian'.

- Involvement was democratic, since young people took part in planning and implementing arts-based learning and were asked what music they would liked; through this, their own identities became more apparent in the classroom. The democratic involvement of young people in the development and implementation of enquiries was also a very important element that enhanced the quality of project activities.

- Many young people today are advanced in the use of ICT in music production, artwork and social media. Today, music is important to young people's identity and subculture: they listen to types of music and artists that adults may know nothing about, as they develop their own playlists and share music on social media.

**Scientific understanding of arts-based therapeutic teaching practices**
Development of new accredited modules and experimental activities in the project was underpinned by scientific research activities conducted by partner institutions in the following main fields.

- Action research and participatory action research: these can be regarded as the overarching approaches in the STALWARTS project. The development of enquiries into the use of music in the classroom involved educators, researchers, music therapists and young people. Action research means that knowledge of organisational, community and social issues emerges from collaborative learning processes by those who experience the issues. Hence, action research combines design, action and reflection in an ongoing cycle of co-generative knowledge. Similarly, participatory action research means that participants are co-researchers in experimental enquiries, and it is a democratic form of research, whereby all participants can influence the choice of research focus and the research design.

- Neuroscience in the use of music and arts: the STALWARTS project applied an interdisciplinary, neuroscience-informed approach to the enquiries into using music and arts in the classroom. Based on developmental neuroscience literature, three key areas of investigation were identified: classroom behaviour, affect and executive functions. Subsequently questionnaires were developed to score children's self-regulation, affection and 'flow' in relation to music and arts-based enquiries. The tools for neuroscience-informed enquiries were provided by Dr Nancy Zook,



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STALWART meeting in Tallinn

Senior Lecturer in Cognitive Neuropsychology, University of the West of England, Bristol. In addition, ethics codes in each participating university and community setting served as a framework for the project; a set of ethics codes written by the Ethics Committee of the British Psychological Society was highlighted as an example that can guide educators when involving vulnerable children / young people as learners in enquiries.

- Relational health in regard to reducing the number of early leavers from education and training: research, as well as policy development, increasingly focus on promoting relational health and well-being of children / young people in school. Creative arts as an educational strategy to combating early school-leaving can therefore be regarded as part of a larger policy framework. The project partnership compiled a comprehensive report providing an overview of European and national strategies to combat early leaving from education and training at various levels.

- Framework for impact studies: the framework includes guidelines on planning, implementing and evaluating classroom-based enquiries (impact studies) about using arts and music therapeutically in learning environments. The framework provides methodological and ethical guidelines supporting teachers as enquirers into their new practices.

**Dissemination and multiplier events**

In each of the five countries, the partnership organised multiplier events that informed participants about the background, objectives and results of the STALWARTS project. The multiplier events included the presentation of project results and experiences, and also artistic performances and artworks made by participants and young people who had been involved in the project. In total, 500 participants (338 with no direct involvement in the project) attended multiplier events in each of the five countries.



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Arts-based workshop in Tallinn

STALWART meeting in Tallinn

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These events spread the reach of STALWARTS locally, regionally and nationally, and regional and governmental agencies were interested in the evolution of the project.

## Key outcomes of the project

The key outputs/outcomes of the project were as follows.

**Two accredited master's-level modules, with curricula and learning outcomes**, developed in each of the five countries.

**Recruitment of teachers/educators and delivery of modules.** After the development of the two modules, teachers/trainers were recruited to attend them in each of the five countries. The first module was attended by 66 teachers/educators and the second by 58.

**Enquiries into the experimental use of music and arts.** Looking across the whole STALWARTS project, 35 enquiries were conducted by the teachers and educators in the five schools during the first year, and 86 during the second, as part of the university modules.

**Publications of scientific research of arts-based therapeutic teaching practices.** The project's experimental activities were supported by scientific research conducted by partner institutions; numerous articles, tools, questionnaires and guidelines have been developed and published:

- action research and participatory action research were introduced in a PowerPoint presentation ([30]),

- the framework for impact studies provided methodological guidelines on planning, implementing and evaluating classroom-based enquiries ([31]),

- the outcomes of research on neuroscience, as the scientific underpinning of the enquiries, are published in several publications ([32]),

- the research on relational health in the school context is published as a compilation of policy guidelines in a project report ([33]).

**Multiplier events**

The multiplier events included the presentation of project results and experiences, and also artistic performances and artworks made by participants and young people who had been involved in the project. In total, 500 participants (338 with no direct participation in the project) attended multiplier events in each of the five countries.

## Specific focus

**Learning environments**

The therapeutic use of music and arts in the classroom implies significant changes to the learning environment and the ways of learning. Interviewed partners found that it made the learning environment more democratic and gave learners a voice because they were usually involved in planning and implementing musical and artistic activities. Interviewed partners also found that the use of music and arts involves much more non-verbal communication, which means that the learners can express themselves and their feelings through tonalities, rhythms and sounds, and visually through symbols in artwork. This widens the learners' ways of communication and expression, which can improve inclusion as it enables new forms of communication for learners who are less confident in writing and traditional forms of expression. Furthermore, practising music and arts helps learners to develop concentration and discipline in a new way when they rehearse before a musical event. Playing or singing with others in an orchestra or music group provides learners with new ways of collaborating with others and of discovering how their part contributes to a whole. This strengthens their feeling of belonging to a unity and that others depend on their contribution.

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(30) Available on the Commission's Erasmus+ platform (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ca33fe75-8210-4b50-95ee-388da8e3aa82/Extended_Version_STALWARTS_PAR_EM_AC.ppt).

(31) Available on the Commission's Erasmus+ platform (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/9bf3d644-d495-4356-a2dc-c0eb02bcf39d/Four%20Classroom%20Enquiries-%20Novalis%20Trust%20PDF.pdf).

(32) See, for example, online (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a412809e-044e-47c1-9b3e-ac3923f2472b/Materials%20and%20Resources%20to%20Support%20Neuroscience-Informed%20Enquiries.pdf).

(33) Available for download online (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/e6aa75bd-826b-4c23-bf3b-246685aa0446/IO3%20Report.docx). The report resulted in an online article published on the World Forum for Music Therapy, 'Voices' (https://voices.no/index.php/voices/article/view/3084).

**Teacher agency in tackling educational disadvantage**

This objective is covered by STALWARTS' two accredited modules, which provide teachers/educators with competences and tools to engage disadvantaged learners in musical and artistic activities and so improve their well-being and inclusion. In particular, the programmes provide the teachers with competences to handle vulnerable, traumatised learners who had had bad experiences and personal problems that impeded their learning. In addition to the methodological tools for conducting enquiries, the project has also equipped teachers with ethics codes on how to engage vulnerable learners in artistic activities and how to conduct impact studies that respect the learners' integrity. Disadvantaged learners increase their well-being through music and the arts because it gives them new forms of self-expression, recognition and self-discovery. Furthermore, practising an instrument and rehearsing helps young people to learn new ways of self-regulation, concentration and discipline. Some of the interviewed partners described how music and arts could restore concentration at the end of a lesson, as they are regarded as amusement and reward. Furthermore, playing music or doing artwork changes and broadens the relationship between learner and teacher because they get to know each other in new ways. The relationship becomes more equal and less authoritarian. In addition, interviewed partners found that listening to young people talking about their experiences with music was important to help them express their identity. Today, music is important to young people's identity and subculture: they listen to types of music and artists that adults may know nothing about, as they develop their own playlists and share music on social media.

**Partnerships and collaboration in and around schools**

The STALWARTS project has created, and is based upon, new partnerships and collaboration in, as well as around, schools. In the schools, the use of music and the arts enhanced collaboration, enabling new thematic projects across subjects. Around the schools, STALWARTS has created new partnerships; it is an interdisciplinary project, which brought together three professional groups: school-based teachers and educators, creative arts therapists/trainers and university staff. The teachers and educators were drawn from five different contexts: one residential special school, one 'second-chance' school, one 'production' school and two mainstream schools that specifically prioritise inclusive educational practice. National partnerships were established between the schools and their local universities involving creative arts therapists, researchers and specialists in inclusive educational practice and music education.

## Challenges of and barriers to promoting inclusion identified by stakeholders

The target group of the STALWARTS project is broad, as its main aim was to use music and the arts more to support vulnerable children and young people in the classroom, in order to combat early leaving from education and training. A major challenge experienced across the project promoting inclusion is that it requires motivation and excess energy to engage in musical activity and the arts. Some of the interviewed partners reported that, although music and arts can enhance inclusion, some young people have low motivation and may not be very confident. Therefore, it is important to adapt the musical activities and the level of ambition to each individual learner so that they can participate in a way that suits them.

STALWART meeting in Tallinn

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Furthermore, music and artistic activities enable new forms of self-expression and self-discovery whereby teachers get to know a more personal and private side of the learners. However, some vulnerable children and young people may have traumas that they express through artistic activities. To take these sensitive issues into account, the project referred to the ethics codes in each participating university and community setting; teachers were given a set of ethics codes by the Ethics Committee of the British Psychological Society as an example for guidance in this regard. In general, the interviewed partners consider that it takes time for teachers to adapt their teaching and handle a new and more open approach, whereby learners are involved in collective learning processes.

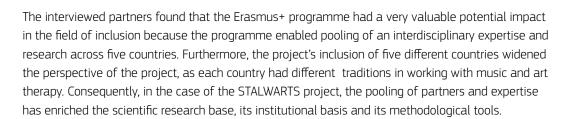## Lessons learned, recommendations and transferability

According to the interviewed partners, the STALWARTS project was successful, as accredited learning modules were developed at university level and these modules have been attended by many teachers/educators in each of the five countries. Furthermore, the partners find that the therapeutic use of music and the arts to enhance well-being and the inclusion of learners has become an increasing trend in education. Therefore, there has been a lot of interest in the project results, publications and tools. A key learning point is that it is important to involve children and young people themselves in the planning and development of enquiries, not only for a democratic purpose, but also to enhance the quality and appropriateness of project activities. Many young people

possess more advanced competences in the fields of ICT, music production, downloads of rhythms/beats, social media, etc. as it could have been expected.

Looking back, the interviewed partners found that the development of the learning modules was a successful process, ensuring their  transferability. This process was centrally started by the project leading partner with draft module specifications. They  restricted the number of learning outcomes to a maximum of six for each module, to enable clarity and accessibility. Subsequently, the draft module specifications were modified by curriculum developers with reference to the different cultural contexts of the five countries. The  lesson learned is that the development of learning modules achieved coherency across the five countries, but at the same time the modules' content and approaches were adapted to national traditions in the partner schools.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The interviewed partners found that the Erasmus+ programme had a very valuable potential impact in the field of inclusion because the programme enabled pooling of an interdisciplinary expertise and research across five countries. Furthermore, the project's inclusion of five different countries widened the perspective of the project, as each country had different  traditions in working with music and art therapy. Consequently, in the case of the STALWARTS project, the pooling of partners and expertise has enriched the scientific research base, its institutional basis and its methodological tools.

## Sources

### Literature
- European Commission, 'Erasmus+ project card – Sustaining teachers and learners with the arts: relational health in European schools' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA203-036723, last accessed: 15 November 2021).

### Interviews
- Anna Rita Adessi, University of Bologna (IT), interview conducted on 5.10.2021.

- Eunice Macedo, Associação para a Educação de Segunda Oportunidade (PT), interview conducted on 15.10.2021.

- Eha Rüüttel, Tallinn University (EE), interview conducted on 7.10.2021.

# Case study 11
# Marginalisation and co-created education

## Summary

- **Erasmus+ programme type**
  KA 2 higher education
- **Project reference number**
  2017-1-NO01-KA203-034149
- **Project implementation period**
  Start: 1.9.2017; end: 31.8.2020
- **Sector(s) covered**
  Higher education

- **Project coordinator**
  Mette Bunting, University of South-Eastern Norway
- **Project contact information**
  Mette.Bunting@usn.no
- **Project website (if applicable)**
  https://www.usn.no/english/research/projects/marginalisation-and-co-created-education-mace/

**Case study: Marginalisation and co-created education**

**Short description of the project**

'Marginalisation and co-created education' was a project in which researchers and students worked together to explore and learn more about research, young people and education. The project was created in 2017 as a response to high youth unemployment rates within the EU, and to concerns regarding young people who are not in education, employment, or training (NEET).

The main idea behind the project was to let researchers and students at higher education institutions work more closely together so that they can develop skills and self-efficacy, which is meant to motivate them to continue their educational pathways, as well as enhance their employability. The project aimed to investigate factors creating a favourable environment for the success of all students, and has done so through workshops, discussions, reading existing literature and listening to vulnerable young people's stories and experiences.

The project was a collaboration between the University of Cumbria (UK), VIA University College (DK) and the University of South-Eastern Norway (NO).

**Relevance to inclusion in education**

The project is relevant to inclusion in education because it promoted the social aspects in higher education, and ensured that support to succeed was provided to all students, regardless of their social and economic backgrounds. Through the project, students from a range of socioeconomic statuses were able to become part of the academic research community, as co-researchers and by contributing their expertise.

The project prioritised students with prior experience of early school-leaving, disadvantage, marginalisation or periods NEET. Despite the focus on the described target groups, students with all kinds of backgrounds participated. The students' experiences and first-hand knowledge were a key element to understanding and addressing re-engagement and improving higher education institute retention rates.
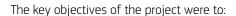
**Specific objectives covered**
- Learning environments
- Learners and learning climate
- School governance and leadership

**Challenge addressed by the project**
- Early leaving from education and training

## Background, rationale and key objectives of the project

The project was created in 2017 as a response to high youth unemployment rates within the EU, and to concerns regarding young people who are NEET. The ambition of the project was to enable students from a range of different backgrounds to become part of the academic research community and contribute to generating research results and data analysis. This was an innovative approach to creating synergies between education, research, innovation and social inclusion, so that students who may have experienced marginalisation could be included in developing research on dropping out, and could gain accreditation through bachelor's and master's pathways.

The key objectives of the project were to:

- gain knowledge about early school-leaving / NEET students based on their own descriptions,

- develop and disseminate a model or method for education and welfare services to support young people, grounded in young people's own experiences,

- develop an innovative training programme for higher educational institutions that would ensure that students were equipped to support marginalised young people in practice,

- disseminate the findings to public institutions and youth institutions to better equip them to meet the needs of these groups,



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Seminar hosted by the University of South-Eastern Norway

- improve the ability of higher educational institutions to support students to achieve their academic goals and gain the job they desire,

- train higher education students for research through being co-researchers on bachelor's and master's programmes,

- support innovation and creativity through partnerships and inter- and transdisciplinary approaches, and strengthen the role of higher education regionally.

The target groups of the projects were as follows.

- The project prioritised bachelor's and master's students with prior experience of early school-leaving, disadvantage, marginalisation or periods NEET. The students' experiences and first-hand knowledge were a key element to understanding and addressing re-engagement and improving higher education institute retention rates.
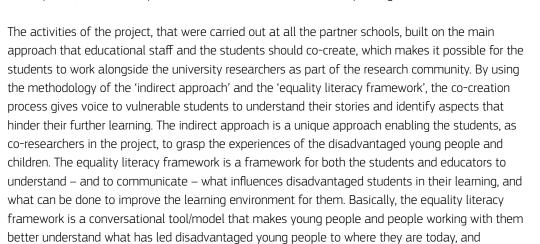


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The students and educational staff meet around the fire, sharing stories and getting to know each other while in Norway

- In addition, there was a second target group of the project, which was the informants who had provided input and data to the co-research carried out by the students and their academic lecturers. These were young vulnerable people (young people / children at secondary school) with early school-leaving / NEET experience and affected by factors that might hinder them in completing secondary education. The informants contributed essential knowledge to the researchers' understanding with regard to inclusion of disadvantaged young people in education.

## Type and scope of the project, methods used and key activities

The partnership of the project was a joint cooperation between the University of South-Eastern Norway (NO), the University of Cumbria (UK) and the VIA University College (DK).

The activities of the project, that were carried out at all the partner schools, built on the main approach that educational staff and the students should co-create, which makes it possible for the students to work alongside the university researchers as part of the research community. By using the methodology of the 'indirect approach' and the 'equality literacy framework', the co-creation process gives voice to vulnerable students to understand their stories and identify aspects that hinder their further learning. The indirect approach is a unique approach enabling the students, as co-researchers in the project, to grasp the experiences of the disadvantaged young people and children. The equality literacy framework is a framework for both the students and educators to understand – and to communicate – what influences disadvantaged students in their learning, and what can be done to improve the learning environment for them. Basically, the equality literacy framework is a conversational tool/model that makes young people and people working with them better understand what has led disadvantaged young people to where they are today, and empowers them to continue to achieve even more.

During the project, students and scholars across Denmark, Norway and the United Kingdom talked to more than 120 young people about their life conditions, school experiences, family life, friendships, concerns and aspirations. Based on the project's framework and the context in which students were trained as co-researchers, a new understanding emerged of young people in relation to early school-leaving and not being in education, employment or training.

## Key outcomes of the project

The research papers (publications and journals) produced by the students and their educators, and the resources and modules produced for training the students as researchers, are the main immediate outputs of the project. These resources were designed for and during the project and are still available online.

In the short term, the key achievement of the project was the breakdown of barriers between the academic environment at the faculty and students who were participating as co-researchers. The students felt comfortable in their role, and taking the next step in their academic studies seemed more likely for them.

In total, 51 students and 13 researchers participated across the three countries. Many of the students have been interested in going from bachelor's to master's studies, and some from master's to PhD studies. One of the students has achieved a PhD scholarship, while others are applying for
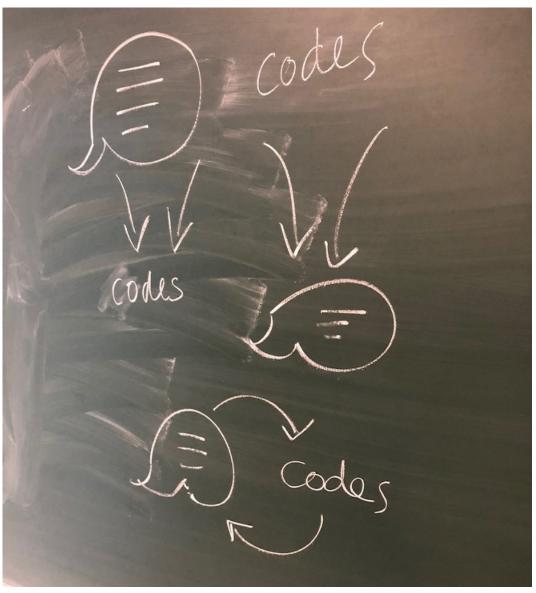
positions related to research. Some students find that their publications help them in their searches for jobs, while others have been able to build a network that has been valuable in their continuing careers. One student has even established a new school in the United Kingdom underpinned by the learning from the project.

Conclusively, the project has generated many benefits for students – namely training in specific skills, close contact with experienced researchers and the experience of trust and confidence. They have been equipped with advanced skills in communication and research, which are particularly valuable for knowledge-intensive jobs. In general, the students who joined the project as co-researchers have been equipped with advanced skills to achieve their academic goals and gain the jobs they desire.

Moreover, the universities benefited from the project, as they have contributed to improved research and data collection and to the development of the equality literacy framework; the framework has



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The data the students had gathered for their bachelor's and master's theses were analysed together as part of the project. This picture shows the different perspectives they could choose, using a deductive, inductive or abductive approach to their studies

been shared and distributed through their networks regionally, nationally and internationally. The project has also spread within the institutions, by including students as co-researchers, especially at master's level. The project journal will be continued as a means of publishing students' research, and the online course on training the students as researchers, as well as the handbook for follow-up activities, will be further developed in each institution. Several higher education institutions external to the project have taken the project further.

The project has also inspired a new Erasmus+ initiative named 'Co-created education through social inclusion'. It will upscale the good practice from the 'Marginalisation and co-created education' project to help socially disadvantaged learners to excel at school and work.

## Specific focus

**Learning environments**

The learning environment was addressed in the project through its use of the equality literacy framework. The framework considers the concept of equity in relation to education and is used for both young people and educators to understand what influences students in their learning, and what can be done to improve the learning environment for students. The equality literacy framework enables a holistic view of educational privilege and disadvantage. Such an understanding can give an alternative approach to the learning environment and to education in its broadest sense. With inspiration from Pierre Bourdieu, the project has used the concepts of 'habitus', 'cultural capital' and 'social capital' [34] to shed light on the core concepts of inequality, equity and marginalisation.

**Learners and learning climate**

This objective is covered by using an innovative approach to stimulate the young people: the indirect approach. It is a methodology that draws on an unstructured interview approach whereby the educators and the co-researchers are collecting information from the disadvantaged young people participating as informants in the project. A key element of this is the indirect way of approaching the life world of the participant, making sure not to introduce ideas, concepts or notions into the conversation that are not first presented by the participant. With the indirect approach, the spontaneous ideas of the participant open the communication up to a rich explorative field and true dialogue, in which a disadvantaged learner's reality may be discovered – not defined by normative views.

**School governance and leadership**

This objective was addressed by the entrance of students into the research community with expertise from a range of life positions, disadvantaged and advantaged. These students brought new and valuable knowledge and competence into the community, giving them a sense of belonging in the academic milieu. The students also reported how the barriers between faculty and students disappeared when working together with researchers, how much more they had learned, that they felt comfortable in the role and that taking the next step in their academic studies seemed more likely.

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(34) A brief definition of the term 'habitus' can be found online (https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095914456). More on social and cultural capital according to Bourdieu can also be found online (https://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf).

## Challenges of and barriers to promoting inclusion identified by stakeholders

Project partners reported that they have experienced project-specific difficulties with recruiting students in the main prioritised target group: students at higher education institutions with experiences of marginalisation. It is a challenge for the general approach of the project if too many of the students involved as co-researchers have not had any serious issues regarding their motivation or ability to finish their education. Thus, there was a risk that the initially strict focus on marginalised students could be dismissed.

Furthermore, some of the project partners have pointed out the assignment of responsibility to students – in this case, vulnerable students. More responsibility is needed when acting as a co-researcher, but not all students are well-enough equipped for this role. It can be especially difficult



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Educational staff and students learn about co-creating through building the highest Duplo tower within a short time frame.

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Students and educational staff sit back to back. One person has a picture; the other one draws the picture through the descriptions from the one who has the original. This leads to discussions about co-creation and cooperation.

for those who have experienced periods of marginalisation earlier on in their lives. To meet this challenge, these students have to be supported by their educators.

## Lessons learned, recommendations and transferability

Based on the experiences of the project, it has become clear that it is very important for everyone who works with disadvantaged young people to learn about the young people's backgrounds and contexts from those young people themselves. With the project, it has been possible to look not only at subjects and learning, but also at young people's backgrounds and experiences, and to develop frameworks of understanding. In addition, the approach of the project has helped the young people themselves to find out how they can strengthen their learning paths. Thus, an important insight is that this process must start with a better understanding of the young people. The co-creation approach is a process whereby the young people themselves are active in creating their understanding to be better able to cope with school or work.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

In terms of how Erasmus+ could increase the impact, project partners emphasised that it should focus even more on the importance of forming a community of practice between educational staff and students, learning together and developing knowledge and competence. This approach will help vulnerable students to express their views, understand their stories and, subsequently, identify barriers to learning and thriving in education. Thus, young people can learn more about themselves and how to develop their potential, while the educational staff develop transversal skills and an understanding of how to support vulnerable young people.

## Sources

**Literature**
- European Commission, 'Erasmus+ project card – Marginalisation and co-created education' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-NO01-KA203-034149, last accessed: 25 November 2021).

- Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education, *Consolidated Assessment of the Project – Final report* (internal document).

- University of South-Eastern Norway, 'MaCE – Marginalisation and co-created education' (https://www.usn.no/english/research/projects/marginalisation-and-co-created-education-mace/, last accessed: 25 November 2021).

- The final project report (draft version) to the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (internal document).

**Interviews**
- Mette Bunting, University of South-Eastern Norway (NO), project coordinator, interview conducted on 10.8.2021.

- Katrine Bordevich, University of South-Eastern Norway (NO), interview conducted on 11.8.2021.

- Peter Hornbæk Frostholm, VIA University College (DK), interview conducted on 11.8.2021.

- Kaz Stuart, University of Cumbria (UK), project coordinator in the United Kingdom, interview conducted on 18.8.2021.

- Steve Walker, University of Cumbria (UK), interview conducted on 18.8.2021.

- David Thore Gravesen, VIA University College (DK), Danish project coordinator, interview conducted on 18.8.2021.

# Case study 12
## Family and community engagement in action

### Summary

- **Erasmus+ programme type**
  KA 2, more than one sector
- **Project reference number**
  2014-1-UK01-KA201-000048
- **Project implementation period**
  Start: 1.9.2014; end: 31.8.2016
- **Sector(s) covered**
  School education, others (early-childhood education)

- **Project coordinator**
  The County Council of the City and County of Cardiff
- **Project contact information**
  The project coordinator was the International School Linking Officer at Cardiff Council, who is now retired
- **Project website (if applicable)**
  There is no project website

**Short description of the project**

The project 'Family and community engagement in action' focused on improving families', in particular parents', engagement in the education and school life of their children. The project's activities were tailored to the local communities where the partner schools were located. An important goal was getting parents involved in non-formal learning activities and events together with their children. Parent could also take part in training and update their knowledge and skills to be able to better assist their children. The project has had a lasting impact on the ways in which the partner schools engage with the local communities.

**Relevance to inclusion in education**

All schools involved were located in neighbourhoods that are socially or culturally disadvantaged. Some of them have a large share of single parents, including mothers who gave birth to their children at a very young age; others have large shares of migrants or national minority communities. The common factor was that many parents in these neighbourhoods are often not used to taking an active part in their children's learning. Engaging the parents in education has a knock-on effect on the students' image of education and school as something positive. At a concrete level, parents have been motivated, empowered and trained so that they could help their children with homework.

**Specific objectives covered**

- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Active involvement of parents and families
- Partnerships and collaboration in and around schools
- Whole-school approach

**Challenges addressed by the project**
- Underachievement in basic skills
- Early leaving from education and training
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

The project was initiated by the in-service training department of the city of Warsaw, Poland. Previous project cooperation led to a partnership with Centro de Formación e Recursos (CFR) Ferrol, in Spain, and with the research and teacher training centre at the International School Linking department of Cardiff Council. The partners had observed that family members, in particular parents, play a key role in the school success of their children. Therefore, it was anticipated that, by encouraging parental involvement, the schools would broaden the horizons of parents and other influential adults. The main aim was to involve as many parents as possible, targeting, in particular, families that are not fully engaged in their children's education.

Key objectives of the project were to:

- improve the attainment of children / young people, particularly those at risk of early school-leaving and with low levels of basic skills,

- promote greater understanding and responsiveness of families,

- support social, linguistic and cultural diversity,

- inspire families to have more active participation in society,

- improve teachers' competences with respect to teaching multicultural classes.

## Type and scope of the project, methods used and key activities

### Partnership and partners
The partnership involved cooperation between Poland, Spain and Wales (UK). The project coordinator was the Welsh partner, the research and teacher training centre at the International School Linking department of Cardiff Council. This centre was set up to develop the international dimension of schools in Wales. In Wales, six primary schools were directly involved in the project ([35]). In Poland, the project was coordinated locally by the in-service training department of the city of Warsaw. Two Polish schools participated in the project: one in a deprived area, the other (a gymnasium) in an area with a large Ukrainian minority.

Finally, the partnership involved a Spanish partner, CFR Ferrol, a training and resource centre. In Spain, such centres are regional bodies responsible for training teachers at primary and secondary levels, and for facilitating exchange of experiences and reflections on the educational processes.

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(35) Roath Park Primary, Pencaerau Primary, Millbrook Primary School, Lansdowne Primary School, Greenway Primary School, and Baden Powell Primary School.

The fact that all three partner organisations were public authorities or agencies meant that the project had access to a knowledge base, as well as resources for coordination and training. This might not have been within reach had the partners been individual schools.

## Key methods and approaches

The main approach of the project was for schools and teachers to reach out to families and stakeholders in the local community and engage them in informal activities connected to the school. The demographic and social make-up of each school's local community played a decisive role in choosing the type of activities carried out within the framework of the project.

Another major approach was to involve all teachers in a school in the project. To facilitate this, teacher training in communication and methods for engaging parents in school life was an integral element of the project, as was job shadowing of teachers in schools in the other partners' countries.

To gauge the initial situation, and to be able to assess the impact of the project, identical surveys of parents and teachers were carried out at the start (2014) and the end (2016) of the project. Teachers in the participating schools were involved in the preparation of the research methodology and the interpretation and dissemination of research results. The tool for conducting the research was a questionnaire with nine questions. It focused on communication with the school, cooperation with the school and parent involvement in educational activities.

As a result of the baseline survey, the schools got information about how parents in their community would prefer to be kept informed and to be involved. This was useful in the subsequent activities, whose objective was to engage the parents and wider families (in some schools, grandparents were involved as well). A model was developed for the project with the following seven standards.

- Welcoming all families – creating a school ethos that ensures that everyone is welcomed into the school.

- Communicating effectively – how do schools communicate with 'hard-to-reach' parents?

- Supporting pupil success – reinforced at home.

- Supporting learning by actively engaging with families.

- Ensuring that all family members know how the school system works.

- Empowering families to support their children's learning.

- Strengthening the family voice in shared decision-making.

## Key activities

In all schools in the three partner countries, the activities included teacher training, but they varied, not only between partner countries, but between the participating schools as well, since they were designed to reflect the needs of families in each local community.

In Cardiff, the activities (which were continued after the project ended) encompassed, for example, parenting/counselling clubs; a 'meet-and-greet' initiative (staff are available (and, in some schools, even offer a cup of coffee or tea) in the playground a few minutes before the start and after the end

of the school day to speak with parents); and induction for new parents, when new parents meet staff and are shown around the school. A Facebook page facilitated contact with 'difficult-to-reach' parents. One school dedicated a community area to parents; another school created a cafe. Some of the schools appointed a family engagement officer who was responsible full-time for creating contacts with parents. In a school located in an area with many single parents, staff made home visits to parents who had not responded to calls to send their child to school, with two people at a time – one to play with the child, one to fill out forms with the parent.

In Warsaw, parent workshops were held before embarking on concrete projects, to involve parents in designing and planning the activities. Examples of projects include the following.

- A stage adaptation of a fairy tale for children incorporating elements of Polish, Vietnamese and Dagestani culture. Parents, teachers and students produced and acted in the play, which was performed for the whole school community, invited guests and the local community.

- 'Iron health', a project aiming to prevent aggression and violence among older students, deepen cooperation between parents and the school, develop social skills, strengthen socially desirable behaviour and get teenagers interested in healthcare. This project included craft classes for students and parents where they produced posters with inspirational messages (e.g. 'Don't hate – cyber bullying hurts as well!'), dance classes, self-defence training and graffiti workshops.

In Spain, a family education programme was conducted, focusing on the role of parents in creating good study habits among the students. The programme included an introduction to the Spanish education system, as well as units focusing on the role of parents in relation to school and parent– teenager relationships. A series of co-educational training courses in school subjects for students and parents used group work, puzzles, games and competitions.


## Key outcomes of the project

The project produced questionnaires for parents and teachers to determine baseline and final statuses, a set of principles for family and community engagements and guidance materials for teachers and parents, all in the three languages of the partner countries. All these materials are available on the Erasmus+ platform ([36]).

All interviewees stated that the project had a significant impact on student well-being and performance at the schools, as well as on the (regional or local) education management.

The Spanish partner carried out an evaluation of the project results, employing a control group design. This evaluation found that participation in the project had improved the academic performance of low-performing students, while it did not have a visible impact on the performance of the students who had performed well before the project. In Wales, a government inspection at Pencaerau Primary School at the end of the project period found that 'Most pupils work confidently both independently and collaboratively and demonstrate very high levels of motivation and engagement' and that 'the partnership with parents is a significant strength of the school. It fosters

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(36) https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA201-000048

close cooperation and mutual trust. The school provides many beneficial opportunities for pupils and parents to take part in a wide variety of activities to develop new skills' ([37]).

Following the project, the schools in Cardiff developed family and community engagement action plans. Welsh schools are required to produce such action plans, and since the project ended it has become mandatory for schools to include actions to improve community engagement in these plans.

## Specific focus

**Learning environments**

The project utilised a multiplicity of learning approaches tailored to the social, ethnic and demographic specificities of the local communities. These approaches included coaching, parent counselling, co-teaching parents and children, workshops (theoretical as well as practical) and creating informal learning environments such as cafes or meetings outside the school premises.

**Learners and learning climate**

The learners in the project were teachers and students and their families. Project activities generally focused on providing safe spaces for families to experience different ways of learning as compared to what they had known when they themselves went to school. One of the  specific objectives of the project was to create an atmosphere that is respectful and positive towards parents, students and everyone else at the school. The emphasis was on supporting families to support each other and the children in learning.

**Teacher agency in tackling educational disadvantage**

An integral element of the project was teacher training focusing on communicating with and supporting parents. The project developed guidelines that enabled teachers to design learning activities involving families, and to communicate effectively with parents.

**Active involvement of parents and families in school life**

Active involvement of parents and families in school life was at the heart of this project. The project developed  standards and a wealth of practical approaches to the involvement of families. They ranged from the use of communication channels to the direct involvement of parents in learning experiences together with their children. At the core of the project were training programmes providing the parents with knowledge and skills to enable them to better create and support a learning culture within their own families.

**Partnerships and collaboration in and around schools**

The collaboration between the schools and the families of the students was the most important objective. But other stakeholders were involved, too, such as a parent–teacher association (Ferrol), the military police, a Christian foundation and the Society of War Veterans (Warsaw). The interviewees stressed that now schools collaborated more than previously with external stakeholders.

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(37) Quotes from the 'Parent engagement presentation' delivered by Pencaerau Primary School (Wales) at multiplier events in Poland and Wales. Available on the Erasmus+ platform (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA201-000048).

> **Whole-school approach**
> In all the schools that took an active part in the project, school management and all, or most, of the teachers were involved. As a result, the project significantly changed the day-to-day life of these schools.

## Challenges of and barriers to promoting inclusion identified by stakeholders

The interviewees pointed out that new ideas and projects (with financing) come into the schools constantly. However, keeping and developing ideas from 'old' projects without the associated funding can be difficult, especially when there is a change of staff.

Concerning the content, the project partners found the complexity of the issues involved a major barrier to promoting inclusion. While engaging parents is one key to inclusion, the nature of the problems that lead to exclusion and unhappiness, poor performance and, ultimately, dropout varies between schools and even between classes in a school. In some communities, the majority of parents work, so time is an issue; in other communities with many migrants there may be more cultural and linguistic barriers. Furthermore, the composition of parents is constantly changing, so that the school has to come up with new 'hooks' for engaging them.

Finally, there may be also challenges if a project aims to employ ICT tools in communication and in learning processes. The digital literacy of parents and their access to digital devices can vary significantly; for example, in one of the Welsh schools, more than 40 % of parents did not own a mobile phone, so this school could not use an app in its communication to inform parents of events, etc.

Finally, here as everywhere, COVID-19 has been a challenge, and interviewees are concerned about the efforts that it will take to re-establish the engagement of families following the pandemic.

## Lessons learned, recommendations and transferability

Overall, the project has found that engaging parents has many positive effects. Interviewees stressed that it was, however, important to find an innovative road to the engagement of the parents.

While concrete local activities are important, the partners also stressed the importance of the transnational cooperation. The visits, job shadowing and co-creation of standards and guidelines have significantly contributed to the success of the projects by providing learning venues for the partners participating in project meetings, and for the teachers and parents participating in school visits.

The project also highlighted that, when communicating with parents, the choice of communication channel is relevant. For many parents, digital communication works well, but the school should not wholly rely on this type of communication, since not all parents have digital skills and access to digital devices.

With regard to transferability, the concrete methods of reaching out to and involving parents, or the pedagogical methods to support them, should not be transferred without a thorough analysis of and interaction with the community where they are to be used. However, the general principles may guide parent involvement regardless of context, just as some elements of the teacher training are likely to be applicable in many local contexts.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

All partners agreed that the transnational collaboration was a vital element in the Erasmus+ project. It facilitated innovation on the  ground by allowing practitioners with shared interests to come together and exchange overall approaches to inclusion and concrete ideas for activities.

Interviewees pointed out that the impact of the programme could be boosted by allowing projects of a longer duration, which would cater for a proper anchoring of results.

## Sources

**Literature**

- European Commission, 'Erasmus+ project card – Family and community engagement in action' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA201-000048, last accessed: 21 November 2021).

- Welsh Government, *FaCE the Challenge Together: Family and community engagement toolkit for schools in Wales – Main guidance*, 2016 (https://gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf, last accessed: 2 November 2021).

**Interviews**

- Emily Daly, Cardiff Council, project coordinator, interview conducted on 19.8.2021.

- Amanda Morgan, Cardiff Council, interview conducted on 19.8.2021.

- Colin Skinner, Roath Park Primary School, interview conducted on 21.9.2021.

# Case study 13
## MOOC on Dys

### Summary

- **Erasmus+ programme type**
  KA 2 more than one sector
- **Project reference number**
  2017-1-BE01-KA201-024775
- **Project implementation period**
  Start: 1.10.2017; end: 30.11.2019
- **Sector(s) covered**
  School education

- **Project coordinator**
  SCS LogoPsyCom
- **Project contact information**
  marco@moocdys.eu
- **Project website (if applicable)**
  http://www.moocdys.eu/en/

**Short description of the project**

The 'MOOC on Dys' project provided online training and tools to teachers/professionals and parents to cope with the challenges related to specific learning disabilities (SLDs) [38]. The availability of tools in the EU Member States' own languages to cope with SLDs is quite uneven. Therefore, the two main objectives of the project were to provide the most relevant information on handling SLDs to teachers and parents of children with SLDs, and to develop a collective and interactive MOOC (massive open online course) where parents and teachers could exchange experiences about SLDs.

**Relevance to inclusion in education**

Overall, the project aimed to provide tools and training to help learners with various forms of SLDs. This improves the inclusion and motivation of learners who were previously impeded by learning disabilities. The 'MOOC on Dys' platform enhances the collaboration between teachers and parents of learners with SLDs.

**Specific objectives covered**

- Learning environments
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenge addressed by the project**

- SLDs

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(38) SLDs are neurodevelopmental disorders that are typically diagnosed in early-school-aged children, although they may not be recognised until adulthood. They are characterised by a persistent impairment in at least one of three major areas: reading (dyslexia), written expression (dysgraphia) and/or mathematics (dyscalculia) (American Psychiatric Association, 2021).

## Background, rationale and key objectives of the project

It is estimated that about 15 % of children struggle with SLDs. The term describes impairments in at least one of three areas of central importance for the academic learning process, namely the abilities to read, to express thoughts in writing and/or to do calculations. When one or some of these are affected, the learning process is at risk.

The 'MOOC on Dys' ([39]) project was initiated based on the belief that, with the right tools and approach, children who struggle with SLDs ([40]) are able to succeed in school. However, many teachers and families of the children with SLDs need support to cope with the specific challenges. Across EU Member States, the availability of tools in the national languages to cope with SLDs/dyslexia is quite uneven. There is a gap to be filled. According to partners interviewed, the two main objectives of the project were to:

- provide the most relevant information on handling SLDs to teachers and parents of children with SLDs,

- develop a collective and interactive MOOC where parents and teachers could exchange experiences about SLDs.

MOOC means massive open online course, and the idea of the project was to develop multilingual, online provision of courses, information and tools to handle SLDs. This led to the development of an interactive platform where teachers and parents have exchanged experiences and provided feedback on the draft tools and instructions. It is built like LinkedIn or Facebook, where people can post, comment and discuss the content/information. The MOOC is available in six languages and there is an internal translation device.

The target group of the 'MOOC on Dys' project was children with at least one of the five following types of SLD:

- dyslexia: difficulty with reading and spelling,

- dysgraphia: difficulty with handwriting and some fine motor skills,

- dyscalculia: difficulty with arithmetic and mathematics,

- dyspraxia: difficulty with gross and fine motor coordination,

- dysphasia: difficulty producing and understanding spoken language.

Another challenge related to SLDs is that EU Member States have different regulations, and different definitions of types of learning disabilities. For example, in some countries, dyspraxia may be classified as a developmental coordination disorder, not as an SLD. It may also overlap with some of the other conditions listed above. Consequently, there is a need for tools and information that are adapted to each country's national context and its traditions for handling given disabilities.

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(39) In the Erasmus+ project card, the project is alternately called 'MOOC on Dys' and 'MOOC Dys'.

(40) https://moocdys.eu/the-dys/

The partnership of the 'MOOC on Dys' project was based on a broad variety of institutions across five countries, including digital education development companies (LogoPsyCom (BE) and Formation 3.0 (IT)), educational institutions (Civiform (IT) and University of Piteşti (RO)) and public bodies and organisations (KE.D.D.Y. Center for Diagnosis (EL) and Rede para o Desenvolvimento Local de Base Comunitária (DLBC) de Lisboa (PT)). The digital education development companies contributed with their expertise to the methods and tools. LogoPsyCom is specialised in learning disabilities among youngsters, especially in 'dys' (dyspraxia, dysphasia, dyslexia, etc.), also called SLDs. The company has worked on the accessibility of MOOC content. The company Formation 3.0 is a consulting firm specialised in multimodal digital learning,  and it provides advice on digital learning strategies.

## Type and scope of the project, methods used and key activities

The background of the project was the acknowledgement that some learners had special needs related to various learning disabilities. Interviewees at the partner educational institutions were aware that some of their students needed specific training related to their learning disabilities, but there were no available tools for either teachers or students. The 'MOOC on Dys' project partnership developed and provided multilingual tools and methods for dealing with various types of SLDs; it also developed training courses and certifications to improve the competences of teachers dealing with learning disabilities.

The methodology of the project applied a  model called ADDIE, which stands for analysis, design, development, implementation and evaluation. This model involves a five-step process to create a training programme, an e-learning course or learning materials. The model starts with a broad analysis and then moves through to designing, developing, implementing and evaluating the learning programme. The principles are somewhat similar to those of design thinking, which is a non-linear, iterative process that teams use to understand end users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. It also involves five phases: empathise, define, ideate, prototype and test.

The project included the following main activities.

### Identification of the learners' needs in Europe
The project started by launching surveys in SLD social media groups to identify the learners' needs. The survey explored the needs across European countries and provided qualitative information on the conditions of the various groups having learning disabilities. Partners interviewed said that it was interesting to see how different the definitions of SLDs and the availability of tools were across the countries. For example, France developed many different tools, while Italy had very few.

### Establishing an inventory of existing tools and materials to be used for development of new tools
After the survey, the project partners established an inventory of existing tools and best practices from across European countries. Based on the inventory, the project partners began to create their own tools and instructions in collaboration with teachers and students at the partner educational institutions. It was an important premise that teachers and students who were later going to use these tools were involved.

**Development of tools and the prototype of 'MOOC on Dys' website**

Based on the survey of learners' needs, the project created a prototype and tested it with a panel of learners who fitted the end users' profile. The prototype disseminated the content of the MOOC through a collaborative virtual learning space; it engaged a group of 106 'ambassadors' (active parents and professionals) who supported the MOOC community. During this process, the project partners and the ambassadors applied online collaborative tools (Slack and Zoom).

**Translation of tools and provision on 'MOOC on Dys' website**

All developed tools and their instruction materials were translated into European languages, which was an extensive task requiring linguistic and didactic expertise to create the right vocabulary for the teachers. All partners contributed to embedding  the tools on the 'MOOC on Dys' website, which was developed by LogoPsyCom and Formation 3.0. It was a gradual process, in which teachers had to learn how to download the tools and training course materials from the website before they provided feedback on their usability.

**Online training/classes for teachers, professionals and parents**

The online training course includes a common body for all the participants, with a duration of 4 weeks, as well as a set of modules for teachers and professionals who face students with SLDs (duration of 2 weeks), and a set of modules for parents of children with SLDs (duration of 2 weeks).

The content of the course and the materials emphasise an open and collaborative approach that involves the exchange of the participants' own experiences. Thus, in addition to free and usable tools and information on how to cope with SLDs in daily life and at school, there is also a space for sharing and discussing.

**Certifications of parents and teachers/professionals**

There were two separate types of certification provided: one for the parents' module and one for the teachers' and professionals' module. The certificates were issued followed after the the full course was duly completed, including all modules and exercises, and after a set of other participation requirements  was met.

## Key outcomes of the project

The key outcomes and outputs of the project included the provision of  online training courses for teachers/professionals and parents on how to use online tools to help and support learners with SLDs. The online tools and instructions are available in the countries' own languages. In other words, the project levelled the playing field in the  access to SLD tools across Europe.

To summarise, the project created the following main outcomes.

**Multilingual website 'MOOC on Dys', which provides training courses and tools for handling specific learning disabilities**

The website provides information on how to cope with SLD problems in daily life and at school, along with free and usable tools and materials for families and teachers. It is an interactive platform, where teachers and parents can exchange experiences and provide feedback to each other. It is built like LinkedIn or Facebook, where people can post, comment and discuss the content/information. The MOOC is available in six languages and there is an internal translation device provided.

## Online provision of courses for teachers and parents

The project provided online training courses for teachers and parents on how to cope with SLDs in school and daily life. The courses have attracted 12 373 users in three categories:

- parents of children and teenagers with SLDs,

- teachers and professionals who face students with SLDs,

- paramedical professionals (speech therapists, occupational therapists, etc.).

The participants started with a common, introductory module for 4 weeks, and then they went on to two separate modules: one for teachers/professionals and one for parents. However, according to interviewed partners, some of the professionals also signed up to follow the parents' module in order to get a deeper understanding of their perspective, and some parents signed up to the teachers'/professionals' module.

## Dissemination and other activities

In addition to the training and certification, the project launched other activities including:

- conferences in all the partner countries gathering over 301 participants,

- 42 workshops with parents and specialists to consult  the content of the MOOC and other material,

- one syllabus (curriculum) gathering all the resources of the online course to ensure the sustainability of the content and its transferability,

- two toolboxes, one for each module, with a total of 60 tools to help learners with SLDs.

Moreover, the partner organisations and involved experts form an informal European network of experts and professionals that is still active after the termination of the 'MOOC on Dys' project.

## Specific focus

### Learning environments

The 'MOOC on Dys' project has influenced the learning environments by providing online training and ICT tools in their own languages to teachers and parents of learners with SLDs. The training and tools provide a deeper didactic, psychological and sociological understanding of various SLDs and obstacles related to handling them. In addition, the ICT tools has enhanced the digital competences and didactic practices of teachers.

The project has also provided teachers and parents with a number of free resources. Furthermore, the multilingual 'MOOC on Dys' involved the parents of learners with SLDs in creating a learning environment because they had an important supporting role (e.g. when they helped their children with homework).

**Teacher agency in tackling educational disadvantage**

The project has improved teachers' competences and know-how in tackling educational disadvantage. In particular, the project has enabled the exchange of experiences among teachers and created more awareness of learning disabilities in the schools. Interviewed partners described how, before the project, many teachers were frustrated and did not know how to help learners with various types of SLDs. Through the tools and instructions of 'MOOC on Dys', they learned about the many different aspects of learning disabilities, for example that there are different types of dyslexia and different tools for addressing each type. Two years after the courses, the teachers still ask for new tools and show continuous interest.

The project has not only provided tools to teachers, but also created a new kind of open-mindedness regarding SLDs.

**Partnerships and collaboration in and around schools**

According to the partner institutions interviewed, the project 'MOOC on Dys' enhanced collaboration around schools; it has promoted the involvement of parents and the collaboration between teachers, parents, learners and associations concerned with SLDs. For example, the 'MOOC on Dys' website has a common 'logbook' where parents, teachers and learners can enter their observations on the progression or regression (e.g. when the learners become tired).

It is also important that experiences are passed on to associations of parents of children with SLDs / learners with SLDs because there are so many myths circulating about dyslexia and 'quack experts' who promote simple solutions, influencing desperate parents of children with SLDs.

During the development phase, a community was built, where parents were invited to become 'ambassadors' on behalf of the various groups of learners with SLDs. According to the project partners interviewed, many parents are shy or not used to being involved in the school activities supporting their children with SLDs: they leave it to teachers and specialists. During the project, parents helped develop the tools to make them relevant to the daily lives of families and the situations their children, the learners, face. For example, the tools were adapted to how the children and their parents do homework.

## Challenges of and barriers to promoting inclusion identified by stakeholders

The project partners interviewed reported that it was a challenge to create common tools and vocabulary across the countries as they have different legislation and approaches to handling SLDs. In Romania, for example, there is no established regulation defining SLD learners or providing rules for who would be entitled to public support, while there are such rules in France and Italy. Therefore, a separate course was created for each country, adapted to the national context.

## Lessons learned, recommendations and transferability

The project partners worked together closely to produce materials for the project. The collaborative aspect of the MOOC was very important; therefore, the partners made it mandatory that course participants (parents, teachers, and professionals) could exchange experiences with each other. This
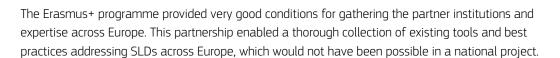
means that, to obtain a certificate, learners had to discuss, exchange and contribute to the content through testimony about the SLD challenges they faced and the solutions and strategies they implemented to overcome them. Therefore, the online training included a series of webinars in each learning community to deepen some topics by inviting relevant experts.

The collaborative aspect was also important during the development phase, when the partner institutions and all the experts and parents involved ('ambassadors') used the platform Slack to communicate (instead of email). The exchange of information via Slack is very fast; it is estimated that about 55 000 messages were shared between the participants.

The involvement of parents and learners in the development and testing of the draft tools was also very important to ensure the tools' relevance and usability. It was equally important to have a deep discussion on the topic and to involve experts in the various types of SLDs in the development of didactic tools for teachers.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The Erasmus+ programme provided very good conditions for gathering the partner institutions and expertise across Europe. This partnership enabled a thorough collection of existing tools and best practices addressing SLDs across Europe, which would not have been possible in a national project.

However, a major challenge of the project was the continuous adaption and maintenance of the multilingual 'MOOC on Dys' website. An Erasmus+ project has a limited time frame and restrictive budget rules as regards investments in ICT. Hence, the problem is that the updating and maintenance of the 'MOOC on Dys' platform would require a longer time frame than the Erasmus+ programme allows.

## Sources

**Literature**

- American Psychiatric Association, 'What is specific learning disorder?', 2021 (https://www.psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder, last accessed: 29 November 2021).

- European Commission, 'Erasmus+ project card – MOOC on Dys' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BE01-KA201-024775, last accessed: 19 November 2021).

- MOOC on Dys, 'The MOOC' (https://moocdys.eu/mooc/, last accessed: 19 November 2021).

**Interviews**

- Sara Diodato, Civiform (IT), interview conducted on 19.10.2021.

# Case study 14
## Education in mathematics in game-based immersive contexts

### Summary

- **Erasmus+ programme type**
  KA 2 more than one sector
- **Project reference number**
  2017-1-PT01-KA201-035847
- **Project implementation period**
  Start: 1.11.2017; end: 31.10.2019
- **Sector(s) covered**
  School education, VET

- **Project coordinator**
  Liseth Ferreira
- **Project contact information**
  lferreira@edu.madeira.gov.pt
- **Project website (if applicable)**
  http://emagic.eduproject.eu/#1

**Short description of the project**

This project gathered a multidisciplinary group of partners – programmers, researchers and teachers from different expertise areas – to develop a cutting-edge educational game to make learning mathematics fun and improve mathematical skills for all types of learners. The game, *Clash of Wizardry*, can be downloaded for free on Google Play and the Apple App Store, and is therefore widely accessible. It introduces an innovative teaching approach that can help teachers support students in effective mathematics learning, improving their school achievements and success, and inspiring students to become interested in STEM subjects.

**Relevance to inclusion in education**

Since the game adapts to a learner's skill level and challenges them accordingly, it promotes an inclusive way of improving the mathematics skills of diverse learner profiles. It was designed to include as many students as possible in mathematics and science by making learning fun and engaging. Through motivating students who normally struggle or dread mathematics, the project empowers young people and helps them achieve academic success.

**Specific objectives covered**

- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools

**Challenges addressed by the project**

- Underachievement in basic skills
- Early leaving from education and training

## Background, rationale and key objectives of the project

The E-MaGIC ('Education in mathematics in game-based immersive contexts') project was created after reviewing national and international reports that confirmed that mathematics is a common subject in which students have low achievement due to severe lack of basic skills and motivation. These findings coincided greatly with the EU's 2020 education and training strategy to reduce the share of students who are underskilled in mathematics and science. The project partners also found that students continue to underperform and show a lack of interest in mathematics despite highly qualified teachers. While observing that mathematics curricula are built to mainly transfer knowledge, they wanted to try out an innovative approach that would allow teachers to practise mathematics calculations with their students and so train the students in mathematics.

Furthermore, the consortium agreed that, to meet the actual needs of students, teachers need proper teaching tools and strategies that can motivate students. Promoting the students' motivation to learn and study mathematics is essential to enable them to follow scientific careers in STEM, where graduates are needed. The consortium wanted to create a tool that would help students improve their mathematics skills, gain confidence in mathematical calculations, have fun while practising mathematics and thereby develop a positive approach to the subject.

The partners decided to work with technology to create a game that could be used inside and outside schools by all students, irrespective of their current mathematical levels, and that could also support teachers in their teaching. The game that they developed – *Clash of Wizardry* – is relevant to inclusion because it aims to address students across a spectrum of mathematical abilities, providing personalised learning that adapt to a learner's unique level. The game was successful with students in regular classrooms and in VET settings, and with students with cognitive disorders and severe learning difficulties.



Students playing *Clash of Wizardry* on their tablets and smartphones

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## Type and scope of the project, methods used and key activities

The E-MaGIC project partners conducted research and found out that the use of mobile devices can enhance the learning outcomes of students who experience difficulties in mathematics. Educational games extend the traditional learning environment into a 'virtual classroom', allowing students to engage in challenges that they find enjoyable. This stands in contrast to the more traditional methods, which rely on the static transmission of content by a teacher standing in front of a class. Educational games aim to be interesting and attractive to students and are meant to engage them in more effective learning experiences.

*Clash of Wizardry* is a duelling game in which players compete using magic spells powered by mathematics. Through solving equations, players can improve their mathematical skills and win the duel. The game never forces students to progress to harder mathematics, but, by offering more powerful spell effects with harder equations, it tempts students to go beyond their limits. Students quickly understand that, by practising their mathematics skills, they will obtain better results and progress in the rankings, making the game more challenging and fun. Another key advantage of educational gaming is that a player's behaviour can be measured and allows for the collection of data based on the actions performed within the game.

The project gathered teachers, programmers and researchers from across Europe to develop and test out the game in several rounds in several countries. The partners included the Gabinete de Modernização das Tecnologias Educativas (GMTE) of Madeira Islands (Portugal) in partnership with Portuguese local schools, Ingenious Knowledge – an educational programming company in Germany , Istituto di Istruzione Superiore (IIS) Leonardo da Vinci – Nitti – a VET school in Italy  and Acharnes Vocational Special Education School  in Greece. Families and parents were involved to the extent that students played the game at home, sometimes competing against family members.



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Students playing *Clash of Wizardry* on their smartphones

Students playing *Clash of Wizardry* alongside mathematics worksheet exercises

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## Key outcomes of the project

The key outcome of the project was the production of the game, *Clash of Wizardry*, which is available to download for free on the Apple App Store and Google Play. The game has been downloaded more than 4 000 times, and it should be noted that, once downloaded on one device, it can be played infinite times by numerous users. The E-MaGIC team also created a handbook that teachers can use in order to maximise the educational potential of the game in their classrooms. It is available as a PDF in five languages (English, German, Greek, Italian and Portuguese).

There has been widespread recognition of the game: it was incorporated into teacher training courses in Italy; it was presented at conferences, on television and on the radio, and featured in more than 10 publications. The project coordinator also received an email from an unrelated teacher

informing her that she had created a tournament using the game in her school, and that students reported that it was the best part of their year. Since the game is available to the public, it is difficult to fully track its reach and impact unless users directly express their experiences with it; so far, the project coordinator can simply see that downloads of the game extend far beyond Europe to the United States and Australia.

Teachers report that, in qualitative terms, there was a development in students' mathematical performance and attitude to solving mathematical calculations after using the game, across the different classrooms, student profiles and demographics where it was tested. After playing the game, students needed less time to solve the algebraic equations than when performing similar calculations on paper worksheets. Students could spend more than 60 minutes concentrating on playing, leaning on each other and relaxed, with a relatively high level of immersion in and commitment to solving mathematical equations, displaying intrinsic motivation. Teachers reported being surprised by the positive effect of the game, especially in classes where normally it would be a struggle to maintain student engagement. In a classroom, where students had a serious hyperactivity disorders, most students were able to get into a state of concentrated flow while playing the game. The feedback from disadvantaged students has been particularly positive and, reportedly, some of them have already begun to improve their attitude towards both school and their peers, while having increased their self-esteem.

## Specific focus

**Learning environments**

This project generated learner-centred learning through the educational game, that is able to adapt to the performance level and challenge the player just the right amount: enough to keep the players stimulated but not harshly enough to demotivate them. In this way, it offers learners targeted support. As a result, students who are intimidated by mathematics, or who struggle with mathematics skills, are provided with a soft entryway to practise their mathematics skills and become stronger academically. It also creates a more fun and dynamic classroom environment, where students are learning while playing, and playing with each other while training mathematics skills. The game shifts the focus from passive absorption of knowledge to active learning, and in this way creates a more engaged learning environment. The technology also allows the teacher to take on a facilitation role, encouraging and assisting students in their own skill-building.

Another feature of the game is that it allows the creation of 'rooms' for the teacher and students inside the game, essentially private duelling arenas for the class. These are akin to traditional classrooms, with one teacher as the game room creator and the pupils as the players. Each room has its own ranking, which allows teachers to informally evaluate their classes and check on individual students' progress without the use of formal testing.

**Learners and learning climate**

The aim of the project partners was to create a fun educational game that can transform mathematics into an exciting subject. They found out that students who are struggling to work on school assignments are eager to play video games they consider fun when finally 'freed' from school. Knowing that the key to improving mathematics skills is to practise and

practise, the development team set out to apply a way to disguise this repetitive task, enveloping it with a mantle of fun and enjoyment. Indeed, students made a lot of mistakes in their mathematics calculations in the game but, unlike with their mathematics tests or worksheets, they did not give up and would try again.

The game also respects student well-being and self-esteem, as it never forces students to progress to harder mathematics, but, by offering more powerful spells with harder equations, it tempts students to push themselves. Thus, students are not forced to learn new skills, and are instead guided to rely on their intrinsic motivation. The game enables users to play against a particular person in the class, including the teacher, while also providing the option to play against a computerised opponent. This feature helps create a training space for less confident students who are not ready to play against their classmates, and in this way prioritises their self-confidence.

**Teacher agency in tackling educational disadvantage**

This game aims to provide teachers with a pedagogical tool to help engage more students in learning, to motivate students who are usually uninterested in school and to improve the learning experience of students with special needs (such as serious hyperactivity disorders). It aims to lighten the workload of teachers by allowing students to train and practise their mathematics skills independently, while the teacher informally monitors the progress of each individual learner. The teacher handbook also provides some tips on how to introduce and play the game with learners with special needs, as well as mainstream learners. The game encourages teachers to learn about the benefits of using technology in the classroom, helping them to develop their own technological skills and knowledge. This allows them to integrate new and engaging methods into their classes, which can help combat student demotivation, lack of interest and low academic achievement.

**Partnerships and collaboration in and around schools**

By nature of being freely available on Google Play and the Apple App Store, the game developed in this project is available to downloaded on phone and tablet devices anywhere, inside and outside the classroom. It can be used in non-formal learning activities, as well as at students' homes during their free time. It can even be used as a fun homework exercise to replace mathematics worksheets or traditional homework. The game has been used in inter-school tournaments and students would have competed in it at a regional tournament, if Covid-19 had not interrupted the planning. It has been played in family settings, with students challenging their parents to a duel. *Clash of Wizardry* is available for all ages, and therefore can also be used by adult learners, opening up the possibility for collaborations between a variety of stakeholders seeking to improve mathematical skills.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Creating an educational game for everyone, including disadvantaged students and those who are struggling with mathematics, was a challenging endeavour. A lot of intensive contact and testing with different target groups was needed to get it right. On the programming side, the project partners realised that they needed to update the game several times, based on multiple rounds of tests in different classrooms. There is not much work or research about creating educational games that support inclusion, and therefore the partners felt that they were at the very beginning of exploring

this field. They explained that most educational games are too easy and simplistic, to the point where a lot of students express disinterest in playing, mainly because they lack the 'fun-factor' that commercial video games have.

Further, project partners found out that a big obstacle to creating inclusive educational technology and games is time and funding. For this project, the programming and animation of the game went over the budget, but the project partners persisted because they were passionate about the project. They concluded that there is so much promise in using technology to make education better, and that technology can help understand and cater to the personal needs of individual learners when providing individualised learning. While there is so much investment in data analytics to understand profiles and shopping tastes in the commercial sector, we know very little about the analytics of how different people learn.

The partners stated that inclusion is a very difficult area to work in because everyone is different, so you cannot find one approach that works, and then replicate it. They therefore aimed to create a game that is as open and adaptable as possible to different skill levels.

While most teachers found the game easy to play and recognised the importance of educational games, some teachers belonging to an elder age group were still leaning towards more traditional teaching methods. The project partners acknowledged the importance of adequately training teachers to use the game, hence they created a user-friendly guidebook for teachers to consult. They stressed that it is very important to recognise the challenge that teachers face when using technology in the classrooms, as they are confronted with the difficulty of integrating the learning content for students, the approach of how to teach it, with the technological contents of the educational tool.



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E-MaGIC team in front of a *Clash of Wizardry* poster

Students helping each other during a mathematics duel on *Clash of Wizardry*

## Lessons learned, recommendations and transferability

There was universal consensus among project partners: what made the project successful was its 'engaging factor' so that students could stay focused on playing, and therefore training mathematics skills, for much longer than they usually would in class-time. This fun factor made it possible to overcome the usual barriers that distanced students from mathematics. Furthermore, the ability of the game to adapt to different skill levels made it a successful project for achieving inclusion in the classroom, as no one was left behind and everyone was learning in their own way.

Another success factor mentioned by the project partners was that having a good team makes a big difference in how well the project is implemented. For this project, all partners went 'above and beyond' their requirements, recognising their unique roles in the project and ensuring they contributed as much as they could to make the educational game a success for inclusion.

The project partners recommend that schools and teachers should be open to innovation. They noticed that everyone wants change but when it comes down to the teachers, some of them find reasons not to change. All education systems should help teachers, give them motivation, and overall provide them with tools easy to use. This was highlighted by all project partners: the game or material offered to teachers should be easy to implement and integrate into classrooms. The objective should be to approach teachers who are not motivated.

In terms of inclusion, the lessons learned from this project is that there is large potential for technology to help create inclusive learning environments. Through learner analytics, technology can help understand how each student best learns. Moreover, since teachers cannot attend to every student all the time, technology can help the teacher to keep track, motivate, and keep diverse learners engaged in their own way.

## Potential impact of the Erasmus+ programme in the field of inclusion in education

The project partners expressed the view that, as it seems, the Erasmus+ evaluators are not always aware of how to assess project applications that would best foster inclusion. They believe that innovation is very difficult in Erasmus+ because evaluators tend to prefer more familiar project types. As a result, project partners suggest that the evaluation process should be improved, in such a way that one member of the evaluation committee, and one member of the national agencies staff, are experts in inclusion. They pointed out that Erasmus+ evaluators could be trained with the help of actual practitioners in the field, those who are concerned with inclusive work. They argued that the national agencies focus more on the formal aspects of projects (e.g., if the timesheets are filled in correctly), than on the content. They should have enough expertise to identify and encourage how inclusion can be achieved. Further, the project partners stressed that a critical evaluation of Erasmus+ may reveal things that prevent such focus on the real innovative work in a project.

They recommended that applicants with a track record of projects with excellent results could get encouragements to do other projects or follow-up activities; this could be a motivation for partners who have succeeded in enacting inclusive projects to continue to spread their expertise.

They also suggest that Erasmus+ could encourage a campaign among all schools in Europe to present their personal efforts in working towards inclusion, so that mutual learning can take place and there can be a large brainstorming of different strategies, methods, approaches, and activities to achieve inclusion in education.



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Training for teachers on *Clash of Wizardry*

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# Case study 15
# Kids conquering castles

## Summary

- **Erasmus+ programme type**
  KA 2 school education: primary level
- **Project reference number**
  2016-1-DE03-KA219-022924
- **Project implementation period**
  Start: 1.9.2016; end: 31.8.2019
- **Sector(s) covered**
  School education (teachers and students)

- **Project coordinator**
  Otto-Wels-Grundschule (DE)
- **Project contact information**
  Roland Gröger, rolandgroeger@aol.com or
  groeger@erasmusplus-schulbildung.de
- **Project website (if applicable)**
  https://www.kcc-erasmus.eu/
  https://twinspace.etwinning.net/24267/
  pages/page/148800

**Short description of the project**

The main objective of the 'Kids conquering castles' (KCC) project was to foster the key competence of entrepreneurship among (partly disadvantaged) children at primary school level. This was done by providing training for primary schoolteachers with the goal of enriching them with specific knowledge and practical experience in entrepreneurship education. Pupils were offered the opportunity to experience the motivational and educational results of setting up and managing a real cooperative. The idea of entrepreneurship teaching and learning was combined with exploring historic castles in the project partner countries. Apart from founding the 'KCC cooperative', the children explored castles through research and games, and they not only designed and created castle souvenirs, but also marketed and sold them. This went hand in hand with many other activities (logo production, creating castle videos and an official KCC song, etc.) that offered the chance to explore and develop individual talents and skills.

**Relevance to inclusion in education**

In all participating partner schools, pupils with disadvantages (e.g. socioeconomic, linguistic–cultural) were also involved in the project; through the learner-centred approach, they were given the opportunity, just as all the other pupils were, to try out many different activities to discover and fulfil their individual abilities. This included, for example, developing creative, manual, artistic, technical, digital, communication and organisational skills. During the project, the children with learning or other challenges were supported by expert teachers who were invited to give tips on how to better include disadvantaged students in all project activities.

**Specific objectives covered**
- Learning environments
- Learners and learning climate
- Teacher agency in tackling educational disadvantage
- Partnerships and collaboration in and around schools
- Active involvement of parents and families in school life
- Whole-school approach

**Challenges addressed by the project**
- Underachievement in basic skills
- Well-being and physical and mental health as instrumental for better educational outcomes

## Background, rationale and key objectives of the project

The project was based on the idea of offering primary school students an opportunity to learn about and develop entrepreneurship competences. All project partner schools are dealing with students with social, economic or cultural/language problems. This entrepreneurial learning approach was combined with the idea of founding a real cooperative and organising specific activities and events with a child-oriented approach of getting to know more about castles and producing/selling castle souvenirs. At the end of the project, the cooperative profits made from selling the handmade castle souvenirs were donated to an NGO. The specific goals of the project were to:

- implement inclusion by involving pupils with fewer social opportunities in entrepreneurial activities to help them acquire self-confidence, self-awareness and self-esteem, and the appreciation of individual abilities and talents,

- create a cooperation experience by setting up a cooperative aimed at promoting local castles through child-oriented activities,

- increase pupils' achievements in basic skills and in transversal/key competences,

- work with new technologies by using digital tools,

- improve English-language skills.



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School visit to Navás, Catalonia. In front of the town hall to set up the 'KCC cooperative'

The project addressed teachers and pupils (aged between 6 and 12 years) from six primary schools in six countries (Austria, Germany, Greece, Italy, Spain and the United Kingdom), and also parents and local communities.

## Type and scope of the project, methods used and key activities

The project applied a large number of different methods and approaches within the 3-year project.

**Project year 1:** 'the cooperative in the castle' concentrated on setting up the 'KCC cooperative', including all formal steps (registration with Spanish authorities, management, decision on status, name, logo design, electing an advisory board). Furthermore, a local castle in the vicinity of each school was picked; desk research was done on the castles' histories and presented to the partner schools using short videos and quizzes.

**Project year 2:** 'market the castle' was about designing, producing and selling castle souvenirs using local resources and historical workshop knowledge, but also doing market research and developing advertising strategies.

**Project year 3:** 'ethical investment and castle promotion' concentrated on sharing the know-how acquired and the project results with schools, teachers, parents and the local communities. Artistic castle postcards were developed together with art teachers, printed and sold. Another important part of year 3 was the desk research on different NGOs, as the students had decided to donate the profits from their KCC cooperative to an NGO. Over the whole project, the eTwinning website was an essential tool where activity and assessment tools were shared, results documented and live meetings organised. During four transnational partner meetings, the project coordinators monitored, planned and assessed the project implementation. Three transnational learning, teaching and



*Workshop during the school visit in Navás, Catalonia*

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Project logo that won the logo contest

training activities were organised for the students during which they explored castles in Spain and Germany, and also sold their products during the stay in Italy.

The project partnership consisted of six primary schools from six countries, with a German primary school Otto-Wels-Grundschule as coordinator, and project partners VS Grubergasse (Austria), 1st Experimental Primary School Alexandroupoli (Greece), Istituto Comprensivo di Gemona del Friuli (Italy), Collegi Sant Josep Navás (Spain) and Cyfarthfa Park Primary School (the United Kingdom). All schools integrate children with special needs. The project involved 63 classes, around 100 teachers and 1 450 pupils in entrepreneurial activities. About 300 pupils who took part were dealing with various kinds of difficulties (e.g. language/cultural, social/economic, learning). Apart from teachers and learners, parents and families were also involved in project activities (e.g. organising welcome events for pupils from other countries, markets, final project events), along with regional and local authorities (such as municipalities and school districts), other schools, and teachers.

## Key outcomes of the project

The key outcomes of the project included six short videos on the project, six handmade castle prototypes and  artistic castle postcards, a multilingual dictionary with vocabulary on castles in six languages, the production of a  song, research materials on castles, quizzes on the six castles, the production of a project logo, and the publication of an online magazine (76 pages) and a project video. During the project, the participating pupils were involved in all activities; the children with learning or other difficulties were supported by expert teachers. These activities allowed pupils to obtain new competences, for example related to desk research, creativity skills and ICT skills (e.g. producing a video using green screen technology, designing an online quiz on castles), and also generated classroom teamwork skills, project-based learning and critical thinking.

Inclusion also took place in a wider sense, as many schools involved the whole school and the village/town local authorities in the project. The impact on the target group was described as significant, with the students developing their communication and English-language competences, acquiring new ICT competences, improving their collaborative and social skills, and forging new friendships in other countries. Families that took part in the project gave very positive feedback and cherished the new experiences they had, especially in terms of fostering a feeling of European citizenship. Teachers also appreciated their improved entrepreneurship teaching skills.

The 'Kids conquering castles' project was featured as a good practice at the first European Education Summit in Brussels, in January 2018. In addition, the Spanish partner was invited to present the project to the community of private schools in Catalonia and the Ministry of Education.



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School visit to Potsdam, Germany

Workshop during a school visit to Gemona del Friuli, Italy

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Some project partners have continued to organise small entrepreneurship projects once per year. The Spanish project partner organises an annual cooperative activity for grade 5. Students work 1 hour per week on founding an entrepreneurial cooperative, which is integrated into the school curriculum. They select a name for the cooperative, define its objectives and manufacture products. At the end of the school year, a market is organised where the new products are sold, and the profits are donated to an NGO. The Welsh partner school integrated entrepreneurial teaching into its curriculum and described the subject as an 'eye-opener' for their interaction with students. The project encouraged further cooperation between schools and local administrations, agencies and education stakeholders. Some of theproject practices are still used in the local castles.

## Specific focus

**Learning environments**

The project applied many methods and organised various activities to motivate learners and support their talents. Entrepreneurial learning (e.g. founding a cooperative, management, marketing, sales) was combined with learning about castles (e.g. designing/creating self-made products, including artistic postcards; do desk research; produce castle videos, quizzes and a castle dictionary). Music and dance activities were also organised (e.g. writing text for the  song, and choreographing a dance routine for it). A key point was the learner-centred teaching approach, whereby students were able to explore and use their individual talents and skills. While some felt most comfortable designing and drawing, others were engaged in desk research and video techniques, or were enthusiastic about manual work and concentrated on manufacturing castle souvenirs. This led to a particularly high level of

motivation and participation among all the children involved, while some students with disadvantages received additional individual support from teachers.

**Learners and learning climate**

A very positive learning climate was created by organising  non-formal learning activities and involving all students. Teamwork and collaboration were an integral part of the learning climate: no child was left behind and everyone could participate in the activities according to their individual pace and ability.

**Teacher agency in tackling educational disadvantage**

Teacher training  was an important part of the project, especially because entrepreneurship had not been  part of primary school curricula in many participating partner countries.

The participating teachers received two training courses: one on entrepreneurship and entrepreneurial skills (in Berlin), and the other about the use of eTwinning (in Wales). Many teachers described their experiences as incredibly enriching for their future teaching and interaction with their students.

**Partnerships and collaboration in and around schools**

In the course of the project, each partner school established close contacts with the local community, for example with authorities (mayor or school authorities), the owners of the selected castles / castle organisations and the school neighbourhoods. They kept them up to date on the project activities and invited them to events. During several events (castle markets, welcome events, final project events) visiting students from other countries were welcomed by the communities, for example when they sold their castle souvenirs at an annual medieval market in Italy or when explored the town of Navás in Spain.

**Active involvement of parents and families in school life**

Each project partner school organised information days on the project for parents/families at regular intervals. Parents were asked to take part in specific events (e.g. a gallery exhibition on castle pictures made by the children or welcome evenings for the guest children from partner schools). For this, eTwinning also played an important part,  informing parents about planned activities.

**Whole-school approach**

The project partner schools followed a whole-school approach by regularly informing their schools (teachers and staff) about the project. Many schools also invited teacher colleagues to actively take part in the project or support certain activities. The Welsh partner described participation in the project as an 'eye-opener' that changed its way of thinking with regard to learner-centred activities and saw a significant impact on the children. Some of the schools were not experienced in teaching entrepreneurial skills to primary-level pupils and expressed their enthusiasm about learning more about this subject.

## Challenges of and barriers to promoting inclusion identified by stakeholders

Overall, the project partners interviewed described facing very few challenges. Using the eTwinning tool was named as challenging for those project partners who had no previous experience with it.

But, as there were two 'eTwinning ambassadors' in the team, this barrier was overcome. Another initial issue was the insecurity about communicating in English, especially for primary school students, which finally turned out to be no problem at all.

## Lessons learned, recommendations and transferability

Among the success factors of this project, a good management system with a continuous flow of communication and adherence to deadlines was mentioned. In particular, the regular face-to-face meetings of the participating teachers at the beginning of each school year, as well as the regular online meetings, were described as very valuable. In terms of inclusion, it was stressed that non-formal learning activities allowed all pupils involved to discover and use their individual skills and talents outside curricular subjects. Furthermore, the students had no time pressure and could proceed at their own pace, which increased their motivation. Every student was given the feeling of being able to do something and of being successful. The use of many different teaching methods in connection with entrepreneurial skills and the topic of exploring castles was mentioned as the main success factor of the project. The pupils were encouraged to participate in all activities and were supported both by their peers and staff. When asked about recommendations for other organisations/institutions that plan to engage in an Erasmus+ project on inclusion, it was suggested to have a very clear project idea, to express this idea and be able to 'sell' it to the other project partners, and to involve all stakeholders in the teaching and learning processes.

> **Quote from an interviewee**
> *I learned a collaborative and inclusive way of working. It makes you change your point of view. You stop thinking only about yourself; you start to think about others – that is inclusion. It is not about what I am going to achieve, but you are better prepared to think and grow with the others – that is inclusion. And together means students, teachers, the school community, staff, external agents. Thanks to everybody, the project was successful.*

## Potential impact of the Erasmus+ programme in the field of inclusion in education

All interviewees stressed that Erasmus+ projects on inclusion play a vital part in developing a sense of European citizenship and in increasing intercultural knowledge and understanding.

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American Psychiatric Association, 'What is specific learning disorder?', 2021 (https://www.psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder, last accessed: 29 November 2021).

European Commission, 'Erasmus+ project card – MOOC on Dys' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BE01-KA201-024775, last accessed: 19 November 2021).

MOOC on Dys, 'The MOOC' (https://moocdys.eu/mooc/, last accessed: 19 November 2021).

## Education in mathematics in game-based immersive contexts, Portugal, 2017

Barbieri, G.G., Barbieri, R. and Capone, R., 'Serious games in high school mathematics lessons: An embedded case study in Europe', *EURASIA Journal of Mathematics, Science and Technology Education*, Vol. 17, No 5, 2021 (https://doi.org/10.29333/ejmste/10857).

E-MaGIC, *Clash of Wizardry: The magic of training maths in a game – Handbook* (http://emagic.eduproject.eu/downloads/clash_of_wizardry_handbook_en.pdf, last accessed: 15 September 2021).

European Commission, 'Erasmus+ project card: Education in mathematics in game-based immersive contexts' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PT01-KA201-035847, last accessed: 7 September 2021).

## Kids conquering castles, Germany, 2016

European Commission, 'Erasmus+ project card – Kids conquering castles' (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE03-KA219-022924, last accessed: 16 July 2021).

KCC (Kids conquering castles), 'eTwinning Twin Space – Getting to know each other' (https://twinspace.etwinning.net/24267/pages/page/148800, last accessed: 16 July 2021).

KCC, 'Home' (https://www.kcc-erasmus.eu/, last accessed: 16 July 2021).

This annex includes an inventory of 120 Erasmus+ projects that focused on inclusion in education. Each project is briefly described in a tabular format.

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# Annex D
## Inventory of Erasmus+ projects promoting inclusion in education

This Annex includes an inventory of 120 selected Erasmus+ projects promoting inclusion in education. The inventory provided the basis for the selection of 15 case studies for in-depth study of objectives, approaches, methods and results (see Annex B). Each project is described in a tabular format to provide a short overview of each initiative.

The Erasmus+ projects cover various sectors, including primary- and secondary-level school education, VET, adult education, higher education, and the youth sector. Project coordinators and partners originate from Erasmus+ programme countries.

Please note that contact information could only be indicated for those cases for which project representatives provided their explicit consent for these data to be published.

# 1. Briteiros: Learning, teaching and sharing – Creative ideas for a successful school (Portugal)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2017-1-PT01-KA101-035656 |
| **Project implementation period** | Start: 1.7.2017<br>End: 30.6.2019 |
| **Consortium** | Coordinator:<br>de Escolas de Briteiros (PT) |
| **Project contact information** | briteiros.erasmus@gmail.com |
| **Topic addressed** | Early school-leaving |
| **Outputs** | Twenty-one teachers from Belgium, Greece, Italy, Malta and Finland |
| **Methodology** | **Specific focus**<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop innovative teaching and pedagogical strategies to raise the quality of learning and promote the appreciation of educational knowledge among students and the educational community<br><br>**Activities and methods**<br>The following training activities were carefully selected, according to the defined objectives:<br>● 'A guide to conducting classroom observations' in Malta (five participants)<br>● 'Structured educational visit to schools/institutes and training seminar' in Finland (five participants)<br>● 'Interactive ICT-based, digital and web tools for an effective blended, flipped and cooperative learning' in Belgium (four participants)<br>● 'New learning environments – What kind of schools should we build in a future?' in Finland (four participants)<br>● 'Teaching mathematics with ICT: Discovering math with GeoGebra' in Greece (four participants)<br>● 'Coaching and mentoring – Innovative techniques for teachers, mentors and educators to fight dropout and motivate youth' in Italy (three participants) |
| **Intended outputs, outcomes and impact** | Outputs: All the activities, methodologies and teaching methods used and developed in the project were shared on the eTwinning platform in the form of the 'P@rtilha M@nual' ('sharing manual')<br><br>Outcomes: Teachers were more motivated to further develop their professional skills; sharing experiences and knowledge benefited their students and colleagues |
| **Evidence of outputs, outcomes and impact** | The project's website contains a PowerPoint in Portuguese with answers to an assessment survey conducted among teachers who participated in the project's activities and training courses |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PT01-KA101-035656 |
| **Project website** | https://oficinas-do-saber.webnode.pt/ |

## 2. Emotional intelligence: Identify, harness and manage emotions (Ireland)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2019-1-IE01-KA101-051354 |
| **Project implementation period** | Start: 1.6.2019<br>End: 31.12.2020 |
| **Consortium** | Coordinator:<br>Donegal Education and Training Board (IE) |
| **Project contact information** | http://www.donegaletb.ie |
| **Topic addressed** | Well-being at school |
| **Target group** | Four participants from a range of disciplines, among them the deputy principal and the special educational needs coordinator |
| **Methodology** | **Specific focus**<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Gain insight into how other countries and educational systems address young people's ability to deal with their emotions and conflicting situations<br>● Provide the participants with skills to cope with the challenges that the future classroom will face<br><br>**Activities and methods**<br>The training course had a defined content and involved presentations by participants, lectures, discussions, workshops and role plays. Evaluations and reports were prepared. The course provided opportunities for meetings, networking and creating contacts for future projects |
| **Intended outputs, outcomes and impact** | Not available |
| **Evidence of outcome and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-IE01-KA101-051354 |
| **Project website** | Not available |

## 3. Happy school – Home of active, positive and progressive youth (Hungary)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1** **SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2019-1-HU01-KA101-060246 |
| **Project implementation period** | Start: 1.6.2019 End: 31.5.2020 |
| **Consortium** | Coordinator: Budapest II. Kerületi Szabó Lőrinc Kéttannyelvű Általános Iskola és Gimnázium (HU) |
| **Project contact information** | szabolorincgimnazium@gmail.com |
| **Topics addressed** | • Early school-leaving • Well-being at school |
| **Target group** | Fifteen teachers involved in the project |
| **Methodology** | **Specific focus** • Cross-sectoral partnerships • Link between formal and non-formal learning • Link to key competences • Teachers' / youth workers' training **Objectives** • Cultivate a happy teaching and learning relationship in which the educator is also learning from students. This includes: • incorporate teaching and learning practices that promote the development of emotional and mental well-being • use of ICT during lessons, for example apps and trusted online resources, to move from the analogue classroom to a more digital one • improving English- or German-language skills and learning about innovative practices **Activities and methods** The project involved work with other schools, institutions and fellow teachers to develop an understanding of active and progressive learning. During job shadowing, teachers learned how to integrate students with special educational needs into the regular school system, while acknowledging differences and disorders. Activities included drama and role plays, compiling video essays, and project-based teaching. Teachers acted as trainers and multipliers of 'happy school' |
| **Intended outputs, outcomes and impact** | Outputs: reports, eTwinning platform and different types of materials Impact: The project had impact on the staff through *increased motivation and an atmosphere of caring and trust* |
| **Evidence of output, outcomes and impact** | The project results are available on the eTwinning platform and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-HU01-KA101-060246 |
| **Project website** | https://szabolorincgimnazi.wixsite.com/erasmus2015/2019 |

# 4. Collaboration, education, success (Romania)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2018-1-RO01-KA101-048333 |
| **Project implementation period** | Start: 15.9.2018<br>End: 14.5.2020 |
| **Consortium** | Coordinator:<br>Școala Gimnazială Tudor Vladimirescu (RO) |
| **Project contact information** | https://scoala6tgvces.wordpress.com/contact/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Fourteen teachers from Czech Republic, Italy and Finland |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives** (to be achieved by the end of the project)<br>● Develop the skills of 70 % of teachers in optimising their activities with pupils from disadvantaged groups being at risk of early school-leaving<br>● Increase the attendance rate of students at risk of dropout by 25 %<br>● Improve the attitude towards learning for a minimum of 20 % of students |
| | **Activities and methods**<br>Fourteen teachers, selected according to a specific procedure, took part in four training courses abroad for 5 days each, developing their skills to work with pupils at risk of early school-leaving |
| **Intended outputs, outcomes and impact** | Output: a project website (in Romanian)<br>Outcome: improved attendance of students and their self-esteem and socioemotional integration skills<br>Impact: the creation of a climate of collaboration, mutual respect, tolerance and teamwork at school |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-RO01-KA101-048333 |
| **Project website** | https://scoala6tgvces.wordpress.com/ |

## 5. Education for all in a European school (Romania)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2018-1-RO01-KA101-048517 |
| **Project implementation period** | Start: 3.9.2018<br>End: 2.7.2020 |
| **Consortium** | Coordinator:<br>Școala Gimnazială 'Mihai Viteazul' Târgoviște (RO) |
| **Project contact information** | https://www.sgmvt.ro/contact/date-de-contact |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Ten teachers from Școala Gimnazială 'Mihai Viteazul' Târgoviște |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives** (to be achieved by the end of the project)<br>● Efficient integration of over 92 % of the children with special educational needs<br>● Develop the ability to implement coherent learning methods, based on real-world applications, of 80 % of teachers who teach STEM subjects<br>● Improve the ability of 80 % of the teachers to identify the optimal educational strategies to increase the quality of education for students at educational risk |
| | **Activities and methods**<br>Six workshops/seminars on experimental activities, such as motivation to learn, time management, learning to learn, research-based learning, work-based learning and collaboration took place. Forty six teachers from the schools attended the activities. There were also 10 demonstration activities within the STEM disciplines using methods based on real-world application |
| **Intended output, outcomes and impact** | Outputs: A students and teachers guide was produced with good practices in competence-based learning in STEM education – this consisted of 31 experiments presented in an accessible way<br>Outcome: Teachers gained skills in project development and implementation<br>Impact: Strengthened European identity of the school through multicultural education: six eTwinning projects were carried out (the project '3, 2, 1 ... Let's go through the universe with Paxi' received the European quality award, and the school was awarded the eTwinning certificate for the 2020–2021 school year) |
| **Evidence of outcomes** | Results of the project are available on the project website (in Romanian) |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-RO01-KA101-048517 |
| **Project website** | https://www.sgmvt.ro |

# 6. Educational inclusion and educational actions of success in a secondary school (Spain)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**VET SCHOOLS** |
| **Project reference number** | 2018-1-ES01-KA101-049644 |
| **Project implementation period** | Start: 1.7.2018<br>End: 30.6.2020 |
| **Consortium** | Coordinator:<br>Institut d'Educació Secundària (ES)<br><br>Partners:<br>Agrupamento Escolas Marinha Grande Poente (PT)<br>West Earlham Junior School (UK)<br>Istituto Comprensivo Virgilio IV (IT)<br>Askøy videregående skole (NO) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Fifty two secondary school teachers |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Raise the percentage of pupils graduating from compulsory secondary education<br>● Reduce the rate of absenteeism and the number of formal behaviour records and exclusions, as well as the severity of these incidents<br>● Participate in the creation of courses related to inclusive policies and practices<br>● Participate in job shadowing activities in educational centres whose cultures have been transformed to meet the needs of a diverse pupil population, with inclusion at the heart<br>● create networks of collaboration for possible future projects |
| | **Activities and methods**<br>Activities included the development of inclusive methods based on the seven principles of dialogical learning, and on pupils participation and involvement of families in the schools' decision-making processes. Relevant committees were created and various activities were undertaken to improve academic results and social harmony at school, such as interactive groups, dialogical literary discussions and library mentoring. The project involved the entire educational community (teachers, pupils, families, administration services and technical personnel, the educational inspectorate, teacher training centres, the General Directorate of Inclusive Education within the regional educational department, and universities) in working sessions |
| **Intended outputs, outcomes and impact** | Outputs: seven transnational job-shadowing activities and five training courses<br><br>Outcome: According to the project, for the 2018/2019 school year, the percentage of those graduating from compulsory secondary education was raised by 90 %. The dropout rate was reduced to 5 % (much lower than in preceding years). The number of formal behaviour records and exclusions in relation to preceding years (as well as the severity of such disruptive behaviours) was reduced, too<br><br>Impact: According to the project, the *school has become an example not only in the region but was also quoted in development plans of the educational inspectorate* |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-ES01-KA101-049644 |
| **Project website** | Not available |

## 7. Working inclusion and equal opportunities for the most disadvantaged (Spain)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**VET SCHOOLS** |
| **Project reference number** | 2019-1-ES01-KA102-061576 |
| **Project implementation period** | Start: 1.9.2019<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Almi Bilbao S.A.L. (ES) |
| **Project contact information** | https://almi.eus/contacto/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | VET students aged 15–19 years |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br><br>**Objectives**<br>● Invest in the personal and professional development of young, disadvantaged VET students<br>● Awareness-raising in terms of gender equality and addressing sexism<br>● Support young people with total apathy and with behavioural problems towards their professional development<br>● Prevent early school-leaving<br><br>**Activities and methods**<br>A 1-week transnational visit was organised for eight VET students to share time and cooperate with students from other European countries. They addressed gender equality and diversity, and acquired cultural and linguistic competences. Six transnational teaching activities for professionals took place in parallel |
| **Intended outputs, outcomes and impact** | Outputs: report on the test results, and a website |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-ES01-KA102-061576 |
| **Project website** | https://almi.eus/internalizacion/ |

# 8. Adult education for everyone (Sweden)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**ADULT EDUCATION** |
| **Project reference number** | 2019-1-SE01-KA104-060306 |
| **Project implementation period** | Start: 1.6.2019<br>End: 31.5.2020 |
| **Consortium** | Coordinator:<br>Norrtälje Vuxenutbildning (SE) |
| **Project contact information** | kontaktcenter@norrtalje.se |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Thirteen professionals:<br>● Seven qualified teachers<br>● Four study and career guides and coaches<br>● Two head teachers |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Encourage more adults to study by improving the availability of study and career guidance online<br>● Increase accessibility by improving online teaching, as well as designing dedicated activities for participants with special needs |
| | **Activities and methods**<br>The staff from Norrtälje were involved in 13 job-shadowing activities during 2 days in Copenhagen. Copenhagen was chosen because the Danish system for adult education is advanced in digital learning and flexible online solutions. The job shadowing took place at three adult education centres and in a public authority facility that provides digital study and career guidance. The job shadowing was individual, but the group met in the evenings to share what they had learned. The job shadowing was prepared through team meetings, individual guidance and teachers' conferences |
| **Intended outputs, outcomes and impact** | Outputs: training courses available on demand and in other ways |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-SE01-KA104-060306 |
| **Project website** | Not available |

# 9. European Voluntary Service – Expand your horizons in Slovenia (Norway)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: EUROPEAN VOLUNTARY SERVICE** |
| **Project reference number** | 2016-1-NO02-KA105-000695 |
| **Project implementation period** | Start: 1.5.2016<br>End: 31.10.2017 |
| **Consortium** | Coordinator:<br>Hordaland Fylkeskommune (NO)<br>Partner:<br>Manipura, zavod za svetovanje in kreativno delo z mladimi in družinami (SI) |
| **Project contact information** | hfk@hfk.no |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target groups** | ● Young people (aged 18–21 years, boys and girls) with fewer opportunities facing difficult psychosocial situations, social exclusion, disabilities, health problems<br>● Volunteers with a migrant background or other cultural obstacles |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to key competences |
| | **Objectives**<br>New non-formal learning opportunities for early school-leavers |
| | **Activities and methods**<br>The project offered four young people a possibility to live and work in Slovenia for a period of 59 days (short-term European Voluntary Service). The participants were sent in teams of two persons each, to give them a greater feeling of safety, as they could support each other in their native language. The volunteers were able to try many different activities from handicrafts and working with wood and concrete to workshops for children and adults with mental disabilities. An individual non-formal learning plan was made for each volunteer striking a balance between the basic feeling of safety and facing new challenges |
| **Intended outputs, outcomes and impact** | Not available |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NO02-KA105-000695 |
| **Project website** | Not available |

# 10. Creative youth academy (Bulgaria)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: EUROPEAN VOLUNTARY SERVICE** |
| **Project reference number** | 2016-2-BG01-KA105-024065 |
| **Project implementation period** | Start: 1.8.2016<br>End: 30.6.2018 |
| **Consortium** | Coordinator:<br>International Initiatives for Cooperation (BG)<br><br>Partners:<br>Jugendwerk der AWO Württemberg e.V. (DE)<br>Ayuntamiento de Murcia (ES)<br>ProAtlântico – Associação Juvenil (PT)<br>Europski dom Slavonski Brod (HR)<br>YouNet (IT)<br>E-Gençlik Derneği (TR) |
| **Project contact information** | iicvolunteerscya@gmail.com |
| **Topic addressed** | Early school-leaving |
| **Target group** | Seven volunteers from four programme countries |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Give the volunteers the opportunity to work with children and youngsters in the Razlog municipality, Bulgaria<br><br>**Activities and methods**<br>Seven volunteers lived in Bulgaria for 5 months, working with children and young people from different social and ethnic groups. They were all at risk of dropping out of mainstream education. The volunteers worked hard to reach a common goal: to support the children and young people to become more motivated and open to the surrounding environment, to overcome barriers, including the language ones, and to get acquainted with new ways of learning and communication. The volunteers used diverse methods to organise workshops for children and youngsters from the town and the neighbouring villages |
| **Intended outputs, outcomes and impact** | Outputs: creative workshops in seven different fields – music and dance, crafts, sport, ecology, art, creative writing and social entrepreneurship |
| **Evidence of outputs, outcomes and impact** | The results of the project can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-BG01-KA105-024065 |
| **Project website** | https://iicvolunteerscya.wixsite.com/cyaproject |

# 11. Together by European Voluntary Service (Hungary)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: EUROPEAN VOLUNTARY SERVICE** |
| **Project reference number** | 2015-2-HU02-KA105-000931 |
| **Project implementation period** | Start: 1.8.2015<br>End: 31.10.2016 |
| **Consortium** | Coordinator: Megálló<br>Csoport Alapítvány Szenvedélybetegekért (HU)<br><br>Partners:<br>Fundacja 'Ra i Do', Międzynarodowe Centrum Wsparcia Młodzieży i Dorosłych (PL)<br>Asociația Comunităților Interculturale (RO) |
| **Project contact information** | info@megallo.org |
| **Topic addressed** | Early school-leaving |
| **Target group** | Young people with few opportunities |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to key competences<br><br>**Objectives**<br>● Get a non-formal learning experience in a lifelong learning perspective<br>● Intercultural learning<br>● Personal growth<br><br>**Activities and methods**<br>The project involved two volunteers in the life and work of the Megálló Group Foundation for Addicts as host organisation for a year. It was based on the idea that volunteers with fewer opportunities could help other youngsters with similar background. The applied Megálló adventure therapy programme was a special opportunity for the marginalised and helped young people who usually spend their time on the streets. The activities included theatre, music therapy groups, photo workshop, different sport activity groups (artificial wall and rock climbing, football, table tennis, trekking). The volunteers could also develop their own projects – for example visiting schools and communities to promote Erasmus+ and the European Voluntary Service |
| **Intended outputs, outcomes and impact** | Outputs: website with photos and descriptions of activities (in Hungarian) |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-HU02-KA105-000931 |
| **Project website** | https://megallo.org/hu_HU/projekt/together-by-evs/ |

# 12. Choose your way, choose your future (Slovenia)

| | |
|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA**<br>**YOUTH: EUROPEAN VOLUNTARY SERVICE** |
| **Project reference number** | 2015-1-SI02-KA105-012781 |
| **Project implementation period** | Start: 5.5.2015<br>End: 5.8.2016 |
| **Consortium** | Coordinator:<br>Manipura, zavod za svetovanje in kreativno delo z mladimi in družinami (SI)<br>Partners:<br>Shoqata 'Megaphone' (AL)<br>Associazione Culturale Malik (IT)<br>Lahden kaupunki (FI)<br>Association for Development, Voluntary Service and Information for Youth (ADVIT), Europe without Borders (MD)<br>Center for Youth Activism KRIK (MK)<br>Çanakkale Koza Gençlik Derneği (TR)<br>Opvangcentrum voor Vogels en Wilde Dieren vzw (BE)<br>Youth in Free Initiative (AL)<br>Student Plus Foundation (RO)<br>Yeritasardakan akumbneri dashnutyun (AM) |
| **Project contact information** | info@zavod-manipura.org |
| **Topic addressed** | Early school-leaving |
| **Target group** | Twenty-four young volunteers from eight countries |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to key competences<br><br>**Objectives**<br>● Work on the competences that will help young people in the process of inclusion in society and the labour market<br>● Enhance the personal development of young people through empowerment based on non-formal learning and positive experiences: improve their self-esteem, help them to develop more efficient coping strategies and get over prejudices<br><br>**Activities and methods**<br>Volunteers completed short-term European Voluntary Service activities to support local communities. Examples of activities included cleaning cages; feeding animals; and assistance with medical care of fractures, diseases and wounds. There was also an intensive intercultural learning process by hosting volunteers from different countries at the same time |
| **Intended outputs, outcomes and impact** | Outcomes: intercultural learning results at individual level and at the level of the organisations |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-SI02-KA105-012781 |
| **Project website** | Website of Slovenian project lead available in Slovenian only (http://www.zavod-manipura.org/) |

## 13. European Voluntary Service – Make a change – Be a best buddy! (Norway)

| Programme strand and sector covered | Erasmus+ KA 1 <br> YOUTH: EUROPEAN VOLUNTARY SERVICE |
|---|---|
| Project reference number | 2017-1-NO02-KA105-000885 |
| Project implementation period | Start: 1.5.2017 <br> End: 31.5.2018 |
| Consortium | Coordinator: <br> Stiftelsen den reisende høgskole (NO) <br><br> Partners: <br> for the World (GE) <br> E-Gençlik Derneği (TR) <br> Asociatia Pro Vobis – Centrul National de Resurse pentru Voluntariat (RO) <br> JUMP – Gioventù in riSalto (IT) |
| Project contact information | http://www.drh-norway.org/ |
| Topic addressed | Early school-leaving |
| Target group | Four young volunteers working with 12 young people aged 18–25 years with social difficulties, including neglect, alcohol and drug abuse |
| Methodology | **Specific focus** <br> ● Key competences <br> ● Non-formal learning <br><br> **Objectives** <br> ● Develop life skills and healthy habits <br> ● Improve English skills <br> ● Provide career guidance and information on career opportunities <br> ● Increase awareness, understanding and tolerance within the local community regarding youth from difficult backgrounds <br><br> **Activities and methods** <br> The European volunteers spent time with the young vulnerable people and carried out meaningful activities (outdoor activities, sports, educational workshops). They also organised practical training to improve their own life skills. Furthermore, the project cooperated with the local community and included the vulnerable youth in various activities and events.  Young people also practised different job skills, discovering their own strengths and interests |
| Intended outputs, outcomes and impact | Not available |
| Evidence of outputs, outcomes and impact | Not available |
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-NO02-KA105-000885 |
| Project website | Not available |

# 14. Self-directed learning in practice in formal and non-formal learning environments (Belgium)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: TRAINING COURSES** |
| **Project reference number** | 2014-1-BE05-KA105-000033 |
| **Project implementation period** | Start: 1.7.2014<br>End: 30.11.2014 |
| **Consortium** | Coordinator:<br>Take Initiative vzw (BE)<br><br>Partners:<br>Generations of Changemakers (NL)<br>Petrklíč help (CZ)<br>Associazione Work in Progress (IT)<br>Stadsdelsförvaltning Västra Göteborg, Sektor utbildning (SE)<br>Molde kommune (NO)<br>International Centre for Sustainable Development (EL)<br>Türkiye Avrupa Vakfı (TR)<br>Fundacja Laja (PL)<br>Sveitarfélagið Skagafjörður (IS) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Twenty-six participants and two trainers from nine countries |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Offer educators in both formal and non-formal contexts a safe and supportive non-formal and self-directed learning environment<br>● Spread the passion about self-directed learning in the partner organisations and schools where the educators work, and continue to learn and grow as a practitioner of self-directed learning together with others (from within and outside this training course)<br><br>**Activities and methods**<br>A training course for educators was organised to find out how to implement self-directed learning processes in non-formal and formal learning contexts by experiencing this approach as a learner. They also developed a self-directed learning activity and a manual to practise self-directed learning in their own educational contexts |
| **Intended outputs, outcomes and impact** | Outputs: designing a workshops and a practical manual on how to implement self-directed learning in the educational context of each individual participant |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-BE05-KA105-000033 |
| **Project website** | Not available |

# 15. Fall and rise! (Romania)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: TRAINING COURSE** |
| **Project reference number** | 2017-3-RO01-KA105-047271 |
| **Project implementation period** | Start: 1.2.2018<br>End: 31.7.2018 |
| **Consortium** | Coordinator:<br>AR Vocational and Investment Solutions – ARVIS (RO)<br><br>Partners:<br>Association of Young Lawyers (BG)<br>Slovak Youth for Traveling, Education and Volunteering (SYTEV) (SK)<br>Udruga gluhih i nagluhih Nova Gradiška (HR)<br>Colegiul Naţional 'Petru Rareş' Suceava (RO)<br>YOUTHphoria (EL)<br>Center for Education and Development (MK)<br>Fundacja na rzecz Integracji Zawodowej, Społecznej oraz Rozwoju Przedsiębiorczości VIA (PL)<br>Associazione Culturale Malik (IT)<br>Kulturas un izglītības studija Talantu pilsēta (LV)<br>Associação Portuguesa de Educação Ambiental (PT)<br>Asociacija Apkabink Europą (LT)<br>Asociación Proyecto Juvenil (PROJUVEN) (ES) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Thirty youth workers |
| **Methodology** | **Specific focus**<br>Teachers' / youth workers' training<br><br>**Objectives**<br>● Develop a deeper knowledge of the failure concept (typology, causes, effects)<br>● Develop a proactive attitude towards failure by planning and putting into practice an educational programme for youth (and, optionally, for adults)<br><br>**Activities and methods**<br>A training course ran for youth workers, by means of non-formal education at Voronet in Romania, for 8 days. The goal was to gain abilities to support the youth who cannot cope with failure and, as a result, increase the quality of their learning and work. Activities included trust exercises, reflection exercises, PowerPoint presentations, round-table discussions, workshops in groups, 'learning café', forum theatre, role play, simulations, film-making workshops and study visits |
| **Intended outputs, outcomes and impact** | Outputs: a brochure 'Coping with failure', a project blog and a documentary |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-RO01-KA105-047271 |
| **Project website** | Not available |

# 16. Developing abilities to socialise – Teaching and learning new perspectives by sharing (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2014-1-SE01-KA201-000978 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>Vasaskolan (SE)<br><br>Partners:<br>Yalova Anadolu Lisesi (TR)<br>Gimnazjum nr 2 im. Polskich Noblistów w Gostyninie (PL)<br>Smith's Wood Sports College (UK)<br>Instituto de Enseñanza Secundaria (IES) Los Moriscos (ES)<br>Colegiul Național Pedagogic Regina Maria (RO) |
| **Project contact information** | kommun@kalmar.se |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target groups** | Pupils aged 12–18 years and their teachers |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences |
| | **Objectives**<br>Create lifelong-learning conditions in which students would build confidence and communication skills and, furthermore, would be eager to challenge themselves |
| | **Activities and methods**<br>The project implemented activities in communication, cooperation and team building. For example, the participants used role-play, case studies, discussions, acting and argumentation exercises. They created a nine-step model based on the curriculum of each country, and on the common European framework of reference for languages. This included a get-to-know-each-other activity, treasure hunts and geocaching using Global Positioning System (GPS) on an iPad/mobile phone to build teamwork and a feeling of belonging to a group, what they called 'the Erasmus family' |
| **Intended outputs, outcomes and impact** | Outputs/impact: material coming from the different exercises. According to the partners, this *European exchange project has inspired not only the participants but also schools, authorities, organisations and other actors in society at local, regional and national level. Examples of this lifelong learning experience are the widely spread online language tools KAHOOT and Quizlet (which was not known among the teachers until our workshop in Sweden), Skype, geo-caching, pedagogical methods such as reciprocal teaching when watching a film (reading strategies), think-pair- share-method/peer learning, technologies for film making (music video and claymation)* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-SE01-KA201-000978 |
| **Project website** | https://twinspace.etwinning.net/3482/pages/page/10360 |

## 17. 'Wearable methodology' – A new methodology based on the use of innovative technologies for education (Spain)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-ES01-KA201-025397 |
| **Project implementation period** | Start: 1.10.2016<br>End: 30.9.2018 |
| **Consortium** | Coordinator:<br>CEIP Antón Díaz (ES)<br><br>Partners:<br>Universidad de Castilla–La Mancha (ES)<br>Osnovna škola 'Petar Zoranić' Nin (HR)<br>NU Sv. Kliment Ohridski (BG) |
| **Project contact information** | http://colegioantondiaz.blogspot.com.es/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | Students and teachers |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Improve students' academic performance and motivation towards learning<br>● Improve the basic skills of students, especially in a foreign language (English)<br>● improve the English-language skills of the teachers |
| | **Activities and methods**<br>The 'wearable methodology' developed with the project allowed interaction, not virtual collaboration, of student with student, student with environment and student with teacher, and was based on experiential learning. It promoted diversity, respected the individual pace of each student and allowed active and participatory learning using cooperative learning strategies. The teacher's role changed to that of a learning facilitator. The 'wearable methodology' can be used by all schools with students between 3 and 12 years; it can also be applied in work with students with special educational needs of any educational level |
| **Intended outputs, outcomes and impact** | Outputs: free software, the explanatory teaching guide, and educational activities. In addition, the guide includes a study of the results obtained in relation to motivation and school failure |
| **Evidence of outputs, outcomes and impact** | Project results are available on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA201-025397 |
| **Project website** | http://www.i3a.uclm.es/wearablemethodology/ |

# 18. Drop out – Coaching at school (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-PL01-KA219-026121 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Szkoła Podstawowa nr 2 im. Jarosława Dąbrowskiego w Olsztynie (PL)<br><br>Partners:<br>Colegiul Național de Informatică 'Grigore Moisil' (RO)<br>Kanepi Gümnaasium (EE)<br>IIS Petrucci Ferraris Maresca (IT)<br>Institut Guillem Catà (ES)<br>2o Geniko Lykeio Neas Ionias Magnisias (EL)<br>Süleyman Demirel Anadolu Lisesi (TR) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target group** | Students at risk of dropping out at seven different schools |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' /youth workers' training<br>**Objective**<br>Reduce the number of students at risk of early school-leaving<br>**Activities and methods**<br>The project created a network of coaches in every participating school to work with students at risk, according to the expertise developed by the project team. Some of the activities used were interviews, seminars, exhibitions and transnational meetings |
| **Intended outputs, outcomes and impact** | Outputs: guidebook and toolkits<br>Outcomes: All students at risk of dropping out:<br>● Succeeded in planning their future career by continuing their education at school<br>● Improved their ICT and foreign-language skills through the computer programming of a robot<br>● Learned to cope with negative feelings and turn them into positive ones to see the advantages of staying at school and to keep in mind that mistakes lead to learning and that the most important thing is not to give up |
| **Evidence of outputs, outcomes and impact** | Results of the project can be accessed on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA219-026121 |
| **Project website** | Not available |

# 19. Inspiring studies and future careers (Estonia)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2014-1-EE01-KA201-000453 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>Kääpa Põhikool (EE)<br><br>Partners:<br>IES Sabina Mora (ES)<br>Vaalan yhtenäiskoulu (FI)<br>Friedrich-Spee-Gesamtschule Paderborn (DE)<br>Osnovna škola Zapruđe (HR) |
| **Project contact information** | kool@koopakool.edu.ee |
| **Topic addressed** | Early school-leaving |
| **Target group** | Young people |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Encourage pupils to think about how knowledge and skills learned at school can help them in life<br><br>**Activities and methods**<br>The project activities were both international and local: three short-term learning activities, five transnational meetings and in-school and out-of-school events in every country. Special events were prepared, such as career days, exhibitions and workshops. Furthermore, visits were organised to secondary schools, companies, museums, science centres, universities, etc., to inform students of the different possibilities for their educational paths |
| **Intended outputs, outcomes and impact** | Outputs: data, worksheets and other types of materials from the activities<br>Outcomes:<br>● Pupils have improved their ability to take initiative, think critically, solve problems and work collaboratively<br>● Teachers have become more confident about using ICT and improved their skills in teaching key competences. They know more about diversity and inclusion and how to meet the needs of disadvantaged learners, along with the gifted ones |
| **Evidence of outputs, outcomes and impact** | Project documentation is available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-EE01-KA201-000453 |
| **Project website** | https://ka2inspiringstudies.wixsite.com/erasmus |

# 20. Between yesterday and tomorrow (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2015-1-SE01-KA219-012259 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Leksands Kommun Sammilsdalskolan (SE)<br><br>Partners:<br>Ipsia Carlo Cattaneo (IT)<br>Instituto de Educación Secundaria Abyla (ES)<br>Edinburgh College (UK)<br>Şcoala Gimnazială Şura Mică (RO)<br>Zespół Szkół Elektronicznych i Ogólnokształcących (PL)<br>Marriotts School (UK) |
| **Project contact information** | https://www.yestermorrow.eu/partners/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Learners from disadvantaged backgrounds |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objective**<br>Find new solutions and good practices for dealing with afflicted, and even traumatised, students |
| | **Activities and methods**<br>The integration of neurobiological science in the daily pedagogic practice made the project highly innovative and applicable to all schools. The project partners explored topics aiming to improve the climate at their schools, focusing on creating 'safe places', and they shared their ideas with each others. The results included a brochure with project insights and good practices targeted at teachers and social workers. Project partners translated the brochure into all the partners' languages and published it in all participating countries. A trauma expert created a book with illustrations, which was distributed, too |
| **Intended outputs, outcomes and impact** | Outputs: project brochure, collection of good practices, videos on YouTube<br><br>Outcomes/impact: According to the project, *the project results have helped and will help integrating children with learning difficulties, with emotional behavioural and social difficulties. The pedagogical skills of the involved teachers have been raised and the often-tabooed topic[s] of 'trauma' and 'traumatised children' have been prioritised* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project websites |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-SE01-KA219-012259 |
| **Project websites** | https://www.yestermorrow.eu/<br>https://sites.google.com/view/yestermorrow-wikispaces/home |

# 21. Stay 3E – Stay eco-friendly, entrepreneurial, European. Providing practical solutions for effective teaching and enjoyable learning at primary level (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-PL01-KA219-026196 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Szkoła Podstawowa nr 3 im. Jana Brzechwy w Puławach (PL)<br><br>Partners:<br>Şcoala Gimnazială 'Ion Simionescu' (RO)<br>Ecole Élémentaire Jean Jaurès 1 (FR)<br>Proto Dimotiko Sxoleio Melission (EL)<br>CEIP San Isidro (ES)<br>Istituto Comprensivo Carmagnola 3 (IT) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Two groups of pupils, numbering 1 900 and 1 100, and about 150 teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objective**<br>Raise pupils' competences in ecological, entrepreneurial and European education by getting immersed in real-life contexts<br><br>**Activities and methods**<br>The project was realised in five stages:<br>● 'Stay 3E in the regions'<br>● 'Stay 3E in ecology'<br>● 'Stay 3E in maths'<br>● 'Stay 3E in entrepreneurship'<br>● 'Stay 3E for the future'<br><br>Pupils designed, set up and maintained culinary classes and school gardens. They compared the climate conditions across partner school locations with regard to selecting plants for the school gardens. With the help of a dietician, they also compared their diet with the food pyramid, they cooked regional dishes, and learned to read and make recipes. They measured, classified, created and played mathematical games and created a multilingual dictionary of the terms used in the project. Pupils also organised school fairs and attended different types of workshops. Finally, they created a project mascot and ecological Christmas cards. The teachers organised contests, displays and European events at the schools to monitor and evaluate the project progress<br><br>The project tasks were realised by the means of e-tools, such as multimedia presentations, Google Docs, Kahoot!, Padlet, Slidely and Canva |

| **Intended outputs, outcomes and impact** | Outputs:<br>● 'Stay 3E board game'<br>● 'Stay 3E culinary and gardening course'<br>● 'Stay 3E regions' tour guide'<br>● 'Stay 3E multilingual dictionary'<br>● 'Stay 3E Scarecrow Adventures'<br>● 'Stay 3E cookery book'<br>● 'Stay 3E TwinSpace'<br>● Facebook page<br>Outcomes:<br>● A series of culinary and gardening classes let pupils  develop transversal and life skills and apply their academic knowledge to real-life situations<br>● Cooperation with peers from other European schools provided the possibility of mastering linguistic skills in practice, while the deepened knowledge of a region and its potential shaped regional and European identities<br>● The Polish school introduced the pedagogical innovation into the school curriculum by applying the culinary course and other project results. The school continues to teach culinary and gardening skills |
|---|---|
| **Evidence of outputs, outcomes and impact** | Project results are available on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA219-026196 |
| **Project website** | https://twinspace.etwinning.net/24059/home |

# 22. On a journey with ARTist (Belgium)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2015-1-BE02-KA219-012348 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Gemeentelijke Basisschool De Bosmier (BE)<br><br>Partners:<br>Muuruveden koulu (FI)<br>Clubul Copiilor 'Martha Bibescu' (RO)<br>CEIP Plurilingüe Vista Alegre (ES)<br>Astiki Scholi 11th Oloimero Dimotiko Scholio Chiou (EL)<br>St Joseph's Primary School (IE) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Six European pre-primary and primary schools |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Explore, create and reflect on art in order to enhance the creativity of all pupils by exposing them to new ways of learning<br>● Strengthen the (inter)personal development of each child<br>● Encourage the use of other European languages<br><br>**Activities and methods**<br>For 3 years, teachers exchanged good practices in art education and trained each other in new methods. They tested such methods with their pupils and integrated them into a manual. Each year, the teachers worked on one specific art topic with their pupils<br><br>An important character in the project was the teddy bear mascot 'Jan', who was 'interested' in all kinds of art. Each partner school had a similar teddy bear of its own. Each teddy travelled virtually through Europe and gave 14 assignments to the children in the six partner countries. It was not just children; teachers and parents, local partners such as museums, art galleries and artists were also involved<br><br>To intensify the process of getting to know the project partner schools and their cultures, two short-term learning activities for pupils were organised. To enhance ICT through the project, students and teachers were encouraged to use technology such as tablets, eTwinning and Skype |
| **Intended outputs, outcomes and impact** | Outputs/outcomes:<br>● A manual for teachers with best innovative practices on teaching arts<br>● Implementation of 14 short- or long-term assignments developed for the participating children, of which one was the performance of a musical in all partner schools |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-BE02-KA219-012348 |
| **Project website** | Not available |

# 23. My story – Our Europe (Portugal)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2017-1-PT01-KA219-035888 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Agrupamento de Escolas Professor Paula Nogueira (PT)<br>Partners:<br>Colegio Cristo Crucificado (ES)<br>Școala Gimnazială nr. 1 Perișoru (RO)<br>Istituto Comprensivo Parco della Vittoria (IT)<br>Özel Eğitimde Rasyonel Açilim Beylikdüzü Ortaokulu (TR) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Two hundred students aged 12–15 years from all partner schools<br>● Fifty-two students took part in five school visits<br>● Four students had special educational needs<br>● Two to four teachers per school accompanied the students during each school visit |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Involve students in their own learning and motivate them<br>● Develop students' language skills, literacy, critical and creative thinking, and personal and social capability<br>● Create an atmosphere of non-discrimination and mutual acceptance in each partner school<br>● Promote European values and cohesion among European citizens (measurable by analysing students' and teachers' attitudes to other cultures)<br>● Produce sustainable materials that could be used on a regular basis in the schools |
| | **Activities and methods**<br>The following activities took place:<br>● A coordinator meeting: project planning; (Portugal, December 2017)<br>● Conference 1: stories from around Europe, (Romania, May 2018)<br>● Conference 2: European stories to develop critical thinking skills, (Italy, November 2018)<br>● Conference 3: developing creativity through stories – creating the story map of Europe, (Portugal, March 2019)<br>● Coordinator meeting: project evaluation and sustainability, (Turkey – May 2019) |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Collection of stories from all around Europe<br>● Collection of activities for developing interpretative skills<br>● Collection of creative activities starting from stories around Europe<br>● Collection of activities and tasks developing critical thinking skills, map of European folk story characters<br>● Project website and Facebook fan page |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PT01-KA219-035888 |
| **Project website** | Not available |

## 24. Promoting inclusion and motivation through peer support (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-SE01-KA219-034589 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.12.2019 |
| **Consortium** | Coordinator:<br>Sandagymnasiet Jönköpings Kommun (SE)<br><br>Partners:<br>Gymnasium Beekvliet (NL)<br>Kooperative Gesamtschule Waldschule Schwanewede (DE)<br>Trinity Academy (UK) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Twenty to thirty pupils (aged 16–18 years) from each country were involved in the learning, teaching and training activities |
| **Methodology** | **Specific focus**<br>Link to key competences |
| | **Objective**<br>Assist pupils to perform to the best of their abilities, irrespective of social background or disability |
| | **Activities and methods**<br>Trinity Academy led the work on the transition between primary and secondary schools and the difficulties this transition can bring for some pupils, and how to alleviate these. Gymnasium Beekvliet focused on motivational issues. Waldschule Schwanewede led the work on peer support through workshops devoted to coaching and peer learning to engage less-able pupils. Sandagymnasiet focused on integrational aspects by visiting organisations working in the field and by creating activities that were meant to reduce barriers between different groups at school, for example refugees or pupils not yet attending national programmes<br><br>In addition, each school held one international meeting, which involved workshops and interaction with pupils from other countries, as well as external actors working with transition, inclusion and motivational issues. The participants created hands-on activities to implement the knowledge acquired |
| **Intended outputs, outcomes and impact** | Outputs: The activities above have been summarised in, for example, leaflets and films displayed on each school's website, the project web page and eTwinning, to function as methodological toolkits that are part of the end products of this project |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SE01-KA219-034589 |
| **Project website** | Not available |

# 25. My story map (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-IT02-KA201-036735 |
| **Project implementation period** | Start: 1.9.2017<br>End: 29.2.2020 |
| **Consortium** | Coordinator:<br>Istituto d'Istruzione Superiore Statale Piaget Diaz Viale Nobiliore (IT)<br><br>Partners:<br>Pistes Solidaires (FR)<br>REPLAY Network (IT)<br>Eurogeo vzw (BE)<br>Die Berater Unternehmensberatungs GmbH (AT)<br>Asociación Mundus – Un Mundo a Tus Pies (ES) |
| **Project contact information** | https://www.mystorymap.eu/ |
| **Topic addressed** | Early school-leaving |
| **Target group** | One hundred early school-leavers |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br><br>**Objectives**<br>● Two main objectives:<br>● Motivate youngsters who have dropped out of education to re-enter their learning pathway<br>● Prevent early school withdrawal of students at risk of dropping out<br><br>**Activities and methods**<br>One hundred young people who had interrupted their schooling had the opportunity to participate in non-formal education activities to gain the digital skills necessary to express themselves in a different way: putting in a story map their own experiences, the reasons for their choices, the conditions that influenced their choices (family, social and economic issues, etc.) and the consequences that these choices may have<br><br>The written and recorded stories were presented in schools and at youth organisations to young people at risk of early school-leaving to prevent them from making the same decision. The students at risk of dropping out participated in a 'school laboratory' to improve their digital skills in order to become protagonists and bearers of message to peers, to help the teachers at any given time in the related educational programme and to contribute to learning of the entire group |
| **Intended output, outcomes and impact** | Outputs:<br>● Digital map, videos with stories from and about early school-leavers<br>● Learning modules on storytelling and media production skills<br>● Project report |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IT02-KA201-036735 |
| **Project website** | http://www.mystorymap.eu<br>Website of Italian partner: http://www.jeanpiaget.gov.it/<br>Website of French partner: http://www.pistes-solidaires.fr |

# 26. The different colours of music (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-IT02-KA201-036699 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Scuola Secondaria Statale di Primo Grado (IT)<br><br>Partners:<br>Stowarzyszenie Pozytywnych Zmian (PL)<br>Epaggelmatiko Lykeio (EPAL) Kalamarias (EL)<br>AccordiAbili (IT)<br>Etablissement régional d'enseignement adapté aux déficients visuels – Cité scolaire René Pellet (FR)<br>Denbigh Primary School (UK)<br>Escola Artística Conservatório de Música Calouste Gulbenkian de Braga (PT)<br>Agrupamento de Escolas de Maximinos (PT) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Six schools and two associations |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>The general objective of the project:<br>● Instil in students the awareness of human cultural and linguistic diversity, by using music as a teaching resource in everyday practices to build an inclusive school and a respectful, diverse society<br>The specific objectives of the project:<br>● Enhance the ability for self-expression through music Develop a sense of achievement and self-esteem (especially among the disabled)<br>● Overcome prejudice against disability<br>● Enhance the quality of the learning offer |
| | **Activities and methods**<br>The project created a fairy tale about two people who, searching rehabilitation, achieved fulfilment and succeeded in life. This fairy tale can be summarised as follows: The two guys started a trip through different European countries; they discovered traditional music and rhythms, local languages / dances / musical instruments. At each step, they gained various experiences and met different people, such as the poor, immigrants and disabled/disadvantaged people, who were usually overlooked, but the two guys were able to recognise those people's special gifts and encouraged them to deploy their hidden talents. At the end of their trip, the two guys formed a group of artists called 'The different colours of music' and put on a big performance. All together, they learned how to use their talents, value their abilities,  and be members of an inclusive society<br><br>Professional musicians were responsible for composing songs and for conducting the workshops for students. Concrete activities included: discovering sounds of nature; getting to know foreign partners' instruments, songs and dances; using various objects and recycled materials for playing; expressing emotions through instruments; composing electronic music; and making special instruments for disabled people. All activities were undertaken cooperatively, and the products created were shared on an online platform |

| Intended outputs, outcomes and impact | Outputs: songs, workshops, presentations |
|---|---|
| | Outcome/impact: According to the project, the participating *schools registered lower rates of early school-leaving and became more attractive for students* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IT02-KA201-036699 |
| **Project website** | Not available |

## 27. New angels of good practices on inclusion for all students (Latvia)

| Programme strand and sector covered | Erasmus+ KA 2<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
|---|---|
| **Project reference number** | 2016-1-LV01-KA219-022646 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.10.2018 |
| **Consortium** | Coordinator:<br>Tukuma Vakara un neklātienes vidusskola (LV)<br><br>Partners:<br>Medicinska Škola Ante Kuzmanića Zadar (HR)<br>Sint-Jozefinstituut voor Buitengewoon Secundair Onderwijs, Antwerpen (BE)<br>Liceul Tehnologic 'Francisc Neuman' (RO) |
| **Project contact information** | izglitiba@tukums.lv |
| **Topics addressed** | ● Basic skills and underachievement<br>● Well-being at school |
| **Target group** | Schoolteachers |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Promote inclusive practices in school, creating a learning community in which everyone – staff, students, parents – is involved and valued for their input<br>● Promote inclusion, integration and career guidance of all students no matter what their origin, previous experience, abilities or social skills<br>● Support teachers in dealing with diversified groups of learners<br><br>**Activities and methods**<br>Project year 1: participating teachers studied resources on inclusion and shared good practices. They produced materials/activities/games to stimulate inclusion among all students. The inclusion process (between mainstream students and students with special needs) was evaluated by the project partners while looking into diversity and multicultural education in the classroom<br><br>Project year 2: joint training of teachers and staff was organised to improve materials for teaching inclusion and to maintain an effective learning environment, cooperative learning, and to implement inclusive practices and career guidance. The partner schoolteachers tested the teaching materials with pupils during the short-term exchanges. In addition, volunteers organised non-formal learning activities for students at each institution |
| **Intended outputs, outcomes and impact** | Outputs: teaching materials to foster inclusion (including activities and games)<br><br>Outcomes: According to the project, *the participating teachers raised their motivation to recognise and address individual needs of students and developed new professional competences and strategies. The key outcome of this project was the empowerment of participants, who gained capability to identify techniques and approaches that are suitable for them in everyday work. All schools will use the project resources* |
| **Evidence of outputs, outcomes, and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-LV01-KA219-022646 |
| **Project website** | Not available |

## 28. Pedagogical resources in teaching science, technology, engineering, and mathematics (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2014-1-IT02-KA201-004204 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Istituto d'Istruzione Secondaria Superiore 'A. Berenini' (IT)<br><br>Partners:<br>Istituto d'Istruzione Secondaria Superiore 'C. E. Gadda' (IT)<br>Kirkby Stephen Grammar School (UK)<br>Sabancı Mesleki ve Teknik Anadolu Lisesi (TR)<br>1epalchanion (EL)<br>Danmar Computers Małgorzata Mikłosz (PL)<br>Evropská rozvojova agentura, s.r.o. (CZ)<br>Asociación de Investigación de la Industria del Juguete, Conexas y Afines (ES)<br>Forma Futuro Soc.Cons.R.L. (IT)<br>Cisita Parma srl (IT) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | Twenty-five teachers and 624 students |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Identify a beneficial use of the three-dimensional (3D) printing technology in relation to the mathematics and science curriculum (Delphi method)<br>● Establish a teacher team (one for each partner) and familiarise teachers with experimentation in the 3D printing technology<br>● Implement pupil-led experimentation in project work that covers the entire production process of an object (concept, design, modelling, creation)<br>● Implement teacher-led experimentation in scientific literacy skills, that refers to knowledge and scientific concepts, processes and contexts in the areas of life-health, land and environment, science and technology<br><br>**Activities and methods**<br>Project activities included building of teacher teams that get familiar with 3D printing technologies with the support of partner companies. 3D printing technology was identified that can support the curriculum on mathematics/science with the Delphi method. The experiments were implemented by each project partner and their pupils |
| **Intended outputs, outcomes and impact** | Outputs: training programmes to foster pedagogical innovation by experimenting with 3D printers<br>Outcomes: According to the project, the appreciation of experimental methodologies by students increased by 85 % in comparison with traditional teaching methods. Furthermore, the percentage of 'low achievers' in mathematics/sciences went down, on average, by 7 % |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT02-KA201-004204 |
| **Project website** | Not available |

# 29. Personalised teaching – A key to success in education (Italy)

| Programme strand and sector covered | Erasmus+ KA 2<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
|---|---|
| **Project reference number** | 2016-1-IT02-KA219-024220 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.10.2018 |
| **Consortium** | Coordinator:<br>Liceo Ginnasio Statale 'Mariano Buratti' (IT)<br>Partners:<br>Kardos István Általános Iskola, Gimnázium és Szakgimnázium (HU)<br>Instituto de Educación Secundaria (ES)<br>Vereniging voor Christelijk Voortgezet onderwijs Rotterdam en omgeving, Christelijke Scholengemeenschap Comenius College (NL)<br>Agrupamento de Escolas D Sancho I (PT)<br>Kartal Şehit Salih Alişkan Mesleki ve Teknik Anadolu Lisesi (TR) |
| **Project contact information** | https://pockettools.weebly.com/contact.html |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | ● Fourteen or fifteen pupils of each partner school, 50 % with learning difficulties<br>● Three teachers and one school head per partner |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link to basic skills<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Offer pupils a school curriculum that gives value to each individual and their talents<br>● Promote collaboration and communication between students and teachers, among students (with peer learning and tutoring approach) and within the school to build a learning community<br>● Improve the internal relationships, and thus contribute to fighting early school-leaving, demotivation and failure<br>● Create and consolidate networks<br><br>**Activities and methods**<br>The project organised activities around the following three actions:<br>Action 1 – 'educational difficulties and individualisation': application of mastery learning as an individualised learning strategy to assess initial skills and ensure a fast recovery for students from the lowest academic spectrum. Several learning units were produced using the methodologies of mastery learning and peer tutoring<br>Action 2 – 'basic skills and standardised structured tests': focus on basic skills (logical–mathematical skills and literacy) and transversal skills using problem-based and inquiry-based learning, a cross-curricular approach and cooperative learning methods<br>Action 3 – 'excellences and personalisation': creation of modular and graduated e-learning units, use of personalised e-learning methodologies to support excellence and talents<br>At the end of each action, there was a blended transnational activity for students from Spain, Malta and the Netherlands, and joint staff training |
| **Intended outputs, outcomes and impact** | Outcome: new (e-)learning modules to foster the individual potential of each student; teacher training in the use of innovative teaching methods (in mathematics, English and mother tongues) |
| **Evidence of outputs, outcomes and impact** | Project results are available on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IT02-KA219-024220 |
| **Project website** | https://pockettools.weebly.com/ |

# 30. Xenophobia – Musical movement fighting fear (Germany)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-DE03-KA219-035589 |
| **Project implementation period** | Start: 4.9.2017<br>End: 3.5.2020 |
| **Consortium** | Coordinator:<br>Immanuel-Kant-Gymnasium (DE)<br><br>Partners:<br>Collège Henri Matisse (FR)<br>Gimnazjum nr 5 w Mysłowicach im. Kardynała Stefana Wyszyńskiego (PL)<br>Stichting Lentiz Onderwijsgroep, samenwerkingsstichting voor BVE en VO in het Westland en de Nieuwe Waterweg Noord (NL)<br>Gymnasio of Kato Lehonia (EL) |
| **Project contact information** | info@gymnasium-lachendorf.de |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target group** | About 2 000 young people, with or without a migration background, with special difficulties and special talents |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br><br>**Objectives**<br>● Raise awareness of xenophobia through the development and performance of a musical<br>● Integrate pupils with and without a migration background who have special difficulties and special talents in the fields of music and art<br>● Counteract early school-leaving by reviewing and introducing inclusion measures in the schools<br><br>**Activities and methods**<br>The highlights of the project work were the international activities. An average of five or six students and two or three teachers from each school travelled to visit each other. The guest pupils had attracted attention as talents in the competitions or as a source of knowledge about migration, flight and expulsion. The guest teachers supported the host school by leading workshops on site, working together on compositions, supervising individual students and coordinating activities. The week-long international meetings began with an exhibition of the interim results, followed by four rehearsal days with various workshops. At the end of the week, there was a public performance in English with all participants |
| **Intended outputs, outcomes and impact** | Outputs: recordings of the musical (DVD), strategy papers (such as a handbook for a working group on intercultural dialogue in schools), worksheets and other project results |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035589 |
| **Project website** | http://xenophobia-musical-movement-fighting-fear.eu/index.html |

# 31. Motivation² + talent = success (an answer to diversity in education) (Belgium)

| Programme strand and sector covered | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
|---|---|
| **Project reference number** | 2016-1-BE02-KA219-017349 |
| **Project implementation period** | Start: 1.7.2017<br>End: 30.6.2019 |
| **Consortium** | Coordinator:<br>Guldensporencollege, Kortrijk (BE)<br><br>Partners:<br>VII Liceum Ogólnokształcące, Legnica (PL)<br>Gymnázium Františka Martina Pelcla, Rychnov nad Kněžnou (CZ)<br>IMS Private School, Limassol (CY) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target group** | Students from four different schools |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Motivation of students in three areas: lessons, activities within the curriculum, extracurricular activities<br><br>**Activities and methods**<br>First, a thorough evaluation and tracking of each area was done through questioning the target groups, filming lessons and curricular and extracurricular activities. After the data collection, the four pillars of the project were defined: technology, infrastructure, teaching styles, and clear goals. Specific workshops and activities were subsequently set up, which found a point of culmination in the final project meeting |
| **Intended outputs, outcomes and impact** | Outputs: reports, presentations, videos and different types of material on the activities<br>Impact: According to the project, *the impact on the target groups is real. Students e.g., have a better view on their talents and take more responsibility for their learning process, which is a proof of them growing as 'people'. Teachers became more confident because useful and evidence-based methods or tools and good practices for several subjects are now available. They got and still get that little nudge needed to take steps towards innovative teaching tweaks* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE02-KA219-017349 |
| **Project website** | Not available |

# 32. Starke Schüler für ein friedliches Europa – Nein zu Mobbing und Rassismus (Germany)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2015-1-DE03-KA219-013554 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>Städtisches Stiftsgymnasium Xanten (DE)<br><br>Partners:<br>Augustinianum (NL)<br>Collège Notre Dame de l'Assomption (FR) |
| **Project contact information** | info@ssgxanten.de |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Three schools (ca. five students and two teachers from each school) |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Provide information about, and prevent, school failure and dropout on the one hand, and racism and xenophobia on the other hand<br><br>**Activities and methods**<br>The project encompassed four consecutive 1-week meetings in all three schools. In-between times were marked by email communication, as well as post-meeting analysis and pre-meeting preparation. These meetings built on each other and were based on competences gained by the respective participants<br><br>The focus of the first meeting in France was bullying as a cause for school failure on a personal level, as well as the sociopolitical implications of the problem. The participating teachers had gained significant knowledge during preceding projects and provided the necessary tools for thorough research on the topic. In addition, the close relationship between bullying and racism, which seems to be surprising at first sight, could be shown by examining terrorist attacks in France. As a result of the first meeting, the students created art mails (i.e. creative postcards) that were sent to people who were interested and concerned<br><br>The second meeting had an experiential education approach. According to their interests and skills, the students contributed to the topic in various workshops focusing on different aspects. They prepared and realised an event to present the results to the public<br><br>At the third meeting, in Eindhoven, a professional film-maker from the local university supported the students to produce short movies on bullying and cyberbullying. The students also visited the football club Philips Sport Vereniging (PSV) Eindhoven to get information about the campaign 'no to racism' launched by the Fédération Internationale de Football Association (FIFA). Furthermore, they visited the Nazi concentration camp 'Den Vught' near's-Hertogenbosch, where they participated in a guided tour, which included watching a film on the topic. This gave them an insight into the connection between bullying and racism. It enabled them to understand how important it is, especially today, to deal with these issues<br><br>At the final meeting, in Xanten, a huge mural on the topic, consisting of various individual squares, was created by the whole group. Working with experienced and qualified art teachers guaranteed the aesthetic quality of the art. An opening event for the presentation of the mural was organised. This event was attended by international partners of the school and the public |

| Intended outputs, outcomes and impact | Outputs: resources produced during the abovementioned activities |
|---|---|
| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card and on the project website |
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA219-013554 |
| Project website | https://www.ssgxanten.de/das-sind-wir/europaschule/wir-entdecken-europa/bavay-frankreich/berichte/erasmus-projekt-strong-kids-f.a-peaceful-europe/ |

# 33. Open your mind, change your life (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2016-1-PL01-KA201-026577 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Zespół Szkół w Lubczy (PL)<br><br>Partners:<br>Osnovna škola 'Bol' (HR)<br>Agrupamento De Escolas Dr António Augusto Louro  (PT)<br>Realschule Heepen (DE)<br>1st Gimnasium of Corfu (EL) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Three thousand persons directly and indirectly involved in the project: students aged 12–16 years – all with a high rate of absence from school and underachievement |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>The prevention of early school-leaving and truancy, and the improvement of key competences (reading comprehension, communication in mother tongue and English, entrepreneurship, civic competences, ICT skills)<br><br>**Activities and methods**<br>Activating methods, non-formal education activities, ICT tools were applied to learn by doing and through experience. The project included meetings with local experts and employers, lectures and workshops at universities to encourage students to enrol in higher education and learn about the labour market<br>The activities focused on five topics:<br>● Europass and mobility in the labour market (preparation of job application documents, job interviews, meetings and interviews with employers, self-presentation, practical use of ICT tools, development of civic competences)<br>● 'A sound mind in a sound body' (workshops in cookery, dance, using GPS, meeting with a psychologist and dietician, sports activities with science elements, creation of a healthy diet and a video documentary)<br>● 'Science around us' (laboratory classes, visits to universities, experiments, treasure hunt games, using ICT tools, trips to museums and exhibitions, development of problem-solving thinking)<br>● 'Travelling around Europe', along with an Oxford debate (the ability to search for information and finding solutions, creation of lapbooks, gaining knowledge about European geography, self-presentation, ability to negotiate and debate, effective communication, solving conflicts, ICT tools)<br>● 'Scientists and inventors – what do we owe them?' (Famous scientists/inventors and their work, practical use of science knowledge, visits to museums and exhibitions, creation of presentations in Prezi and PowerPoint, experiments) |
| **Intended outputs, outcomes and impact** | Outputs: ICT tools for classes |

| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card and on the project website |
|---|---|
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA201-026577 |
| Project website | http://www.changeyourlife.pl/ |

# 34. Non-formal activities for inclusive groups of students (Romania)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2016-1-RO01-KA201-024566 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Şcoala Gimnazială Specială 'Sf Nicolae' (RO)<br><br>Partners:<br>Mozgásjavító Óvoda (HU)<br>Tuna İlkokulu (TR)<br>Førde Ungdomsskule (NO)<br>APCAS - Associação de Paralisia Cerebral Almada Seixal (PT)<br>Tartu Herbert Masingu Kool (EE) |
| **Project contact information** | Not available |
| **Topic addressed** | Well-being at school |
| **Target group** | Teachers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Combat: school failure and school dropout<br>● Increase competences of teachers to manage a diverse group of students<br><br>**Activities and methods**<br>The project implemented an innovative strategy to support the inclusion of children with special needs in mainstream education. Various local or transnational activities took place: in the first joint staff training, 12 participating teachers were trained in how to develop a qualitative course curriculum for using non-formal learning activities and inclusive games designed for a diverse group of students |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Course curricula for training the teachers in using non-formal learning activities<br>● Inclusive games designed for a diverse groups of students<br>● A guidebook<br><br>Outcomes: According to the project, *all the participating students, over 9 800, have developed humanity, empathy, good communication, collaboration, and teamwork* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA201-024566 |
| **Project website** | Not available |

# 35. Choose your future (Bulgaria)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2014-1-BG01-KA201-001435 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>General Secondary School 'Angel Karaliychev' (BG)<br><br>Partners:<br>Tamsalu Gymnasium (EE)<br>Liceul Teoretic 'Mircea Eliade' Lupeni (RO)<br>Ogres tehnikums (LV)<br>Ahmet Sarı Anadolu Lisesi (TR)<br>Dalum Academy of Agricultural Business (DK)<br>Gimnazjum nr 5 im. Arkadego Fiedlera w Lesznie (PL) |
| **Project contact information** | http://sou-euprojects.info/project2014/index.php/contact |
| **Topic addressed** | Early school-leaving |
| **Target group** | Students (young people) from seven different schools |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br><br>**Objectives**<br>● Develop entrepreneurial skills<br>● Raise students' awareness of their abilities<br>● Improve students' ICT skills<br>● Broaden students' horizons about the variety of jobs<br>● Raise the quality of career counselling<br><br>**Activities and methods**<br>A general approach throughout the project was practical and mutual learning, according to the Bloom's taxonomy (knowledge – comprehension – application – analysis – synthesis – evaluation)<br><br>During the project, partners communicated via emails, video conferences, Facebook project page, Skype and other messenger services. There were seven project meetings in total – three during the first year of cooperation and four during the second. In order to achieve the aims of the project, a variety of activities was scheduled, which were held in five participating schools. In addition, students got engaged in a number of other activities, such as researching, job shadowing, conducting interviews, making video diaries, creating posters and logos |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Exhibitions of family job trees blogs, video diaries, presentations<br>● A book and an e-book with collages and essays about their dream jobs, exhibitions of posters<br>● Video interviews, conferences with former graduates<br>● Video diaries of the jobs available in students' towns<br>● Displays of posters for the national days of jobs |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-BG01-KA201-001435 |
| **Project website** | http://sou-euprojects.info/project2014/ |

# 36. Feed4Saving (Romania)

| Programme strand and sector covered | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
|---|---|
| **Project reference number** | 2016-1-RO01-KA201-024552 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Colegiul Economic 'Pintea Viteazul' (RO)<br><br>Partners:<br>Istituto Statale di Istruzione Superiore Leopoldo II di Lorena (IT)<br>Lycée des Métiers de l'Hôtellerie et des Services Jules Le Cesne (FR)<br>Kartal Şehit Salih Alişkan Mesleki ve Teknik Anadolu Lisesi (TR)<br>ISPAR G Matteotti Pisa (IT)<br>Escola Secundária com 3º Ciclo D Dinis (PT)<br>IES la Sénia (ES)<br>2o Epaggelmatiko Lykeio Dramas (EL) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Four hundred secondary school students, aged 13–19 years, from eight VET schools affected by school dropout |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link between formal/non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Improve students' school performance by equipping them with practical skills in the fields of languages (communication), science, art and cooking<br>● Enhance students' engagement and motivation to attend school by implementing effective self-awareness and evaluation tools<br>● Reduce absence by at least 5 % among the students at the partner schools<br>● Improve teachers' skills to deal with students at risk of dropping out, by equipping them with innovative methodology meant to boost students' motivation and involvement<br><br>**Activities and methods**<br>The project involved students in their own learning processes while, at the same time, motivating them to attend school. Furthermore, there were workshops to boost students' motivation with practical activities in language laboratories (English), mathematics, arts and cooking. For instance, the activities focused on cooking, and laboratories offered additional information and working methods to support this activity. Non-formal learning methods were also used (peer to peer, 'the human library', 'world cafe', etc.) |

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| **Intended outputs, outcomes and impact** | Outputs:<br><br>● A collection of resources 'Boost your class!' to help increase students' motivation<br><br>● A pedagogical tool-kit, 'Teaching through laboratories', offering ready-made lesson plans, materials and good practice examples in four modules: language laboratory, mathematics laboratory, artistic laboratory and cooking laboratory<br><br>Outcomes: According to the project, *a decrease in the number of school absence of pupils by 10.51 % (twice as much as planned); this is said to be the effect of new teaching methods and of direct involvement of the students in their own learning process. Long-term benefits are the integration of the project results in the curriculum of the participating schools and also their distribution to other interested schools and stakeholders* |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA201-024552 |
| **Project website** | Not available |

# 37. Mobile learning in vocational and educational training towards 2020 (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2014-1-IT01-KA202-002649 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.12.2016 |
| **Consortium** | Coordinator:<br>Scuola Centrale Formazione Associazione (IT)<br><br>Partners:<br>Universitá degli Studi di Milano-Bicocca (IT)<br>Yenilikçi Eğitimciler Derneği (TR)<br>Fondation Auteuil Lycée Professionnel Privé Victorine Magne (FR)<br>Coleg Cambria (UK)<br>Türkiye Çimento Müstahsilleri Birliği Mesleki ve Teknik Anadolu Lisesi (TR) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | ● Fifty-one learners (aged 15–32 years) attending formal training and education programmes; some of them were migrants or had learning disabilities, and some had dropped out of mainstream education<br>● Fifty-five teachers directly involved<br>● Another 1 312 learners and 337 teachers were involved in the events to share knowledge and experiences |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Mobile-learning pedagogy, to help reduce early school-leaving<br>● Decrease the number of under skilled teenagers<br>● Contribute to the development of 21st-century skills, such as ICT literacy |
| | **Activities and methods**<br>The learners were put at the centre of the learning processes, according to their own pace; they could create, use and share resources whenever they needed. This enhanced their engagement and motivation. New multidisciplinary learning units (more than 13 000 training hours delivered) were developed with a variety of digital tools produced, such as videos, e-books, a guidebook, and quizzes on entrepreneurship |

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| **Intended outputs, outcomes and impact** | Outputs: <br> • Creation and implementation of innovative multidisciplinary digital learning units <br> • A model enabling users to design and plan the learning units, available in English, with examples of the units tested by partners <br> • A guidebook on mobile learning in English, French, Italian, Spanish and Turkish <br> • A literature review on the use of ICT in education, underlining which pedagogical strategies and mobile devices particularly encourage learner-centred approaches <br> • A set of practical instructions guiding and supporting those involved in digital education and VET <br> • Questionnaires to identify learners' and staff inclinations towards ICT, as well as staff inclinations towards more interactive and constructivist learning approaches |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT01-KA202-002649 |
| **Project website** | Not available |

# 38. School and work (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2014-1-IT02-KA201-003985 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Consorzio Istituti Professionali Associati Toscani (IT)<br><br>Partners:<br>Initiatives pour une Formation Efficace (Inforef) (FR)<br>Pixel – Associazione Culturale (IT)<br>Confederación de Empresarios de Aragón (ES)<br>Fundaţia EuroEd Iaşi (RO)<br>Lietuvos Edukologijos Universitetas (LT)<br>Reséau national d'enseignement supérieur privé (FR) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | ● More than 100 teachers of all subjects<br>● Forty school counsellors<br>● Four thousand students, including 1 300 with reduced career chances<br>● Forty-one associated partners, including education centres, business associations, public authorities, and universities |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Prevent early school-leaving by creating synergies between schools and the world of work; involve the labour market in supporting students' motivations to stay at school and to foster their entrepreneurial spirit<br><br>**Activities and methods**<br>Activities consisted of building a transnational school network, creating a toolkit for the identification of students' potential (skill assessment), holding transnational meetings, using ICT and, finally, producing videos and e-learning modules |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Database of aptitude tests, skills tests, interactive wizard tests<br>● European job profiles, skills search engine<br>● Collection of videos of successful entrepreneurs successful employees successful people<br>● E-learning package<br>● Project portal |
| **Evidence of outputs, outcomes and impact** | Facebook: https://www.facebook.com/schoolandworkproject<br>YouTube channel: https://www.youtube.com/channel/UCdWEF77jo72uypInJrVtNkA/videos?view=0&sort=dd&shelf_id=0<br>Project results are also available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT02-KA201-003985 |
| **Project website** | http://schoolandwork.pixel-online.org/index.php |

# 39. CREUS – Developing and nurturing the vocational transversal skills of disadvantaged young people through creative non-formal learning in unconventional spaces (United Kingdom)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2017-1-UK01-KA202-036681 |
| **Project implementation period** | Start: 1.10.2017<br>End: 31.1.2020 |
| **Consortium** | Coordinator:<br>Collage Arts (UK)<br><br>Partners:<br>Hope for Children CRC Policy Center (CY)<br>Associazione Culturale Mulab (IT)<br>Dimitra Ekpaiditiki Simvilitiki AE (EL)<br>Stichting Kunstbedrijf Arnhem (NL)<br>Ente per la Ricerca e la Formazione (E.RI.FO.) (IT)<br>Rinova Ltd (UK) |
| **Project contact information** | info@collage-arts.org |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | A total of 138 young people aged 16–24 years – disadvantaged and unemployed |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences |
| | **Objectives**<br>Improve the prospects of young people (aged 16–24 years) who have been alienated by traditional educational experiences and/or are at risk of severe social and economic exclusion |
| | **Activities and methods**<br>One of the project's main innovations was to focus on learning located in 'unconventional places'. These included creative industry workspaces in London; refugee centres in Cyprus; a market forum in Greece; a housing project, a shopping centre and a theatre in Rome; and an Academy for Community and Talent in the Netherlands that works with young people who have dropped out of conventional education<br><br>Furthermore, the project consisted of pilot activities, writing case studies and recommendations, developing a modular learning curriculum, building recognition tools for peer mentors and producing an e-learning guide for them |
| **Intended outputs, outcomes and impact** | Output: a modular curriculum<br>Outcome: deepening the understanding of the potential of non-formal learning |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA202-036681 |
| **Project website** | Not available |

# 40. Interdisciplinary and collaborative thematic learning of technology and science (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2016-1-SE01-KA219-022131 |
| **Project implementation period** | Start: 15.9.2016<br>End: 14.9.2018 |
| **Consortium** | Coordinator:<br>Wijkmanska gymnasiet (SE)<br><br>Partners:<br>Ellinogermaniki Agogi Scholi Panagea Savva AE (EL)<br>IES Mar De Alborán (ES)<br>Lycée Saint-Exupéry (FR)<br>Paul-Julius-von-Reuter-Schule (DE) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Students aged 15–20 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Enhance educational practices to better motivate students with improved study-goal achievements, and prevent school dropout due to low levels of motivation<br><br>**Activities and methods**<br>The project centred on the design, development, testing and operation of small radio-controlled quadcopters, known as 'drones'. The drones were constructed in dedicated workshops, but also in regular classes, thus providing a sustainable ground for the thematic learning. The project made use of modern technology, captured the imagination of the students and applied innovative tools/methods spanning over several disciplines to demonstrate the real-world applicability of STEM and other related, and seemingly unrelated, school subjects |
| **Intended outputs, outcomes and impact** | Outputs: website with a teacher manual and leaflets |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-SE01-KA219-022131 |
| **Project website** | http://icarosproject.com/ |

# 41. Early warning – Early reaction – Increase performance in school quality (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2017-1-UK01-KA202-036681 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Nyköping Strand Utbildningscentrum (SE)<br><br>Partners:<br>Värdeskaparna – Institute of Value Creation (SE)<br>San Jose-Jesuitak Ikastetxea (ES)<br>Vågen videregående skole (NO) |
| **Project contact information** | https://nsutbildning.se/kontakt/ |
| **Topics addressed** | • Basic skills and underachievement<br>• Early school-leaving<br>• Well-being at school |
| **Target group** | Schools and organisations committed to systematic quality development, many involved in a national or European quality assurance process |
| **Methodology** | **Specific focus**<br>• Whole-school approach<br>• Link between formal and non-formal learning<br>• Link to key competences<br>• Teachers' / youth workers' training<br><br>**Objectives**<br>The main objective of the project was to work out a method and an information technology tool that would help schools to assure their quality in a systematic and value-driven way to achieve the highest level of sense of belonging among the learners<br><br>**Activities and methods**<br>The project participants met locally, carried out surveys and analysed data, decided on measures to be taken. Each partner then brought this input to a transnational meeting where the aggregated results were analysed |
| **Intended outputs, outcomes and impact** | Outputs:<br>• A questionnaire, an IT  tool for the questionnaire, which is ready to be used in various schools<br>• A toolkit of 'good practices in the classroom'<br><br>Impact: According to the project, *the impact of the project has been on different levels. For the individual learner, the probability of succeeding in learning outcome will increase. There will also be an enhancement of the teachers' possibility of meeting the learners' needs to achieve good learning outcome. On a local, regional, and national basis, [the project will] contribute to less drop-outs, more students with complete grades and exams which will form the basis for a sustainable life including job, health, economy and social well-being* |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-SE01-KA201-022068 |
| **Project website** | https://earlywarningearlyreaction.wordpress.com/ |

## 42. New didactical models for initial vocational and educational training of young disadvantaged persons to reduce dropout (Austria)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2014-1-AT01-KA202-000975 |
| **Project implementation period** | Start: 1.10.2014<br>End: 30.9.2016 |
| **Consortium** | Coordinator:<br>Jugend am Werk Steiermark GmbH (AT)<br><br>Partners:<br>Formazione Co&So Network (IT)<br>Eğitim ve Gençlik Çalışmaları Derneği Enstitüsü (TR)<br>Fritid & Samfund (DK)<br>European Network for the Transfer and Exploitation of EU Project Results (Enter) GmbH (AT)<br>Oscar-Tietz-Schule (Oberstufenzentrum Handel II) (DE)<br>Meath Community Rural and Social Development Partnership Limited (IE)<br>Gospodarska Zbornica Slovenije (SI) |
| **Project contact information** | office@jaw.or.at |
| **Topic addressed** | Early school-leaving |
| **Target groups** | VET providers, VET schools, enterprises |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Understand the needs and requirements, as well as the life reality, of the target group (disadvantaged VET learners because of ethnic, social and economic, religious background) and deduce implications for an appropriate didactic response<br>● Develop a didactic model on the basis of the exploration work and findings from developmental psychology and neurophysiology<br>● Develop guidelines for implementing the didactic model and a training curriculum addressed to VET teachers and trainers and responsible persons in companies<br>● Implement the training programme; train teachers, trainers and responsible persons in companies; implement a multiplication and sustainability strategy; and measure the impact of the project according to dropout and failure rates in education, especially in VET systems<br><br>**Activities and methods**<br>A training curriculum in six languages was developed based on findings from the research studies and pilots in partner countries. During the project, short-term impact was also measured via a three-stage process |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Research study<br>● Didactic approaches and curricula modules with practical exercises and innovative learning materials<br>● Website, social media activities<br>● Posters, brochures, conferences |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-AT01-KA202-000975 |
| **Project website** | https://www.new-d.eu/index.php/en/index.html |

# 43. Junior job coach (United Kingdom)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2016-1-NL01-KA202-023026 |
| **Project implementation period** | Start: 1.10.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Stichting ROC Midden Nederland (NL)<br><br>Partners:<br>Kent and McGill Limited (UK)<br>Berufsförderungsinstitut Oberösterreich (AT)<br>Centrul Pentru Promovarea Invatarii Permanente (RO)<br>Comunidad Foral de Navarra – Gobierno de Navarra (ES)<br>Cambridge Regional College (UK) |
| **Project contact information** | studieinfo@rocmn.nl<br>https://juniorjobcoach.eu/contact-2/ |
| **Topic addressed** | Early school-leaving |
| **Target group** | Young students at the lower levels of vocational education and training |
| **Methodology** | **Specific focus**<br><br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br><br>The junior job coach programme was set up in order to prevent dropping out from education. As explained by the project:<br><br>*For a young vulnerable student at the lower levels of vocational education, the first steps into the workplace are daunting. This is a whole new environment for them, and they often lack the social skills and the social experience to adapt. They will often feel insecure in difficult situations, for example, when they face criticism. Often the consequence is that either students leave the placement or are sent away. In either case this nearly always means the end of the training course as students generally drop out completely* |
| | **Activities and methods**<br><br>A student at risk was provided with a 'buddy', a trained coach, who, at a distance from the workplace, could offer immediate support and advice. Having been carefully matched with a well-trained junior coach, a student could call on support at the workplace by using social media such as WhatsApp, so that any problems or difficulties became manageable and the student always had a 'friend' at hand to fall back on |
| **Intended outputs, outcomes and impact** | Outputs: an implementation guide and other materials, freely available in Dutch, English, German, Romanian and Spanish |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NL01-KA202-023026 |
| **Project website** | https://juniorjobcoach.eu/<br>https://www.rocmn.nl/junior-job-coach |

# 44. Improvement in the management of work experience placements (Spain)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2017-1-ES01-KA202-038452 |
| **Project implementation period** | Start: 1.9.2017<br>End: 30.11.2018 |
| **Consortium** | Coor0dinator:<br>Unión Sindical de Inspectores de Educación (ES)<br><br>Partners:<br>Scuola Centrale Formazione (IT)<br>Kairos Europe Limited (UK) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | VET providers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Improve training activities in VET / dual VET centres by looking into different aspects (training activity durability, types and contents of the agreements between companies and institutions, means and criteria to select companies, tutor and instructor coordination, etc.)<br><br>**Activities and methods**<br>Activities consisted of transnational meetings, a training activity, meetings with technicians or relevant people in each country, and surveys. An analysis of the data obtained helped to detect good and bad practices. Project participants also visited companies, carried out interviews and formative sessions, and the project ended with a final conference |
| **Intended outputs, outcomes and impact** | Outputs/outcomes:<br>● Good practice guide in partner languages, recommendations in three languages<br>● Final conference with 250 participants<br>● A website, a blog and social networks |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-ES01-KA202-038452 |
| **Project website** | Not available |

# 45. Family literacy works (Romania)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2016-1-RO01-KA204-024392 |
| **Project implementation period** | Start: 1.10.2016<br>End: 31.3.2019 |
| **Consortium** | Coordinator:<br>Asociația Learn & Vision (RO)<br><br>Partners:<br>Biblioteca Județeană 'Octavian Goga' (RO)<br>Evrocentar Obuchenie I Partnyorstvo 21 Vek Eood (BG)<br>Centre for Educational Services (CES) Training Centre (MK)<br>Mestna knjižnica Kranj (SI)<br>Agrupamento de Escolas Trigal de Santa Maria (PT) |
| **Project contact information** | office@asociatialearnandvision.ro |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | A total of 111 people (vs. 55 planned) from five countries participated in the training course for family literacy facilitators |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Sustain families' literacy skills by supporting reading to increase the access of children from disadvantaged backgrounds to quality education |
| | **Activities and methods**<br>The project provided a pilot training programme for family literacy facilitators. A curriculum was developed and multiplier events were held, attended by 377 stakeholders |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Comparative analysis of good literacy practices in the family in Bulgaria, North Macedonia, Portugal, Romania and Slovenia<br>● Occupational profile of a family literacy facilitator<br>● Family literacy facilitator training programme based on the above<br>The project results were translated into the participating countries' languages and made free available to the public |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA204-024392 |
| **Project website** | Website of project lead (in Bulgarian): https://www.asociatialearnandvision.ro/ |

# 46. Connected spaces of learning in Europe (Spain)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**YOUTH** |
| **Project reference number** | 2017-2-DE04-KA205-015518 |
| **Project implementation period** | Start: 1.9.2017<br>End: 29.2.2020 |
| **Consortium** | Coordinator:<br>Asociación Cazalla-Intercultural (ES)<br><br>Partners:<br>Région Centre-Val De Loire (FR)<br>Badgecraft Ireland Limited (IE)<br>Centraider (FR)<br>Breakthrough Foundation (NL)<br>Viešoji Įstaiga Nectarus (LT)<br>Vilniaus atviras jaunimo centras 'Mes' (LT)<br>Consejo de la Juventud de Lorca (ES)<br>Internationaler Bund – IB Mitte GmbH für Bildung und soziale Dienste, Region Sachsen-Anhalt Nord (DE) |
| **Project contact information** | info@sachsen-anhalt.drk.de |
| **Topic addressed** | Early school-leaving |
| **Target groups** | • One thousand young people<br>• Eighty-five coaches (social workers, educators, youth workers and youth leaders)<br>• Youth departments and administration of the local governments and other stakeholders in the field of non-formal education |
| **Methodology** | **Specific focus**<br>• Cross-sectoral partnerships<br>• Link between formal and non-formal learning<br>• Link to key competences<br>• Teachers' / youth workers' training<br><br>**Objectives**<br>• Map and connect spaces of formal, non-formal and informal learning, which would enable young people to better 'navigate' through learning opportunities, based on their needs, interests and passions, across the wide spectrum of learning<br>• Build online mapping software that is adapted to the needs of partners' territories and is easily scalable across Europe in the future<br>• Develop capacities of local learning providers and build online software for creating learning playlists – a youth-friendly way to present and deliver diverse learning content online and offline, with integrated recognition through open badges<br>• Build a toolkit and documentation for online software that will enable any regions, cities or consortiums to create their maps and playlists of learning anywhere in Europe<br><br>**Activities and methods**<br>During the project, 'the connected learning principles' and the methodology of 'interactive mapping and learning playlists' were used. Participatory methods were also used to involve young people, and 'design thinking processes' served to develop innovative technical solutions. The project enabled five territories in Europe from Germany, Spain, France, Lithuania and the Netherlands to map various spaces of learning and offer an attractive and engaging learning playlist for young people |
| **Intended outputs, outcomes and impact** | Outputs: web applications and toolkits; the project created an online software for learning playlists, also accessible for other territories in Europe |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-2-DE04-KA205-015518 |
| **Project website** | Not available |

# 47. Bringing young mothers back to education (Austria)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2017-1-AT01-KA204-035007 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.11.2019 |
| **Consortium** | Coordinator:<br>Frauen im Brennpunkt (AT)<br><br>Partners:<br>Socialinių Inovacijų Fondas (LT)<br>Tribli Company Limited by Guarantee (IE)<br>Bimec Ltd (BG)<br>Magenta Consultoría Projects S.L.U. (ES)<br>CESIE (IT) |
| **Project contact information** | https://bymbe.eu/de/kontakt/ |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Young mothers aged 15–25 years, who left education early, and social workers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Adapt and promote good practices supporting young mothers to go back to school or into employment in Europe<br>● Develop an innovative outreach strategy and a motivational campaign to raise awareness of the issue<br>● Support social workers and trainers by provision of tools, knowledge and skills for their work with young mothers concerned<br>● Develop holistic support instruments for young mothers, including counselling, training and peer groups<br>● Disseminate project results and raise awareness about the problem and how to address it<br><br>**Activities and methods**<br>Project activities included an international train-the-trainers event, training for professionals, pilot sessions with a group of young mothers, who left education early, in each partner country and an outreach campaign to raise awareness. The pilot phase aimed to reach 12 young mothers from six countries |
| **Intended outputs, outcomes and impact** | Outputs: tools for social workers and trainers (e.g. counselling, training, a handbook for outreach strategies, a set of methods to involve young mothers, an orientation pack) |
| **Evidence of outputs, outcomes and impact** | The project website, available in the languages of the partners, provides extensive information on the project results |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-AT01-KA204-035007 |
| **Project website** | https://bymbe.eu/de/ |

# 48. Inside out – Outside in. Building bridges in teacher education through encounters with diversity (Sweden)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2015-1-SE01-KA203-012302 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Linköpings Universitet (SE)<br><br>Partners:<br>Eötvös Loránd Tudományegyetem (HU)<br>Universidad de Málaga (ES)<br>Pädagogische Hochschule Wien (AT)<br>Jyväskylän Yliopisto (FI)<br>Europa-Universität Flensburg (DE)<br>University of Chester (UK)<br>Tartu Ülikool (EE) |
| **Project contact information** | https://liu.se/en/contact-liu |
| **Topic addressed** | Early school-leaving |
| **Target groups** | ● Ninety-nine student teachers from different disciplines<br>● 'In-service' teachers<br>● Decision-makers in education systems |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br><br>**Objectives**<br>Address diversity by improving the provision of intercultural competence in pre- and in-service teacher education<br><br>**Activities and methods**<br>The activities of the project can be divided into project management and educational tasks. Project management activities included planning meetings, project evaluation and dissemination activities. Educational tasks focused on developing and piloting three intensive training courses with cross-disciplinary methodologies<br><br>The methodology draws on action research principles to build cross-disciplinary capacity among staff and at partner institutions. The three intensive courses with students from partner universities include applying and trailing pedagogical repertoires and competence building among student teachers. Student participation was evaluated after each year in order to further develop the course and the resources throughout the project. The results of the project have been disseminated by means of reports, a conference and research papers published in pedagogical journals in order to raise awareness among stakeholders |

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| **Intended outputs, outcomes and impact** | Outputs: a training module designed to be implemented in teacher education programmes, a pedagogical guide for teachers and multipliers |
| | Outcome: widening the provision of intercultural education in pre- and in-service teacher education contexts |
| | Impact: According to the project, long-term benefits include: |
| | ● raising and sustaining positive attitudes towards diversity among future and current European teachers |
| | ● preparing common ground for greater transnational European teacher education |
| | ● facilitating the integration of neglected groups, including migrants and refugees |
| | ● embedding diversity within European identity |
| | ● develop cross-disciplinary innovative educational methodologies in pre- and in-service teacher education |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-SE01-KA203-012302 |
| **Project website** | Not available |

## 49. OFF-Book – Objective: Foster theatrical performance to combat discrimination in schools and tackle early leaving (Lithuania)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2017-1-LT01-KA201-035235 |
| **Project implementation period** | Start: 1.11.2017<br>End: 31.10.2019 |
| **Consortium** | Coordinator:<br>Klaipėdos Universitetas (LT)<br><br>Partners:<br>Colegiul Național de Artă 'Octav Băncilă' (RO)<br>Pixel – Associazione Culturale (IT)<br>Klaipėdos Simono Dacho progimnaziją (LT)<br>Università degli Studi di Siena (IT)<br>Teatro Stabile di Grosseto (IT)<br>Școala Primară EuroEd (RO)<br>Klaipėda Puppet Theatre (LT) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target groups** | Twenty-two schools, 58 teachers, 1 392 students, 389 students with fewer opportunities |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Promote school inclusiveness and mutual understanding among different cultures as a strategic aim to contribute to the prevention of early school-leaving |
| | **Activities and methods**<br>The target groups were directly involved in carrying out project activities. Activities were organised in four phases:<br><br>Phase 1 – development of the guidelines<br>Phase 2 – production of a video tutorial<br>Phase 3 – testing<br>Phase 4 – multiplier events |

| Intended outputs, outcomes and impact | Outputs:<br>● Guidelines and videos<br>● Events/workshops for testing and multiplier events<br>Outcomes:<br>Stakeholders involved (achieved vs. expected):<br>● 22 schools (vs. 17 expected)<br>● 58 teachers (vs. 42 expected)<br>● 1 392 students (vs. was 760 expected)<br>● 389 students with fewer opportunities(vs. 355 expected)<br>A new dialogue pattern among teachers and students:<br>● Enhancing students' skills with special reference to soft skills<br>● Enhancing the dialogue among students with a special concern for multicultural classes in order to combat prejudices and discrimination practices<br>● Reducing early school-leaving as a consequence of the shift in teachers'/students' relation from vertical to horizontal<br>● Teachers' curricula development with special reference to the role of a facilitator in non-formal education environments<br>● Improving schools' capacity of planning, managing, implementing, and evaluating new educational paths with special reference to multiculturalism |
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| Evidence of outputs, outcomes and impact | Project website contains produced tools and methods |
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LT01-KA201-035235 |
| Project website | https://off-book.pixel-online.org/ |

# 50. Training sports students as mentors to improve the educational attainment of boys and young men (United Kingdom)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2017-1-UK01-KA203-036698 |
| **Project implementation period** | Start: 1.11.2017<br>End: 31.12.2019 |
| **Consortium** | Coordinator:<br>University of Gloucestershire (UK)<br><br>Partners:<br>Panepistimio Thessalias (EL)<br>Institute of Technology Carlow (IE)<br>Univerzita Palackého v Olomouci (CZ)<br>Universidad de Murcia (ES)<br>CESIE (IT) |
| **Project contact information** | https://sportsmentors.eu/partners/ |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Five higher education institutions and an NGO (in Italy) working with young people |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop a training course to:<br>● Enhance the knowledge and skills of undergraduate sports students to enable them to provide mentoring support<br>● Enhance vocational opportunities for young males who are underachieving at school, and motivate them to stay at school and improve their educational attainment<br><br>**Activities and methods**<br>Mentoring is a well-established, non-formal learning method of improving academic attainment. The theoretical basis of the project was provided through a model well known in mentoring work: strength-based positive youth development. Strength-based mentoring is also used in sport to develop key athletic capacities. The course also instructed on support for young men's mental and emotional health as an issue affecting educational performance |
| **Intended outputs, outcomes and impact** | Outputs: learning resources and 'train-the-trainer' materials |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA203-036698 |
| **Project website** | http://sportsmentors.eu/ |

# 51. Inclusive networking campus to foster the access to university of young students with disabilities (Spain)

| Programme strand and sector covered | Erasmus+ KA 2<br>**HIGHER EDUCATION** |
|---|---|
| **Project reference number** | 2015-1-ES01-KA203-016095 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>La Fundación ONCE para la Cooperación e Inclusión Social de Personas con Discapacidad (ES)<br>Partners:<br>Artesis Plantijn Hogeschool Antwerpen (BE)<br>Universidad de Granada (ES)<br>Universidade de Lisboa (PT) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Young people with disabilities |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences |
| | **Objectives**<br>● Encourage young people with disabilities to continue their studies after high school, and promote their access to higher education in order to ensure their full inclusion in society<br>● Enhance the participation of persons with disabilities in international mobility programmes<br>● Teach students transversal competences |
| | **Activities and methods**<br>Project activities included six 'inclusive campuses', which comprised transnational mobility experiences of young persons with disabilities in three partner countries. Partner meetings took place to collect ideas for project improvements (two international meetings with 135 people attending). Furthermore, a European conference on inclusive education was held in Antwerp |
| **Intended outputs, outcomes and impact** | Outputs: methodological guide, campus videos, reports<br>Outcomes: Results from an evaluation questionnaire of students at the end of the project revealed that positive experience exceeded their expectations |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-ES01-KA203-016095 |
| **Project website** | Not available |

## 52. STALWARTS – Sustaining teachers and learners with the arts: Relational health in European schools (United Kingdom)

| Programme strand and sector covered | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
|---|---|
| **Project reference number** | 2017-1-UK01-KA203-036723 |
| **Project implementation period** | Start: 15.9.2017<br>End: 14.9.2019 |
| **Consortium** | Coordinator:<br>University of the West of England, Bristol (UK)<br><br>Partners:<br>Uni Research AS (NO)<br>Associação Para a Educação de Segunda Oportunidade (PT)<br>Novalis Trust (UK)<br>Tallinn University (EE)<br>Hyssingen Produksjonsskole (NO)<br>Alma Mater Studiorum – Università di Bologna (IT)<br>Istituto Comprensivo Granarolo dell'Emilia (IT)<br>Universidade do Porto (PT)<br>Randvere kool (EE) |
| **Project contact information** | https://www.stalwarts.no/contact |
| **Topic addressed** | Early school-leaving |
| **Target group** | Children and young people affected by adverse life conditions, including early childhood trauma (500 participants) |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Use music and the arts to support vulnerable children and young people in the classroom |
| | **Activities and methods**<br>The three interdisciplinary and inter-professional groups worked collaboratively within their own national partnerships and at 5-day joint staff training events for all participants of the project. This collaboration exemplified the overarching methodology of the project: participatory action research<br><br>Five hundred participants (338 with no direct connection to the project) attended multiplier events in each of the five countries, where local partnerships presented project results. These events spread the reach of STALWARTS, and regional and governmental agencies got interested in the evolution of the project<br><br>The transnational project team (one representative from each of the five universities) met on four occasions during the project |

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| **Intended outputs, outcomes and impact** | Outputs:<br><br>● 'A framework for impact studies' – includes comprehensive guidelines on the planning, implementation and evaluation of small-scale classroom-based enquiries in the innovative field of therapeutically informed teaching practice<br><br>● 'Relational health in schools in context' –  includes relevant national policy documents for promoting relational health and well-being in European schools, with an objective to reduce early leaving from education and training<br><br>Impact: According to the project, *plans are in place to develop the modules as part of each university's CPD [continuing professional development] portfolio and to extend the geographic reach of STALWARTS to other European countries, e.g. a future module run in Romania* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA203-036723 |
| **Project website** | https://www.stalwarts.no/ |

# 53. Marginalisation and co-created education (Norway)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2017-1-NO01-KA203-034149 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Universitetet i Sørøst-Norge (NO)<br><br>Partners:<br>VIA University College (DK)<br>University of Cumbria (UK) |
| **Project contact information** | https://www.usn.no/english/research/projects/marginalisation-and-co-created-education-mace/ |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target groups** | Fifty-one students at risk of early school-leaving and 13 researchers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br><br>**Objectives**<br>Generate synergy between education, research, innovation and social inclusion in order to include students who may have experienced marginalisation<br><br>**Activities and methods**<br>The project built on four cornerstones: co-constructed and sociocultural perspective, the importance of context,<br>the indirect approach, and the equality literacy<br><br>The project generated opportunities for students to work alongside university researchers as part of the research community. Students from both master's and bachelor's programmes were trained in methodology and worked side by side with experienced researchers in examining experiences of young early school-leaving students. The students were actively involved as interviewers, respondents, analysts and writers. They joined as individuals and became active participants in the social practices of a  multidisciplinary and multinational community<br><br>'The indirect approach' (Moshuus and Eide, 2016) is a unique methodological approach used by the project to grasp the experiences put forth by disadvantaged young people, in both higher education institutions and schools. Through this approach and the data gathered, two models were developed: an equality literacy model and a well-being, education, learning and development model (WELD). These models enabled exploration of a bio-social-cultural life course, systemic view of educational privilege and disadvantage. Such an understanding informed an alternative approach to education in its broadest sense |
| **Intended outputs, outcomes, and impact** | Outputs: different types of resources for practitioners (training package and handbook) research material, community building tools, dissemination material<br><br>Outcome: According to the project, *the results and the experience of the project led to new Erasmus+ KA3 project 'Co-creating through social inclusion' with eleven partners in five countries in order to upgrade 'Marginalisation and co-created education' project  to policy level. This means this work will have an impact in the future* |
| **Evidence of outputs, outcomes, and impact** | Project results are available on the Erasmus+ project card and the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-NO01-KA203-034149 |
| **Project website** | https://www.usn.no/english/research/projects/marginalisation-and-co-created-education-mace/ |

## 54. Evaluation environment for fostering intercultural mentoring tools and practices at school (Spain)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2016-1-ES01-KA201-025145 |
| **Project implementation period** | Start: 01-10-2016<br>End: 30-09-2018 |
| **Consortium** | Coordinator:<br>Universidad de Salamanca (ES)<br><br>Partners:<br>Oxfam Italia Onlus (IT)<br>Universidad de Cadiz (ES)<br>Centre For Advancement of Research and Development in Educational Technology (CARDET) Ltd (CY)<br>Społeczna Akademia Nauk (PL)<br>Dublin City University (IE) |
| **Project contact information** | https://evalinto.eu/contact/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | Secondary school students with a migration background, teachers/trainers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Promote peer mentoring actions to reduce early school-leaving in migrant student populations (secondary school)<br>● Acknowledge the value of interculturality as part of an active and responsible European citizenship education<br>● Develop an ICT framework for assessing, managing and developing activities in intercultural contexts<br><br>**Activities and methods**<br>Project activities included designing methodological framework for implementing peer mentoring actions and for evaluating the situation of a school with regard to interculturality. The next step was to identify migrant students potentially at risk, peers to act as mentors and to develop teachers' intercultural skills<br><br>An educational portal was set up, which offered to schools and teachers a set of tools and activities to manage and evaluate the implementation of the intercultural mentoring programme<br><br>In addition, a training programme was designed and implemented (in both face-to-face and online activities) to equip teachers with tools to deal with diversity at school and work effectively with pupils at risk |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Methodological framework, educational portal, training programme<br>● Templates, flyers, reports<br><br>Impact: According to the project, *it strengthened the profile of teaching professions by introducing in[to the] classroom innovative intercultural strategies, that allowed teachers to access or create by themselves tools and materials for their daily teaching practices. The project also helped to [create] the climate of inclusion and confidence among students at school, by enhancing the development of inter-relational competences and reducing the stereotypes concerning languages and cultural diversity* |

| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card and  on the project website |
|---|---|
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA201-025145 |
| Project website | https://evalinto.eu/ |

## 55. Enhancing resilience through teacher education (Malta)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2016-1-MT01-KA203-015222 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>L-Università ta' Malta (MT)<br>Partners:<br>Sveučilišta u Rijeci, Medicinski Fakultet (HR)<br>Panepistimio Kritis (EL)<br>Universitatea 'Ştefan cel Mare' din Suceava (RO)<br>Faculdade de Motricidade Humana, Universidade de Lisboa (PT)<br>Università degli Studi di Pavia (IT) |
| **Project contact information** | enrete@um.edu.mt |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Higher education students (initial teacher training) |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Contribute, through teacher education, to the creation of learning environments that promote resilience and growth of disadvantaged learners |
| | **Activities and methods**<br>The project developed a set of 10 study units, constituting a European master's-level course. They were tailored to build up educators' competences in responding to the academic, social and emotional needs of learners at risk.  The study units were developed in the first year of the project; these were then piloted and evaluated with about 250 teachers and practitioners in the six partner countries. Following the evaluation and both internal and external reviews, the study units were then developed in an online format. Both face-to-face and online study units were subsequently translated into six languages and made available online |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Resilience education study units at master's level<br>● Newsletters, flyers, presentation, website |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-MT01-KA203-015222 |
| **Project website** | http://www.enrete.eu |

# 56. Too young to fail (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-IT02-KA201-003609 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Fondazione per la Scuola – Educatorio Duchessa Isabella della Compagnia di San Paolo (IT)<br>Partners:<br>Hampton Hill Junior School (UK)<br>Agrupamento de Escolas José Saramago, Palmela (PT)<br>Gemeente 's-Hertogenbosch (NL)<br>Confederación Española de Centros de Enseñanza (CECE) (ES)<br>Rodenborch-College (NL)<br>Istituto Comprensivo 'Gaetano Salvemini' (IT)<br>Instituto Politécnico de Setúbal (PT)<br>Fundação Calouste Gulbenkian (PT) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Students aged 10–15 years, teachers/educators |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Provide a cross-sectorial platform for exchange of experiences and practices between partners of different backgrounds and missions, thus fostering a mutual learning process<br>● Grant access to a broad range of consolidated cross-sectorial prevention and intervention strategies tailored to the specified age groups<br>● Promote focused research on relationship / social capital (peer-to-peer relationship, school leadership and family engagement), and on its potential impact on measures combatting early school-leaving<br><br>**Activities and methods**<br>Project activities included the development of teachers' training modules, multimedia tools and training courses. Furthermore, there was sharing of best practices on early school-leaving through thematic factsheets, presentations, webinars |
| **Intended outputs, outcomes and impact** | Outputs: platform with best practices, research documentation, materials for school leaders, training modules for teachers and school stakeholders |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT02-KA201-003609 |
| **Project website** | Not available |

## 57. Family and community engagement in action (United Kingdom)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-UK01-KA201-000048 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>County Council of the City and County of Cardiff (UK)<br><br>Partners:<br>CFR Ferrol (ES)<br>Miasto Stołeczne Warszawa (PL) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target groups** | Pupils, families and teachers from 12 schools |
| **Methodology** | **Specific focus**<br>Teachers' / youth workers' training<br><br>**Objectives**<br>● Improve the attainment of young people, particularly those at risk of early school-leaving and with low levels of basic skills<br>● Gain a greater understanding of and responsiveness to social, linguistic and cultural diversity<br>● Improve teachers' competences to work in multicultural classes<br><br>**Activities and methods**<br>The project involved expertise from professionals in three countries pulling together best practices and innovative approaches from the regions<br><br>The activities included the production of training materials for teachers and parents. Parents and their children were involved in a variety of activities specifically designed to attract and engage other parents within the individual school contexts.  Teachers participated in job-shadowing in partner countries, following which they received Europass certificates |
| **Intended outputs, outcomes and impact** | Outputs: All materials from the project were brought together in a comprehensive guide for professionals |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA201-000048 |
| **Project website** | Not available |

# 58. Witnessing domestic violence and audit education in school system (Italy)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-IT02-KA201-024390 |
| **Project implementation period** | Start: 26.9.2016<br>End: 25.9.2018 |
| **Consortium** | Coordinator:<br>Associazione Spazio Donna (IT)<br><br>Partners:<br>Universitat Autònoma de Barcelona (ES)<br>Institut Escola Industrial de Sabadell (ES)<br>Agrupamento de Escolas Dr Costa Matos (PT)<br>Istituto Comprensivo Statale Ludwig van Beethoven (IT)<br>Liceul Teoretic 'George Călinescu' (RO) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target groups** | School staff, children, families |
| **Methodology** | **Specific focus**<br>Teachers' / youth workers' training<br><br>**Objectives**<br>● Develop a training module for school professionals to help children overcome the effects of witnessing family violence<br>● Coordinate school interventions with the network of institutional bodies that operate locally to prevent and hinder the abuses<br><br>**Activities and methods**<br>The project developed in four stages: The first stage produced initial research on the topic 'school discomfort from witnessing violence' – a collection of school activities which address witnessing violence. The second stage led to the design of the project's intervention model, methodologies and tools to be implemented in the classes. The third stage involved testing the training course in each partner country. Finally, at the end of the project, a report was prepared summarising the results achieved<br><br>Co-ordination activities among partner countries were enriched through international meetings, e.g. in Barcelona and in the city of Constanța in Romania. At the end of the project, each partner organised an event open to the public, to raise awareness and disseminate project results |
| **Intended outputs, outcomes and impact** | Outputs: the developed training model with training material |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IT02-KA201-024390 |
| **Project website** | https://ninosyadolescentesfelices.wordpress.com/equipo/ |

# 59. Early identification, individualised targeting and tailored intervention for young people at risk of not being in education, employment or training – Flexible pathways and an effective methodology for the transition into the labour market (Portugal)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-PT01-KA200-000980 |
| **Project implementation period** | Start: 1.11.2014<br>End: 31.10.2017 |
| **Consortium** | Coordinator:<br>Centro de Formação Profissional para o Comércio e Afins (PT)<br><br>Partners:<br>Tavistock Institute of Human Relations (UK)<br>Fundación para la Formación, la Cualificación y el Empleo en el Sector Metal de Asturias (ES)<br>Fondazione Centro Produttività Veneto (IT)<br>Universidade Católica Portuguesa (PT)<br>Junta de Freguesia de Alcântara (PT)<br>Institut für Sozialwissenschaftliche Beratung GmbH (ISOB) (DE) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Students/trainees (aged 15–24 years) who are in the VET system, at the end of their compulsory education but at risk of becoming not in employment, education or training (NEET) |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Link to key competences |
| | **Objectives**<br>Develop an effective front-end strategy to address the NEET issue within the EU |
| | **Activities and methods**<br>The root-cause of this project was the insight that fighting the NEET issue is often an *ex post* strategy: intervention occurs only after disengagement. In addition, standard 'one-size-fits-all' solutions have proven to be ineffective<br><br>The project focused on developing measures that detect at an early stage students who may potentially become NEET. It identified typical risk patterns resulting from individual needs of such learners and provided them with suitable work-based learning environments; the projects worked with them to draw up tailored and flexible pathways to further education, training or work |
| **Intended outputs, outcomes and impact** | Outputs:<br>● A model of individualised targeted and tailored intervention for young people at risk of becoming NEET<br>● A guide to present the model, containing the methodological approach, the results of the pilot test and the impact analysis<br>● Recommendations for sustainability of the methodology<br>● A quality user feedback and usability evaluation report |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PT01-KA200-000980 |
| **Project website** | Not available |

# 60. Developing and evaluating skills for creativity and innovation (Italy)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2015-1-IT02-KA201-015417 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Consiglio Nazionale delle Ricerche (IT)<br><br>Partners:<br>Istituto Tecnico Tecnologico 'Enrico Fermi' (IT)<br>Ethniko Kai Kapodistriako Panepistimio Athinon (EL)<br>Associazione Culturale forma Scienza (IT)<br>1o Peiramatiko Gymnasio Athinas (EL)<br>Centro de Formación Somorrostro (ES)<br>Universitat de València (ES)<br>Ellinikh Enosh Dhmosiografon Episthmhs (Syggrafeon Episthmhs Kai Eikoinoniologon Episthmhs Astiki Etaireia) (EL)<br>Assoknowledge (IT) |
| **Project contact information** | http://www.desci.eu/the-partners/ |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Teachers and students |
| **Methodology** | **Specific focus**<br>Link to key competences |
| | **Objectives**<br>● Develop a methodological approach for alternating training in secondary schools<br>● Improve connections between school, research, enterprise and territory |
| | **Activities and methods**<br>The central methodology and the main learning environment adopted in the 'Developing and evaluating skills for creativity and innovation' (DESCI) project was the 'living laboratory'. It was first introduced at the Massachusetts Institute of Technology to develop and test new technologies. DESCI applied the 'living laboratory' to an educational context, in which schools could design, implement and evaluate  alternating training, through sharing of ideas and collaboration between the stakeholders involved<br><br>The alternating training participatory approach was introduced in three different toolkits: one targeted at teachers, one for students and one for evaluation. Each toolkit provides basic information and tools for implementing alternating training at school in a modular approach. This includes descriptions of activities and methodologies that can be adapted to specific school environments. In the testing phases the enterprises and the communities came into the school and collaborated with students teachers and tutors in the alternating training process<br><br>In addition, a comparative analysis of European alternating training systems was undertaken to develop a common framework on alternating training in Europe |

| Intended outputs, outcomes and impact | Outputs: three toolkits, as described above |
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| | Outcomes: |
| | • The testing phase demonstrated that DESCI project can improve the connection between school, research, enterprise, and territory enhancing the capability of secondary school to become an innovation hub for the local community |
| | • Reduction of dropout rates: the inclusive and participatory approach promoted by DESCI positively influenced the rates of school dropout, which decreased from 3.5 % (before the DESCI testing phase) to 0 % (after the testing phase) |
| | • General improvement of transversal skills: as emerged from the school reports, the DESCI approach to alternating training helped the students in reinforcing transversal skills classified in DESCI with reference to the EU Commission recommendation on key competences 2006, revised in 2018 |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT02-KA201-015417 |
| **Project website** | http://www.desci.eu/ |

# 61. Protecting, enhancing, participating, educating, informing (Greece)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-EL01-KA201-023480 |
| **Project implementation period** | Start: 1.12.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>To Hamogelo Tou Paidiou (EL)<br><br>Partners:<br>Associació Catalana de Formació Polivalent Aplicada, Baobab (ES)<br>Nadja Centre Foundation (BG)<br>Association for Equal Opportunities 'SEMPER' (MK)<br>Ellinogermaniki Agogi Scholi Panagea Savva AE (EL)<br>Asociatia Direct (RO) |
| **Project contact information** | https://www.prepei.eu/gr/en/contact/ |
| **Topics addressed** | Early school-leaving<br>Well-being at school |
| **Target groups** | Educators, school leaders, students and stakeholders in the field of education |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>The overall objective of the project was to create, test and implement an innovative programme for raising awareness of school communities and preventing school violence and bullying in order to reduce the rate of school dropout<br><br>**Activities and methods**<br>All partners worked together on a pedagogical approach and innovative tools such as 'shadow theatre', while respecting the cultural particularities of each country. For each project activity, one project partner undertook the role of a task leader providing guidelines and support to other partners<br><br>The project organised three multiplier events in Spain and North Macedonia, with 128 participants, at which all project results were presented to wide audiences |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Toolbox, video game, manuals for teachers and educators<br>● Training module, a train-the-trainer course<br>● Communication platform, webinar<br><br>Outcomes: In all countries, 612 educators participated in piloting activities; 628 educators were trained on how to use the tools of the project; and, through awareness-raising activities on bullying and school dropout at schools, more than 4 413 students, 2 756 parents and 567 teachers were reached |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-EL01-KA201-023480 |
| **Project website** | https://www.prepei.eu/ |

# 62. Math and motivation (Bulgaria)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-BG01-KA201-036220 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Regionalno Upravlenie Na Obrazovanieto Sofia Grad (BG)<br><br>Partners:<br>Asociatia pentru Dezvoltare Antreprenoriala, Pregatire Profesionala si Transfer Tehnologic (ADAPT) (RO)<br>Istituto Statale 'Eugenio Montale' (IT)<br>Instalofi Levante SL (ES)<br>Escola Profissional do Alto Lima (Epralima) – Cooperativa de Interesse Publico e Responsabilidade Limitada (PT)<br>Strojarska tehnička škola Osijek (HR)<br>Sdrudzenie 'Znam i Mogą' (BG)<br>Danmar Computers sp. z o.o. (PL) |
| **Project contact information** | https://mm.erasmus.site/partners/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Mathematics and science teachers and secondary school students (more than 140 teachers and 430 students involved in total) |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Improve the basic skills of secondary school students in mathematics and sciences and reduce the dropout rate in participating countries<br><br>**Activities and methods**<br>The innovation that the project offered was the integration of three teaching methods (self-learning / peer learning, gamification and flipped learning) into one complex collaborative methodology. The methodology has a strong focus on achieving learning outcomes through peer learning, quizzes, with monitoring rather than grading individual students. It was made available in the form of theoretical guidelines and an e-learning platform which can be accessed by teachers and students<br><br>During the first project year, a toolkit for teachers was created, consisting of the collaborative methodology and the curriculum aiming to increase skills in mathematics and science. It was presented during the staff training course in Italy (March 2018). Based on the feedback, suggestions and comments from the participants, the toolkit was then improved and finalised. The national cascade training took place at the beginning of the 2018/2019 school year in all partner countries. The aim of these events was to acquaint more teachers with the innovative toolkit and engage them in further testing of the methodology and the online platform in the real classroom environment<br><br>The second project year was dedicated to working on the collaborative online platform, creating the content and testing it with the target groups: teachers and secondary school students. The piloting of the platform was implemented in May–July 2019. The last month of the project (August 2019) was used for the finalisation of the platform based on the results obtained from the national testing |

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| **Intended outputs, outcomes and impact** | Outputs: a toolkit and an online platform to develop and test collaborative methodology, and a curriculum with lesson plans for improving the mathematics, science and literacy skills of school students |
| | Impact: According to the project, *its activities had and will continue to have a very positive impact on the participating organisations as well as on the direct target group – teachers and students, thus providing a positive influence at the local and national level. All teachers who participated in the different stages of the project declared with certainty that they will continue to use the e-platform and the toolkit in their future work. They all considered M&M [math and motivation] tools as an innovative and attractive supplement to the formal school activities that could increase the students' motivation in their learning and improve their peer-to-peer connection. The students themselves were happy to participate in the project and stated that they would like to continue to use the platform during the next school year. The attractiveness and efficiency of the method will help to ensure the sustainability of the project results* |
| **Evidence of outputs, outcomes and impact** | Project results are available on  the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BG01-KA201-036220 |
| **Project website** | https://mm.erasmus.site/ |

## 63. Motivating and meaningful education in a rich learning environment (Netherlands)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2016-1-NL01-KA201-022915 |
| **Project implementation period** | Start: 31.12.2016<br>End: 30.12.2017 |
| **Consortium** | Coordinator:<br>RGB Consultancy (NL)<br><br>Partners:<br>NPO HARED, Centre for Training and Development (EE)<br>Colegiul Tehnic 'Mihai Viteazul' (RO)<br>Profesionalna gimnaziya po turizam 'D-r Vasil Beron' (BG) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | Pupils and teachers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Decrease early school-leaving and dropout, and demotivation and underachievement of pupils in secondary education and pre-VET education<br><br>**Activities and methods**<br>The 'seven principles' theoretical model provided teachers with a guidance on how to (re)organise their didactics and classrooms. In a teacher training programme comprising three transnational meetings, teachers exchanged good practices in an international context. They learned how to work with the seven principles. At home, they practised new ways of motivating pupils and evaluated this together with their peers and pupils. Then again, they exchanged the new insights with the project partners. At the end of the training programme the good practices became best practices and were described in a manual<br><br>Teachers also worked together with peers in regional communities of practice (CoPs). They used these fora to disseminate and exploit the project results and for follow-up projects |
| **Intended outputs, outcomes and impact** | Outputs: The innovative tools and approaches:<br>● A theoretical framework called the 'seven principles', with extra attention to meaningful and personalised learning<br>● a teacher's manual<br>● Best practices, exchanged and disseminated within an EU network of regional communities of practice<br>● an interactive website<br>Outcomes: The project would give the pupils – via their teachers – stimuli through meaningful learning, learning from the real world and personalised learning |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NL01-KA201-022915 |
| **Project website** | Not available |

# 64. Head in the clouds: digital learning to overcome school failure (Austria)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2015-1-AT01-KA201-005024 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Technische Universität Wien (AT)<br><br>Partners:<br>Súkromná základná škola (SK)<br>Fundația Creștină Diakonia Filiala Sfântu Gheorghe (RO)<br>GAIA (XK)<br>Verein Offenes Lernen (AT)<br>Technická univerzita v Košiciach (SK)<br>www.scio.cz, s.r.o. (CZ) |
| **Project contact information** | https://brainsintheclouds.eu/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Children aged 6-17 years, struggling with the formal educational system or having no access to education at all |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Overcoming obstacles for integration through providing a learning environment for target groups who have difficulties to succeed in established formal education systems:<br>● Increase the learner's ability to coordinate, facilitate and analyse their own learning processes<br>● Improve their transversal skills to increase chances of integration in the labour market<br>● Foster creativity, innovation, improve digital literacy; raise digital competences of educators<br>● Raise the recognition of non-formal education<br><br>**Activities and methods**<br>The chosen approach MINIMAX aims at ensuring maximum learner autonomy. The developed six learning modules allow learners to playfully acquire competencies in a variety of subjects as well as interdisciplinary, transversal and social skills. Each task sheet is linked to an online application via QR-code, which allows users to analyse their achievements, while interacting with their peers in two other European countries. This creates a positive individual learning process. The developed educational materials focus on a broad variety of topics including programming, video making, digital literacy, English, environment, culture, history, customs, hygiene and first aid.<br><br>The learning modules were implemented in afterschool and youth programmes in Slovakia, Kosovo and Romania with more than 100 participating learners from Roma communities. Based on constant feedback and evaluation after the trial period, the learning modules were improved and introduced to educators. |

| Intended outputs, outcomes and impact | Outputs: educational modules in English, Hungarian, Slovak and Serbian with a detailed manual, a project documentary |
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| | Outcomes: The project team observed changes in learning disparities, school attendance/leaving, pursuit of careers and transversal skills, especially social interaction skills and digital competences |
| | Impact: Partners continue working with the developed MINIMAX approach, tools and materials both within their institutions as well as beyond |
| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card and on the project website |
| Erasmus+ project card URL | https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2015-1-AT01-KA201-005024 |
| Project website | https://brainsintheclouds.eu/ |

# 65. MOOC on Dys (Belgium)

| Programme strand and sector covered | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
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| **Project reference number** | 2017-1-BE01-KA201-024775 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.11.2019 |
| **Consortium** | Coordinator:<br>SCS LogoPsyCom (BE)<br><br>Partners:<br>Rhéatis (FR)<br>Civiform (IT)<br>Kentro Diaforodiagnoshs, Diagnoshs, Kai Yposthrixh Eidikon Ekpaideftikon Anagon (EL)<br>Universitatea din Piteşti (RO)<br>Rede para o Desenvolvimento Local de Base Comunitária (DLBC) de Lisboa (PT) |
| **Project contact information** | info@logopsycom.com |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school<br>● Inclusion of pupils with (Specific Learning Disabilities) SLDs |
| **Target groups** | ● Parents of children and teenagers with SLD<br>● Teachers and professional who face students with SLDs<br>● Paramedical professionals (speech therapists, occupational therapists) |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objective**<br>Addressing SLDs in education<br><br>**Activities and methods**<br>The methodology used for this project was a mix of a method called ADDIE (analysis, design, development, implementation and evaluation) and design thinking<br><br>First, the project partners identified the learners' needs via surveys in SLD social media groups. They brainstormed during a second meeting with experts about the best solutions to meet those expressed needs. Next, they created a prototype training module and tested it with a panel of learners of the same profile as the end users, and distributed the content of the MOOC through a collaborative virtual learning environment<br><br>The project engaged a group of 106 ambassadors (active parents and professionals) who supported the MOOC community. Throughout the project, they used online collaborative tools (Slack and Zoom) for live meetings to coordinate and structure the partnership work according to the general plan |
| **Intended outputs, outcomes and impact** | Outputs/outcomes:<br>● webinars, syllabus, toolboxes<br>● So far, the MOOC has attracted 12 373 users |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BE01-KA201-024775 |
| **Project website** | http://www.moocdys.eu/en/ |

# 66. Migratory music (France)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2** <br> **MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-FR01-KA201-037478 |
| **Project implementation period** | Start: 1.9.2017 <br> End: 31.8.2019 |
| **Consortium** | Coordinator: <br> Musiques de Nuit Diffusion – Association (FR) <br><br> Partners: <br> Insup Formation (FR) <br> Le LABA (FR) <br> Centre Culturel Bruxelles Nord – Maison de la création (BE) Commune de Bègles (FR) <br> Ecole Fondamentale de l'Athénée Royal de Bruxelles 2 (BE) <br> Synkoino Coop (EL) <br> Kinonikes sineteristikes drastiriotites efpathon Omadon (EL) <br> Agrupamento de Escolas de Briteiros (PT) |
| **Project contact information** | https://www.cenon.fr/ma-ville-et-moi/les-associations-de-cenon/musiques-de-nuit-diffusion <br><br> contact@lerocherdepalmer.fr |
| **Topic addressed** | Well-being at school |
| **Target group** | School pupils (aged 6–10 years) |
| **Methodology** | **Specific focus** <br> ● Whole-school approach <br> ● Cross-sectoral partnerships <br> ● Link between formal and non-formal learning <br> ● Link to key competences <br> ● Teachers' / youth workers' training <br><br> **Objective** <br> Promote the mother tongue of primary school pupils <br><br> **Activities and methods** <br> Over a period of 2 years, the 'Migratory music' project enabled experimentation with an educational approach, designed by pedagogical teams, that was based on know-how exchange workshops between mothers, children and professionals (from education, cultural and social sectors) <br><br> Three training sessions for the teachers involved focused on the following themes: <br> ● Valuing mother tongues of migrant children in socioeducational projects <br> ● Cooperating with migrant mothers on the integration of their children <br> ● Carrying out projects that put a spotlight on migrant children and their families <br><br> At the end of the project, teachers had at their disposal methodologies and tools to better communicate and cooperate with migrant mothers and children speaking foreign languages as mother tongues. These innovative pedagogical tools were developed in English, French and Greek to be distributed among teachers in Europe. Four dissemination events were organised, one in each of the three partner countries and one on the radio |
| **Intended outputs, outcomes and impact** | Outputs: <br> ● A MOOC available in the form of educational and sound creations (broadcast through platforms, radio stations and web radio channels associated with the project) <br> ● A book, a communication guide <br> ● Podcasts and documentaries |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-FR01-KA201-037478 |
| **Project website** | https://oficinas-do-saber.webnode.pt/ |

# 67. Innovatív gyakorlatok a kisiskolások oktatásában – Inspirálj és motiválj! (Hungary)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2015-1-HU01-KA201-013634 |
| **Project implementation period** | Start: 1.11.2015<br>End: 30.11.2017 |
| **Consortium** | Coordinator:<br>Interregió Fórum Egyesület (HU)<br><br>Partners:<br>Új Esély Egyesület (HU)<br>Asociatia Bastya (RO)<br>Fórum Informačné Centrum (SK) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target groups** | Disadvantaged students, mainly Roma students, and teachers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objective**<br>Develop an experimental methodology and curriculum to better address early school-leaving |
| | **Activities and methods**<br>The project was built on workshops involving the creative work of teachers, experts, learning material developer specialists and designers<br><br>The activities included training for teachers and pilot teaching for targeted students. Project results were discussed with professionals at conferences and through social/conventional media, and disseminated online |
| **Output** | Outputs:<br>● Beta-testing reports that summarise the 30-hour pilot courses<br>● Curriculum package<br>● Methodological handbook for teachers |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website (in Hungarian) |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-HU01-KA201-013634 |
| **Project website** | Not available |

# 68. Below 10 (Italy)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-IT02-KA201-024125 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>ProgettoMondo Mlal Onlus (IT)<br><br>Partners:<br>University of Northampton (UK)<br>Instituto Universitário de Lisboa (PT)<br>Srednja Škola Dalj (HR)<br>Azienda Formazione Professionale Scarl (IT)<br>Udruga za rad s mladima Breza (HR)<br>Fondazione Cassa Di Risparmio di Cuneo (IT)<br>Organizaţiei Salvaţi Copiii (RO)<br>Groupe SOS Solidarités (FR) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Students – primarily those with disabilities |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br><br>**Objectives**<br>Address early school-leaving by focusing on prevention, through new pedagogical strategies for cooperation between actors in formal and non-formal education, and between schools and local communities<br><br>**Activities and methods**<br>The project was split into four phases:<br>● In the initial phase, workshops for first-level stakeholders (teachers, professionals, volunteers and social workers) were organised<br>● The second phase involved practical work, that is, the implementation of what had been learned during the workshops<br>● The third phase focused on experiences developed by the participants in the workshop with young people, inside and outside the schools<br>In the final phase, the first-level stakeholders gathered again for training to reflect on the lessons learned from working with young people. Based on that, they proposed to second-level stakeholders (principals, local institutions' representatives) integrated multiannual plans to prevent and reduce the rates of early school-leaving |
| **Output** | Outputs: reports and a curriculum |
| **Evidence of outputs, outcomes and impact** | Projects results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IT02-KA201-024125 |
| **Project website** | Not available |

# 69. Developing future careers through personalised guidance – GuidEU (Poland)

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| **Programme strand and sector covered** | **ERASMUS+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-PL01-KA201-026801 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Polska Fundacja Ośrodków Wspomagania Rozwoju Gospodarczego 'OIC Poland' w Lublinie (PL)<br>Partners:<br>Highgate Private School (CY)<br>Antalya İl Millî Eğitim Müdürlüğü (TR)<br>Instituto Secular 'Hijas de la Natividad de María' – CPR Nuestra Sra del Carmen (ES)<br>Zespół Szkół Ogólnokształcących w Dęblinie (PL)<br>Eurosuccess Consulting (CY) |
| **Project contact information** | sekretariat@oic.lublin.pl |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Career guidance |
| **Target groups** | ● Secondary and upper-secondary school students, teachers and experts<br>● Career guidance counsellors, practitioners, school psychologist<br>● Teachers involved in the aspects of educational and vocational counselling<br>● Secondary and/or upper-secondary school teachers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Prevent dropping out of school and disengagement from the labour market<br>● Reduce the rate of early school-leaving through professionalised career guidance<br>● Overcome shortages of career guidance counsellors at schools<br>● Improve career guidance services through engaging tools and methods<br>● Link school curricula to international job opportunities<br><br>**Activities and methods**<br>The project set out to build strong links between schools, training institutions, employers and parents across countries to connect curricula to international employment opportunities and reduce mismatches in skills and career choices<br><br>An online career aptitude tool was designed to diagnose and measure pupils' professional skills and predispositions. Unattended execution of the test components and automatic generation of an assessment report allow for the independent use of the tool among students, parents and any individuals with no formal qualifications in psychology or career counselling<br><br>The target groups of the project took part in a joint staff training event in Poland and in two school exchanges in Spain and in Poland |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Benchmark report<br>● Online career aptitude tool for students<br>● Game (electronic version of a board game)<br>● Training toolkit |

| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card |
|---|---|
| Erasmus+ project card URL | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA201-026801 |
| Project website | Not available |

# 70. Art et apprentissage (Belgium)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-BE01-KA201-016264 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Educ'Art ASBL (BE)<br><br>Partners:<br>Melodys (FR)<br>Résodys (FR)<br>Universidad de Granada (ES)<br>Centre Scolaire Fondamental Catholique Saint-Michel ASBL (BE)<br>École Communale du Centre (BE)<br>École Fondamentale Communale de Chôdes (BE)<br>Colegio Privado Mirasur (ES) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Five hundred teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Teachers' / youth workers' training |
| | **Objective**<br>Create tools applicable in the classroom by teachers, music teachers, therapists, researchers |
| | **Activities and methods**<br>As a result of an extensive joint reflection during this multidisciplinary project, various resources were produced, for example an audiovisual documentary, three books and five articles in specialised publications. Furthermore, a portfolio was developed with a theoretical framework based on recent neuroscientific studies, underpinning the proposed music activities, and also descriptions of such music activities, and didactic sheets with soundtracks and videos. Evaluated and adapted activities were finally implemented in classrooms in all three countries, enabling even teachers with little musical training to use them. Five colloquia were organised and three study trips to Belgium, France and Spain provided opportunities for training and exchange |
| **Intended outputs, outcomes and impact** | Outputs: documentation described above, a blog and a website in French and Spanish and playlists on YouTube for partners to share their resources |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE01-KA201-016264 |
| **Project website** | http://aaerasmus.blogspot.com/ |

## 71. Disconnected, discouraged, disenabled? Let's code! (Italy)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-IT02-KA201-024525 |
| **Project implementation period** | Start: 1.11.2016<br>End: 31.12.2018 |
| **Consortium** | Coordinator:<br>Fondazione Politecnico di Milano (IT)<br><br>Partners:<br>Universidade Portucalense Infante Dom Henrique – Cooperativa de Ensino Superior CRL (PT)<br>Jednota Školských Informatiků (CZ)<br>European Schoolnet (EUN) Partnership ASBL (BE)<br>European Digital Learning Network (IT)<br>Kypriaki Mathimatiki Etaireia (CY) |
| **Project contact information** | info@fondazione.polimi.it |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | Students aged 12–18 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Train students at risk of dropping out to improve their digital skills and learn mathematics by studying coding |
| | **Activities and methods**<br>Flipped-classroom model was chosen as an innovative method to teach digital skills, mathematics and the basics of coding to students at risk of dropping out. This model is also suitable for involving families in students' education and for tackling learning difficulties through a more personalised and tailored approach. In the flipped-classroom, the traditional lesson method is 'flipped', meaning that class lectures are replaced by home lessons, and homework is replaced by exercises carried out in classes. Through the flipped-classroom model, students can focus on learning by doing, with the teacher guiding the way |
| **Intended outputs, outcomes and impact** | Outputs: a training platform and teaching plan that was tested and applied in five countries (at least 50 students per country participated in the test)<br><br>Impact: According to the project, *medium- and long-term impact comprises development of a network of teachers trained in the flipped classroom methodology and committed to keep on applying this approach in teaching* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IT02-KA201-024525 |
| **Project website** | http://www.allyouneediscode.eu/dis-code/ |

# 72. MEDES (Spain)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2015-1-ES01-KA201-015954 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Ayuntamiento de Villarreal, Castellón (ES)<br><br>Partners:<br>Istituto Comprensivo di Sacile (IT)<br>Cooperativa Itaca (IT)<br>Institute Educació Secundària Miralcamp (ES)<br>Associació el Porc Espí (ES)<br>Comune Di Sacile (IT) |
| **Project contact information** | solidaritat@vila-real.es |
| **Topics addressed** | ● Early school-leaving<br>● Well-being at school |
| **Target groups** | ● Seventy teachers<br>● Seventy-seven students of secondary education aged between 11 and 16 years<br>● Professionals from local educational organisations |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Develop an innovative methodology based on school mediation to prevent early school-leaving<br>● Increase the competences of teaching staff in school mediation<br>● Train young mediators and facilitate the development of skills to effectively and constructively participate in social and professional life<br><br>**Activities and methods**<br>The MEDES project developed training activities for teachers and students, trained as school mediators. The training module followed the methodology of school mediation developed by the project. Exchanges of student mediators between the participating centres took place, establishing a peer learning system. A TwinSpace was created and dissemination activities of the project were carried out |
| **Intended outputs, outcomes and impact** | Outputs: educational resources available in different languages, including presentations and a methodological guide |
| **Evidence of outputs, outcomes and impact** | Project results are available on to the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-ES01-KA201-015954 |
| **Project website** | http://medes.vila-real.es/it/productos-it.html |

## 73. Getting ready for adult life – Methods in upper-secondary education for pupils with autism spectrum condition (Sweden)

| Programme strand and sector covered | Erasmus+ KA 2<br>**MORE THAN ONE SECTOR** |
|---|---|
| **Project reference number** | 2018-1-SE01-KA229-039118 |
| **Project implementation period** | Start: 1.9.2018<br>End: 30.6.2020 |
| **Consortium** | Coordinator:<br>Rodengymnasiet (SE)<br><br>Partner:<br>Church Lawton School (UK) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Pupils with autism spectrum condition |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Develop methods in upper-secondary education for pupils with autism spectrum condition, to better equip them for adult life |
| | **Activities and methods**<br>A number of activities were organised, including four school exchanges. First, the English students travelled twice to Sweden; then the Swedish students visited the English school. For seven out of nine pupils taking part, this was the first time they had ever flown or gone abroad. Before the journey, very thorough preparations were made; students visited the airport and could see the inside of an aeroplane. During the visits the students carried out various school activities, participated in outdoor education for 2 days, went bowling and had dinner together. Between and after the school exchanges, they also developed a programme called 'Getting ready for adult life'.<br><br>The participants engaged in dissemination activities, displaying their project in local media and at local and national conferences. The pupils at both schools also arranged workshops where they presented the experiences from their journeys to the other students |
| **Intended outputs, outcomes and impact** | Outputs: a toolkit, a programme called 'Getting ready for adult life'<br>Outcomes: According to the project, students from both schools were very positive about this experience in the project evaluation |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-SE01-KA229-039118 |
| **Project website** | Not available |

# 74. Atoms and CO (Belgium)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-BE01-KA201-024750 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.9.2019 |
| **Consortium** | Coordinator:<br>Fédération des Institutions et Services Spécialisés d'Aide aux Adultes et aux Jeunes (Fissaaj) (BE)<br>Partners:<br>Comité Européen de Coordination (BE)<br>Fundació Privada Trinijove (ES)<br>Fundació per a les Escoles Parroquials, L'Esperança (ES)<br>Alma Mater Studiorum – Università di Bologna (IT)<br>Associazione Gio.net (IT) |
| **Project contact information** | Not available |
| **Topic addressed** | Early school-leaving |
| **Target group** | Young people |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Develop a 'school hanging device' that creates a link between families, schools and social assistance actors<br>● Set up an alliance between the relevant actors to reduce the risk of young people dropping out |
| | **Activities and methods**<br>To develop the device, the project partners consulted transnational state of the art sources, and summarised the findings in a report. This report was prepared in close collaboration with local stakeholders through questionnaires and various data collection methods (focus groups, a world cafe). Based on the report and a set of best practices collected in the different countries, the device was designed and developed in such a way so as to be flexible and adaptable to different educational, societal and national contexts. A learning activity followed that aimed to train people to use the device. The trainers also organised training sessions to disseminate the device within their localities |
| **Intended outputs, outcomes and impact** | Outputs: a report, a 'school hanging device', a collection of 26 tools and best practices that have been integrated into the device<br>Outcomes:<br>● 81 professionals involved in the implementation of the device<br>● 101 professionals trained to use the device<br>● Involvement of 44 institutions as beneficiaries of the project results<br>● 436 families reached through project activities |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and  on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BE01-KA201-024750 |
| **Project website** | http://atomsandco.eu/ |

# 75. Creating peace (Czech Republic)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-CZ01-KA201-001841 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Základní škola a Mateřská škola, Ostrava-Poruba, Ukrajinská 19, příspěvková organizace (CZ)<br>Partners:<br>École Ermitage Lamourous (FR)<br>Specjalny Ośrodek Szkolno-Wychowawczy (PL)<br>Tøndergård skole og ressurssenter (NO)<br>Schule an der Rolandsmauer (DE)<br>Gransäterskolan (SE) |
| **Project contact information** | http://www.specialniskola.cz |
| **Topics addressed** | ● Well-being at school<br>● Students with special needs |
| **Target group** | Students with special educational needs (autism spectrum disorders, especially Asperger syndrome, behavioural issues) |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Coach students to develop their transversal skills (interpersonal, intrapersonal, critical reading and thinking) to help them integrate into local community<br>● Help students reach peace within themselves and with people around them by learning new effective strategies to handle conflicts (internal and external)<br><br>**Activities and methods**<br>This project revolved around the theme of the Thirty Years War, based on material and worksheets created by teachers. During the first year, students learned about the Thirty Years War, how it influenced the lives of people and how peace was reached. In the next stage, they identified successful solutions to conflicts in their national history in general. They then discussed other possibilities of conflict resolutions and tried to draw inspiration from these for their own lives. While studying these topics, students were coached to improve their critical reading and thinking, which are transversal skills they often lack. They would also express their feelings in an artistic way (through comic, art object, song, rap, drama, etc.) and share their work with their peers.<br><br>During the second year, partners searched for and tried out therapeutic games and activities, which they shared with others and made available online for public use. Students provided feedback on the therapeutic activities included in activity files |
| **Intended outputs, outcomes and impact** | Outputs: videos, games, pupil meeting reports |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-CZ01-KA201-001841 |
| **Project website** | http://eplus-creatingpeace.blogspot.com/ |

# 76. Supporting social and emotional competences of pre-school children from disadvantaged or culturally different environments (Czech Republic)

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| **Programme strand and sector covered** | **Erasmus+ KA 2** <br> **MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-CZ01-KA201-001988 |
| **Project implementation period** | Start: 1.9.2014 <br> End: 31.8.2016 |
| **Consortium** | Coordinator: <br> Schola Empirica (CZ) <br><br> Partners: <br> Children's Early Intervention Trust (UK) <br> Tiny Signers (UK) <br> Škola Dokorán (SK) <br> Masarykova Univerzita (CZ) |
| **Project contact information** | info@scholaempirica.org |
| **Topics addressed** | • Basic skills and underachievement <br> • Early school-leaving <br> • Well-being at school |
| **Target group** | Children with special educational needs, especially those coming from socially disadvantaged or culturally diverse environments |
| **Methodology** | **Specific focus** <br> • Link to key competences <br> • Teachers' / youth workers' training |
| | **Objectives** <br> Enhance competences of staff and provide them with the methodological tools for effective support of pre-school children and parents from disadvantaged backgrounds |
| | **Activities and methods** <br> The international cooperation provided an opportunity for the development of an early childhood education and care methodology. This was based on an international survey highlighting the needs and experiences of pre-school teachers in partner countries. A comprehensive comparative report was completed; it provided information on similarities and differences in the respective education policies with regard to the pre-school education of children from disadvantaged environments <br><br> Another important aspect of this international cooperation was the possibility of organising joint training sessions for pre-school teachers from partner countries. The training programme included information on various projects, activities, and methodologies related to work with pre-school children and parents from socially disadvantaged and culturally diverse environments |
| **Intended outputs, outcomes and impact** | Outputs: a report, a training guide, good practices |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and  on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-CZ01-KA201-001988 |
| **Project website** | http://www.scholaempirica.org/en/projekt/erasmus-project-supporting-social-and-emotional-competences-of-pre-school-children-from-disadvantaged-or-culturally-different-environments/ |

# 77. Education in mathematics in game-based immersive contexts (Portugal)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-PT01-KA201-035847 |
| **Project implementation period** | Start: 1.11.2017<br>End: 31.10.2019 |
| **Consortium** | Coordinator:<br>Direção Regional de Educação (PT)<br><br>Partners:<br>Ingenious Knowledge GmbH (DE)<br>Eidiko Epaggelmatiko Gymnasio Acharnon (EL)<br>IIS Leonardo da Vinci – Nitti (IT) |
| **Project contact information** | contact@eduproject.eu |
| **Topics addressed** | • Basic skills and underachievement<br>• Early school-leaving |
| **Target group** | Students, teachers |
| **Methodology** | **Specific focus**<br>• Multidisciplinary approach<br>• Teachers' / youth workers' training |
| | **Objectives**<br>Help teachers to train their students' in mathematics skills |
| | **Activities and methods**<br>The project created an educational game *Clash of Wizardry* to train basic mathematics skills. Based on initial research, the game was subsequently developed and tested with students. The game never forces students to progress to harder mathematics level, but, by offering more powerful spell effects with harder equations, it tempts students to go beyond their limits |
| **Intended outputs, outcomes and impact** | Outputs: an educative game named *Clash of Wizardry*, feedback from participants, research material |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card<br>The educative game for mobile devices is available free of charge on Google Play (https://bit.ly/2YkQNWW) and the Apple App Store (https://apple.co/34WXQHF) |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PT01-KA201-035847 |
| **Project website** | http://emagic.eduproject.eu/#1 |

# 78. Creative minds (Poland)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2014-1-PL01-KA201-002906 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Zespół Szkół Gimnazjum Nr 6 i Szkoła Podstawowa Nr 13 w Zawierciu (PL)<br>Partner:<br>Erifereiako Gymnasio Kokkinotrimithias (CY) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Forty teachers, 200 students |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to basic skills<br>● Link to key competences<br>**Objectives**<br>Incorporate the elements of robotics into the curricula of mathematics, information technology and physics<br>**Activities and methods**<br>Teachers and students gained knowledge and skills by constructing, programming and steering robots and devices made of LEGO bricks, while gradually introducing their own creative ideas and solutions into the work. The effective cooperation and communication between the schools was maintained by email exchanges, chats, and videoconferences, exchanging materials per post, extensive use of TwinSpace tools and the project website. Events were organised, including a 'creativity day', an 'Earth day' and a final conference attended by teachers, students, parents, local educational authorities and local communities of both schools |
| **Intended outputs, outcomes and impact** | Outputs: lesson plans, guides, robotics mini-dictionary, project website and TwinSpace<br>The impact was described as follows:<br>*Permanent changes in teaching will occur in both schools. Those include modifications in the curricula of science subjects, introduction of the new methods and ways of working, innovative approaches and solutions. Similar tasks will constantly be carried out with future generations of students* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PL01-KA201-002906 |
| **Project website** | http://gim13zawiercie.pl/creativeminds/index.htm |

## 79. Network of democratic citizenship schools (Portugal)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2015-1-PT01-KA201-013089 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>ECOS – Cooperativa de Educação, Cooperação e Desenvolvimento, CRL (PT)<br>Partners:<br>PiNA – Kulturno Izobraževalno Društvo (SI)<br>Gimnazija Gian Rinaldo Carli (SI)<br>Centrum Rozwoju Inicjatyw Społecznych (CRIS) (PL)<br>Agrupamento de Escolas Pinheiro e Rosa (PT) |
| **Project contact information** | http://democraticschools.ecos.pt/contact/ |
| **Topic addressed** | Early school-leaving |
| **Target group** | Three school communities (around 1 000 direct participants) |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br><br>**Objective**<br>Promote young people's active citizenship<br><br>**Activities and methods**<br>The project consisted of the following activities: First, there was a research phase with country mapping, using desk research, focus group discussions, debates and interviews at school community level. Then official project launch events were organised in the three school communities, which engaged 180 school community members. An international training course followed for participants to deepen their knowledge and develop skills and attitudes needed for school participation and democracy. Through a participatory and collaborative process, a practical self-assessment tool was created for schools that wish to understand their current participation levels, as the first step to becoming democratic citizenship schools; the 'scale of reference for participatory citizenship schools' is available in six languages<br><br>Three local seminars were subsequently arranged, one per country, for local and regional dissemination of the project's results.  An international conference, 'Participatory schools 4 better democracy' was held, featuring keynote speeches by experts in school participation and democracy, best practices and experience-sharing from the three participating countries. The project also launched the annual magazine *Schools & Democracy*, which compiled the main presentations and results from the international conference and served as an advocacy tool and as a document for sharing best practices |
| **Intended outputs, outcomes and impact** | Outputs:<br>● 'Scales of reference for participatory citizenship schools' in six languages<br>● Strategic action plans for participation in the three school communities to improve their participation level<br>● Magazine: *Schools & Democracy*<br><br>Impact: According to the project, *the schools involved started to change the paradigm in the relationships between various school actors and increased their participation levels in all school dimensions* |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-PT01-KA201-013089 |
| **Project website** | http://democraticschools.ecos.pt/ |

# 80. Dobry nauczyciel – Dobre przedszkole – Dobry start (Poland)

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| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: PRE-PRIMARY LEVEL** |
| **Project reference number** | 2017-1-PL01-KA101-037753 |
| **Project implementation period** | Start: 1.9.2017<br>End: 28.2.2019 |
| **Consortium** | Coordinator:<br>Przedszkole Miejskie nr 4 w Kraśniku (PL)<br><br>Partners:<br>Grupo Pedagógico Escolar el Taller (ES)<br>Istituto Comprensivo di Zogno (IT) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | ● The coordinator – a teacher of 6-year-olds<br>● The principal – a teacher of 3- and 4-year-olds<br>● Five nursery schoolteachers working with groups of 4- to 6-year-olds |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Raise the quality and effectiveness of teaching English<br>● Find adequate work methods for mathematics education<br>● Assist the development of artistically talented children<br>● Increase the number of international projects |
| | **Activities and methods**<br>During the project, participants attended an intensive general English course, and subsequently participated in two job-shadowing activities. The first one focused on a new approach to developing children's artistic skills based on the 'unhindered creativity' method. The second job shadowing focused on mathematics education methods. The participants observed many interesting solutions to develop the basic mathematical skills, for example through the integration of mathematics content with elements of motion and the 'loose parts' approach or the Numicon method |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Multimedia presentations, videos<br>● Training materials for the Numicon and 'loose parts' methods, as well as for 'math in motion', examples of class scenarios<br>● Teachers' reports, articles, leaflets<br>● International eTwinning projects |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PL01-KA101-037753 |
| **Project website** | Not available |

# 81. Let's support and develop reading literacy in English through regular work with the English books at primary school level (Czech Republic)

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| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2018-1-CZ01-KA101-047284 |
| **Project implementation period** | Start: 1.6.2018<br>End: 31.5.2020 |
| **Consortium** | Coordinator:<br>Základní škola a mateřská škola Sněžné, příspěvková organizace (CZ) |
| **Project contact information** | http://www.zssnezne.cz/kontakt/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | The opportunity to participate in the training course was offered to all primary school teachers. The selected participants  taught Czech at fourth- and fifth-grade levels and/or English at all grades of the elementary school in Sněžné |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Increase the language competences of all students, especially first-grade pupils |
| | **Activities and methods**<br>The project included the creation of an English drama club that visited all elementary schools and kindergartens in the region with performances based on fairy tales in English. Six screenplays for English fairy tales were written and 12 worksheets were developed and tested. The worksheets have then become an integral part of the methodological resources of schoolteachers along with sample lessons organised for other teachers. In addition, to support and improve reading literacy, meetings with interesting people and promotors of both Czech and English literature were held. The class activities also involved intensive work with books, especially English fairy tales, the use of the English school bookcase, and regular visits to nearby libraries for discussions |
| **Intended outputs, outcomes and impact** | Outputs: screenplays, lesson plans, worksheets |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-CZ01-KA101-047284 |
| **Project website** | http://zssnezne.cz/erasmus/ (the school's website where the project is mentioned) |

## 82. Redesigning school spaces to foster autonomous learning (Spain)

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| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2019-1-ES01-KA101-061450 |
| **Project implementation period** | Start: 1.7.2019<br>End: 30.6.2020 |
| **Consortium** | Coordinator:<br>Institut Escola Llibertat (ES) |
| **Project contact information** | Not available |
| **Topic addressed** | Well-being at school |
| **Target group** | Seven participants were selected through an open selection process. Priority was given to school leaders and educators representing different school levels |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>● Redesign school spaces and adapt them to the new methodologies that encourage interdisciplinary, autonomous and collaborative learning<br>● Increase educational outdoor activities |
| | **Activities and methods**<br>Three main activities were organised: First, job shadowing in England at a school experienced in 'outdoor learning' and 'forest school'. Second, a structured course in Reggio Emilia that included visits to regional schools in this area, which emphasise the importance of spaces as an educational element. Third, a structured course in Finland with job shadowing to analyse the Finnish educational system and the interdisciplinary approaches and how they promote the autonomy and enable the students to freely circulate throughout the school. Project activities motivated teachers to make real and significant changes in their schools |
| **Intended outputs, outcomes and impact** | Impact: According to the project, *long term impact was to develop interdisciplinary learning, with a less segmented timetable, where students circulate through all the spaces of the school, including the playground, and learn in an autonomous and collaborative way* |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-ES01-KA101-061450 |
| **Project website** | Not available |

# 83. Goal-based educational movement to success (Slovakia)

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| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-SK01-KA101-035206 |
| **Project implementation period** | Start: 1.7.2017<br>End: 31.1.2019 |
| **Consortium** | Coordinator:<br>Gymnázium Andreja Vrábla, Levice (SK)<br><br>Partners:<br>The Lake School of English, Oxford (UK)<br>Gymnázium a Jazyková škola s právem státní jazykové zkoušky Zlín (CZ)<br>Delta Language Training & Consultancy Ltd (UK)<br>Areadne OE (EL)<br>Europass SRL (IT)<br>ShipCon Limassol Ltd (CY)<br>Liceo Statale Carlo Porta (IT)<br>Amber Initiatives (UK)<br>Közgazdasági Politechnikum Alternatív Gimnázium (HU)<br>Thinking Approach (TA) Group (LV)<br>Richard Language College (UK)<br>The Corporation of NCG (UK) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | ● One school management member<br>● One school head<br>● One school counsellor |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Decrease student absenteeism<br>● Modernise the educational process from the perspective of professionals<br><br>**Activities and methods**<br>Three main project activities were carried out: first, job-shadowing activities in three different countries. Second, implementing innovative student-centred methods in German conversation classes. Third, introducing to students a new subject, 'business English', as a form of university preparation, professional orientation and assertion on the job market |
| **Intended outputs, outcomes and impact** | Outputs: presentations, videos, video tutorials, specialised articles, websites |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SK01-KA101-035206 |
| **Project website** | Not available |

# 84. ART 4 YOU(th) (Sweden)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: YOUTH EXCHANGES** |
| **Project reference number** | 2018-1-SE02-KA105-002127 |
| **Project implementation period** | Start: 1.5.2018<br>End: 31.12.2018 |
| **Consortium** | Coordinator:<br>Second Chance School, Norrköping (SE)<br><br>Partners:<br>Associação para a Educação de Segunda Oportunidade (PT)<br>Anders Ljungstedts Gymnasium (SE)<br>E2C Second Chance School (SE) |
| **Project contact information** | scs@norrkoping.se |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target group** | The project involved young people with fewer opportunities and other young people with some artistic skills |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br><br>**Objectives**<br>Promote social inclusion and non-formal learning through arts<br><br>**Activities and methods**<br>ART 4 YOU(th) was a bilateral youth exchange that took place in Matosinhos and Porto, Portugal. Young people from Sweden met Portuguese young people attending the Second Chance School in Matosinhos. Together, they were challenged by intensive artistic workshops and interactive methods for integration and inclusion; they set up a common performance and presented it in front of other young people at risk of dropping out of school. Many of the participants travelled abroad for the first time and, for the first time, were part of an international group involved in a creative artistic process with a final common achievement – performing on a public stage for more than 100 people<br><br>Public outdoor activities such as surfing, sports games, media and photo sessions, intercultural activities open for local community, walks in nature and sightseeing in Matosinhos and Porto completed the activity programme |
| **Intended outputs, outcomes and impact** | Output/outcome: a final performance by the target group, with more than 100 spectators |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-SE02-KA105-002127 |
| **Project website** | Not available |

# 85. Circus + enhance creativity (Romania)

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| **Programme strand and sector covered** | **Erasmus+ KA 1**<br>**YOUTH: TRAINING COURSES** |
| **Project reference number** | 2014-1-RO01-KA105-001654 |
| **Project implementation period** | Start: 1.9.2014<br>End: 1.3.2015 |
| **Consortium** | Coordinator:<br>Organizația pentru Artă și Cultură (RO)<br>Partner<br>The Serious Road Trip – Connexion Humanitaire Besançon (FR) |
| **Project contact information** | Not available |
| **Topics addressed** | • Basic skills and underachievement<br>• Early school-leaving<br>• Well-being at school |
| **Target group** | Eighteen youth workers (aged 20–35 years) |
| **Methodology** | **Specific focus**<br>• Link between formal and non-formal learning<br>• Link to key competences<br>• Teachers' / youth workers' training |
| | **Objectives**<br>• Identify best-practice in circus pedagogy through the analysis of at least 15 non-formal education methods<br>• Prepare an ensemble show and stage it to at least 300-person audience and analyse this as a 'learning-by-doing' experience<br>• Identify and apply three different self-assessment methods suitable in circus pedagogy projects in order to issue the Youthpass certificates |
| | **Activities and methods**<br>For 8 days, the participants shared knowledge and developed skills and attitudes through non-formal education methods such as group games, image theatre evaluation, open space, reflection sessions, the 'teaching creativity' method developed by Phillippe Brasseur, and an ensemble show. In general, the participants had responsibility for their own learning process. All these activities applied a dynamic 'learning-by-doing' approach |
| **Intended outputs, outcomes and impact** | Output: ensemble show<br>Outcomes:<br>• At least 300 persons would see the ensemble show<br>• Two social institutions would develop circus projects<br>• More than 1 000 people would understand circus as a non-formal education method<br>• 80 % of participants would be able to initiate social circus projects and 100 % of them would be provided with Youthpass certificates |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-RO01-KA105-001654 |
| **Project website** | Not available |

# 86. From the forest to the sea! (Estonia)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRE-PRIMARY LEVEL** |
| **Project reference number** | 2016-1-EE01-KA219-017328 |
| **Project implementation period** | Start: 1.9.2016<br>End: 30.6.2018 |
| **Consortium** | Coordinator:<br>Pirita Lasteaed (EE)<br><br>Partners:<br>GO! basisschool Hof Pepijn (BE)<br>Colegiul Național 'Garabet Ibrăileanu' (RO)<br>Agrupamento de Escolas de Albufeira (PT)<br>Skåre Förskola (SE) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Children aged 2–7 years |
| **Methodology** | **Specific focus**<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Explore  innovative methods in teaching and learning |
| | **Activities and methods**<br>The project used inquiry-based teaching and other familiar methods, such as outdoor education and discovery learning, to enhance children's motivation to become active learners and, at the same time, increase teachers' professional competences. Each partner institution translated two traditional stories (one focusing on forest and one on sea) and shared them with the others. Then all the partners used the stories in their everyday work with the children. At project meetings, the partners assembled good examples from inquiry-based teaching and outdoor educational activities |
| **Intended outputs, outcomes and impact** | Outputs: good practice examples, videos |
| **Evidence of outputs, outcomes and impact** | Available on the project blog:<br>http://fromtheresttothesea.blogspot.com/ |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-EE01-KA219-017328 |
| **Project website** | Not available |

# 87. Super scientist (Spain)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRE-PRIMARY LEVEL** |
| **Project reference number** | 2017-1-ES01-KA219-038377 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Colegio Calasanz Alcalá – Fundación Escolapias Montal (ES)<br><br>Partners:<br>Karatay Mehmet-Hanife Yapıcı Anadolu Lisesi (TR)<br>The C. & G. School of Careers Ltd (CY) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Students aged 13–15 years |
| **Methodology** | **Specific focus**<br>Link to key competences |
| | **Objectives**<br>● Promote among students scientific research<br>● Analyse the importance of science in real life and the human implications of science |
| | **Activities and methods**<br>Students worked in real-life situations to become aware of the implications of scientific research on social and human life. The aim of the project was to create learning environments in which students could explore such human side of science. These environments stimulated the development of creative learners through practical tools and material for experiments, and ICT tools and software for simulations. The environments were developed by teachers, but also proposed by students, tested in classes, and then evaluated by partners, students and teachers. Finally, students participated in 'super lessons' offered by Erasmus+ teachers. Students attended traditional science lessons in the hosting school, too, which allowed them to gain an overview of the different ways of approaching science |
| **Intended outputs, outcomes and impact** | Outputs: material on practical experiments |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-ES01-KA219-038377 |
| **Project website** | Not available |

# 88. Raising achievement in migrant pupils (United Kingdom)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-UK01-KA201-024273 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Green Park Community Primary School (UK)<br><br>Partners:<br>Istituto Comprensivo Statale 'Paolo Emiliani Giudici' (IT)<br>Escola Santiago Ramón y Cajal (ES) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Migrant pupils |
| **Methodology** | **Specific focus**<br>● Whole-school approach<br>● Link to basic skills<br>● Link to key competences<br><br>**Objectives**<br>Raise the educational attainment and integration of migrant pupils. In particular:<br>● Improve general assessment and tracking and provide effective intervention programmes<br>● ensure effective transitions from home/nursery to primary school and from primary to secondary school<br>● Review and improve the use of ICT<br>● Develop a school culture that values diversity, to increase positive migrant parental involvement in school and to enhance teacher knowledge of potential barriers to learning faced by migrant pupils<br><br>**Activities and methods**<br>Six learning, teaching and training weeks were organised, each project partner hosting two of them. These gave carefully selected staff the opportunity to learn from each other and share good practices in the core project areas of valuing diversity, teaching methodologies, transition practices, parental involvement, and use of information technology and new learning environments. In each location, staff visited a range of educational establishments, including centres of expertise in working with migrant pupils. They also visited community-based projects providing help to migrants. In each location, staff met with migrant parents and pupils, too. In the United Kingdom, migrant charities provided visiting speakers and workshops for all pupils. Whole-school annual diversity celebration weeks were held in each of the three schools, valuing diversity through a wide range of cross-curricular activities based on a joint theme |
| **Intended outputs, outcomes and impact** | Outputs: reports of staff and pupils' experiences<br><br>Outcome: According to the project, *all pupils loved the cultural days. All felt included and the migrant pupils loved the opportunity to shine, leading classroom sessions, imparting knowledge, sharing their cultures and languages. They felt proud of themselves and gained confidence through having their parents in the class. Staff reports that local pupils are now more aware of the needs of migrant pupils, they are more helpful and welcoming* |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA201-024273 |
| **Project website** | Not available |

# 89. Creative learning in action (Germany)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2017-1-DE03-KA219-035617 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.9.2019 |
| **Consortium** | Coordinator:<br>Heinrich-Böll-Schule (DE)<br><br>Partners:<br>Agrupamento de Escolas de Vialonga (PT)<br>The Dales School (UK)<br>Escola Plançó (ES)<br>Tarm Skole (DK) |
| **Project contact information** | https://heinrich-boell-schule.eu/kontakt/ |
| **Topics addressed** | ● Basic skills and underachievement<br>● Well-being at school |
| **Target group** | Teachers at five primary schools |
| **Methodology** | **Specific focus**<br>Teachers' / youth workers' training<br><br>**Objectives**<br>For the targeted teachers to think 'outside the box', to leave the stamped-out ways, to dare working in an unconventional way and to support each other<br><br>**Activities and methods**<br>The main feature of the project was collaboration. Groups of teachers and/or the whole school staff body met regularly in all participating schools, to exchange methodologies on how to teach in a creative way. During the project, all schools worked on five topics, which were identified in a common brainstorming session at the beginning: 'time', 'flight', 'challenge', 'weather' and 'elements'. The topics were subsequently explored with pupils of different ages and education levels and with different abilities and needs. Thus, it was necessary to address these topics in different contexts and subjects and with different methods. The schools decided to use a kind of rolling system and worked one after the other on a given topic; in this way, the ideas of one school could immediately flow into the work of the next school. The project participants communicated via a blog<br><br>During transnational project meetings, teachers could enter in an intensive professional exchange, and were able to support each other and to learn from each other. They collected ideas, brought them back to their own schools and disseminated among the other staff. They |
| **Intended outputs, outcomes and impact** | Outputs: The participants created more than 150 blog posts and more than 50 additional documents, all published on the blog<br><br>Outcomes: All schools evaluated their work regularly and documented the development. The evaluation forms were developed by the project participants themselves |
| **Evidence of outputs, outcomes and impact** | Project results are available on the project website/blog |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035617 |
| **Project website** | https://get-ideas.eu<br>https://www.heinrich-boell-schule.eu/category/creative-learning-in-action/ |

# 90. Hello, I am your new teacher (Slovakia)

| Programme strand and sector covered | Erasmus+ KA 2<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
|---|---|
| **Project reference number** | 2017-1-SK01-KA219-035406 |
| **Project implementation period** | Start: 1.11.2017<br>End: 31.10.2019 |
| **Consortium** | Coordinator:<br>Katolícka spojená škola sv. Vincenta de Paul, Levice (SK)<br><br>Partners:<br>Hatsalan Klassillinen Koulu (FI)<br>Școala Gimnazială nr. 11 'Ștefan Octavian Iosif' (RO)<br>2o Geniko Lykeio Neas Ionias Magnisias (EL) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Children aged 12–15 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Improve the competences of pupils in science<br>● Strengthen the profile of the teaching profession and promote the acquisition of teachers' competences<br><br>**Activities and methods**<br>Four training activities, supported by two management meetings, were organised in two project countries: Finland and Slovakia. The goal of the project activities was developing practical competences focused on natural sciences. Teachers tried to motivate pupils and arouse their interest in mathematics, physics, biology and chemistry. Working with ICT and using the English language was a common thread of all training courses. The children became teachers and they taught selected science topics at each partner school, during the 5 days of the respective learning activity. They used various methods, such as group work, workshops and practical tasks. This was suitably complemented by thematic excursions |
| **Intended outputs, outcomes and impact** | Outputs/outcomes: Pupils and teachers participating in the project filled in a questionnaire at the beginning and the end of each learning activity. This enabled the project partners to jointly monitor and evaluate the project results |
| **Evidence of outputs, outcomes and impact** | Feedback from students and teachers and learning materials are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SK01-KA219-035406 |
| **Project website** | Not available |

# 91. The sunny side up (Spain)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-ES01-KA219-025161 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>CEIP Virgen de la Cabeza (ES)<br><br>Partners:<br>Omvikdalen skule (NO)<br>Gymnasio Archangelou Lakatameias (CY)<br>Pelēču Pamatskola (LV)<br>Osnovna Šola Stična (SI) |
| **Project contact information** | 29602074.edu@juntadeandalucia.es |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Students aged 11–15 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Demonstrate the various application of solar energy to create a more sustainable and eco-friendlier environment<br>● Compare the benefits and drawbacks of this kind of energy in different climatic areas<br><br>**Activities and methods**<br>The project was divided into three phrases taking place over the 2 years of project activities:<br><br>Year 1: During the first phase of the project, the students constructed home-made solar panels. These were simple and very basic panels, which used the heat from the sun to warm water in tubes. After the experimental stage, when the students tested the efficiency of the solar panels by means of changing different parameters, all the data were analysed and cross-referenced in order to come up with the ideal solar panel for the given climatic conditions<br><br>Year 2: The second phase of the project focused on the construction of a greenhouse. The students grew flowers, mint or strawberries in the greenhouse. The plants were scientifically observed and measured. The mint or any other herbs or flowers were then transformed into essential oils through a distillation process in the school still<br><br>Year 1 and 2: The third phase consisted of research on the history of solar energy in ancient civilizations, namely of the Greeks, the Vikings, the Romans, the Arabs and the Baltic tribes. The results of the research were collected in a booklet. The students also took part in a drawing contest in order to build and decorate a sundial. The sundial was made as a mosaic or it was painted on a wall or on the school ground. This gave the students the opportunity to express themselves and to leave their mark for generations to come |
| **Intended outputs, outcomes and impact** | Outputs: materials illustrating the different phases of the project |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-ES01-KA219-025161 |
| **Project website** | Not available |

# 92. Head in the clouds (France)

| Programme strand and sector covered | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
|---|---|
| **Project reference number** | 2015-1-FR01-KA219-014887 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>École Primaire d'Oust-Marest (FR)<br><br>Partners:<br>Agrupamento de Escolas Nº1 De Portalegre (PT)<br>1o Oloimero Dimotiko Sholio Verdikoussas, Elassona (EL)<br>Dobeles Sakumskola (LV)<br>CEPR La Gaviota (ES)<br>Základná škola s materskou školou (SK)<br>Osnovna šola Vransko–Tabor (SI)<br>Primary School 'Nedelya Petkova' (BG) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Primary school pupils, irrespective of sex, origin, social background or abilities |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences |
| | **Objectives**<br>Increase scientific spirit by comparing weather conditions between countries |
| | **Activities and methods**<br>The project was split into six semesters and covered the following topics:<br>● Recording weather conditions (creating meteorological instruments)<br>● States of water (understanding its impact on weather)<br>● Clouds and extreme natural phenomena (creating a cloud, a cloud dictionary, a board game)<br>● Astronomy (comparing seasons, understanding the lengths of days and nights, height of the sun, etc.)<br>● Global warming (comparing effects on culture, water level, etc.)<br>● Weather and health (comparing flu epidemic occurance, seasonal affective disorder, protection from the sun, etc.) |
| **Intended outputs, outcomes and impact** | Outputs: graphics, experiments and other types of material |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA219-014887 |
| **Project website** | https://cloudserasmus.blogspot.com/ |

# 93. Kids conquering castles (Germany)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-DE03-KA219-022924 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Otto-Wels-Grundschule (DE)<br><br>Partners:<br>Escola Diocesana de Navàs Fundació Privada Col·legi Sant Josep (ES)<br>1o Piramatiko Dimotiko Sholio Alexandroupolis (EL)<br>Istituto Comprensivo di Gemona del Friuli (IT)<br>VS Grubergasse (AT)<br>Cyfarthfa Park Primary School (UK) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Sixty-three classes – around 100 teachers and 1 450 pupils aged 6–11 years, from six European countries |
| **Methodology** | **Specific focus**<br><br>● Multidisciplinary approach<br><br>● Cross-sectoral partnerships<br><br>● Link between formal and non-formal learning<br><br>● Link to basic skills<br><br>● Link to key competences<br><br>● Teachers' / youth workers' training<br><br>**Objectives**<br><br>Develop a range of competences of pupils through specific activities focusing on the castles identified in the surroundings of each partner school and organised in a child-oriented approach<br><br>**Activities and methods**<br><br>There was a specific thematic focus of the project activities in each year:<br><br>Year1: 'The cooperative in the castle'. The local castles were introduced to each partner school and the 'KCC cooperative' was set up. All the formal steps needed for the cooperative registration and management were made within the partnership (decisions on status, name and logo, electing an advisory board)<br><br>Year 2: 'Market the castle'. The participants designed, produced souvenirs, using regional resources and knowledge acquired in historical workshops. They also conducted market research and developed advertising<br><br>Year 3: 'Ethical investment and castle promotion'. The students shared the know-how acquired through the project within the local community. They sold project castle postcards in partner communities, which were involved to enhance project awareness and experiences. Cooperative profits were donated to a chosen NGO<br><br>At the end of each year, a group of 'student ambassadors' from each school worked together in the 'KCC cooperative', celebrating the year's theme, and promoting the local castle in a European context |
| **Intended outputs, outcomes and impact** | The results from the meetings and the knowledge and skills acquired were shared in the partner schools. This included the following outputs:<br><br>● Research material<br><br>● Practical and reusable resources for the practitioners<br><br>● Working documents<br><br>● eTwinning platform |

| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card |
|---|---|
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE03-KA219-022924 |
| **Project website** | https://www.kcc-erasmus.eu/ <br> See also: <br> https://twinspace.etwinning.net/24267/pages/page/148800 <br> https://owg-berlin.de/allgemein/neues-projekt-erasmus/ |

## 94. Europe in change: STEAMing ahead towards our future (Belgium)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2016-1-BE02-KA219-017318 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Vrij Technisch Instituut Veurne (BE)<br><br>Partners:<br>Escola Artística do Conservatório de Música do Porto (PT)<br>Istituto di Istruzione Superiore Natta/Deambrosis (IT)<br>Srednja gradbena, geodetska in okoljevarstvena šola Ljubljana (SI) 1o Geniko Lykeio Alexandroupolis (EL)<br>Jämtlands Gymnasium Wargentin (SE) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target group** | Students aged 16–17 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Promote science, technology, engineering, art and mathematics (STEAM) at school |
| | **Activities and methods**<br>This project implied an intensive collaboration and communication between the partners. During 3 years, teachers created and tried out educational materials, and plans were made, specified and implemented to assemble an almost gigantic work of art by the end of the project. Transnational project meetings proved very valuable to evaluate the general course of the project and the realisation of the work of art. The short-term exchanges of groups of pupils enabled the partners to test educational materials and explore the national topics. The joint staff teacher training events allowed international teams of teachers to learn from each other, to get better acquainted with the benefits of the STEAM approach and to experience the positive impact it has on students |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Six packages of teaching material, linked up with six international topics and available in seven languages<br>● A 6-metre high, 8-metre diameter work of art that can be visited by the public at Castle Batenborch, Peutie, Belgium |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE02-KA219-017318 |
| **Project website** | http://www.steamon.eu/s/index.php |

# 95. Pollution! Find a STEM solution! (Croatia)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2014-1-HR01-KA201-007149 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2016 |
| **Consortium** | Coordinator:<br>Primary school Pantovčak, Zagreb (HR)<br><br>Partners:<br>Collège Edouard Herriot, Lucé (FR)<br>Zespół Szkół nr 7, Kalisz (PL)<br>Základní škola a Mateřská škola Kladno, Vodárenská (CZ)<br>Institut Ferran Tallada (ES) |
| **Project contact information** | http://stemsolution.weebly.com/contact.html |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | A total of 231 teachers and 2 729 students |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Increase students' interest in STEM education and careers and introduce them to new trends in technology, engineering and science in their regions by strengthening links with  clean technology industries |
| | **Activities and methods**<br>There were 34 activities implemented in the project, which were divided into four categories:<br>● STEM activities focused on building the devices for measuring air, light and noise pollution in students' schools and homes, analysing the data using the scientific method and comparing the results with their peers to find a solution to the pollution<br>● Promoting e-skills, digital literacy and digital jobs through introducing career opportunities in STEM and ICT, meeting with scientists and engineers and developing 21st-century skills including e-skills in order for students to become more employable in the future<br>● In clean technology and clean energy activities, students built model windmills and solar collectors and visited at least three different clean technology and engineering facilities<br>● Raising cultural awareness and promoting the European dimension was achieved through collaboration and communication between project partners |
| **Intended outputs, outcomes and impact** | Outputs: guides, workbooks, videos |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-HR01-KA201-007149 |
| **Project website** | http://stemsolution.weebly.com/croatia.html |

# 96. Handbook for reluctant, struggling and poor readers (Croatia)

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|---|---|
| **Programme strand and sector covered** | Erasmus+ KA 2<br>SCHOOL EDUCATION: SECONDARY LEVEL |
| **Project reference number** | 2016-1-HR01-KA201-022159 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Agencija za Odgoj i Obrazovanje (HR)<br><br>Partners:<br>Aquilonis d.o.o. (HR)<br>Střední škola Náhorní (CZ)<br>Liceo Scientifico Statale Giuseppe Seguenza (IT)<br>Gymnázium Pavla Jozefa Šafárika – Pavol Jozef Šafárik Gimnázium (SK) |
| **Project contact information** | http://handbook4rspreaders.org/contact.html |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Coherent group of readers aged 12–18 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Address the needs of reluctant, struggling and poor readers; improve students' reading skills by helping them to overcome  a lack of confidence in the own capabilities and a lack of motivation<br><br>**Activities and methods**<br>The project offered an approach, that was centred on the individual to successfully tackle reading problems, or, better, avoid them altogether.  The project offered a mix of instructional strategies adapted to the students' level of competences so that they could benefit from them. The metacognitive approach was applied, which gives students tools for the comprehension and study of written texts. Built-in motivational activities, best practices and other methods were implemented, too |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Case study<br>● Handbook for reluctant, struggling and poor readers containing: motivational texts, guidelines, activities for reading promotion<br>● Innovative curriculum<br>● Learning management system in digital classroom for teachers, students and all relevant stakeholders |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-HR01-KA201-022159 |
| **Project website** | http://handbook4rspreaders.org/8-handbook/424-handbook-for-reluctant-struggling-and-poor-readers-final-document-en.html |

# 97. Developing a learning line on GIScience in education (Belgium)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2015-1-BE02-KA201-012306 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Sint-Lodewijkscollege (BE)<br><br>Partners:<br>Universidad Complutense de Madrid (ES)<br>Universiteit Gent (BE)<br>King's Ely (UK)<br>Bundes-Oberstufenrealgymnasium Salzburg–Nonntal (AT)<br>Liceul Teoretic 'Dimitrie Cantemir', Iaşi (RO)<br>Eurogeo vzw (BE) |
| **Project contact information** | https://sint-lodewijkscollege.be/nl/contact |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Students aged 12–18 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br><br>**Objectives**<br>Create resources that introduce students to geospatial thinking through GIScience<br><br>**Activities and methods**<br>The project was initiated by an in-depth review of the most relevant literature on learning lines and spatial thinking. Ten spatial thinking competences then emerged, following discussions, peer review, amendments and adaptations. For curriculum development purposes, the competences have been further developed into a learning line, with three levels of complexity (described as A, B and C)<br><br>To link the competences to real curriculum content, all partners scanned the curricula from their countries to identify opportunities to introduce GIScience in a range of subjects. Next, for each age group, different learning materials and exercises were drafted, trialled, evaluated and edited. To measure the impact of the learning lines on spatial thinking, a self-assessment test was developed; it consists of several parts, related to the selected learning competences and level of complexity. The tests were completed at the start of the project (providing a zero value) and at the end of each year to assess the progress<br><br>Finally, a publication providing a rationale for the inclusion of GISciences into the national curricula was produced and disseminated among national ministries of education and qualification-awarding bodies |
| **Intended outputs, outcomes and impact** | Outputs: materials of the project, translated into several languages |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-BE02-KA201-012306 |
| **Project website** | https://www.gilearner.ugent.be/ |

# 98. Maths matters (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: SECONDARY LEVEL** |
| **Project reference number** | 2017-1-PL01-KA219-038318 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>I Społeczne Gimnazjum im. Unii Europejskiej w Zamościu (PL)<br>Partners:<br>1 Epal n. Ionias Magnisias (EL)<br>Érdi Szakképzési Centrum Százhalombattai Széchenyi István Szakgimnáziuma és Gimnáziuma (HU)<br>Gewerbliche Schule Schwäbisch Hall (DE)<br>Agrupamento de Escolas Dr João Araújo Correia (PT) |
| **Project contact information** | Not available |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving<br>● Well-being at school |
| **Target groups** | A total of 150 students (aged 15–16 years) and 24 mathematics, science and information technology teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Enhance students' practical mathematics knowledge to be applied in other fields of science and everyday situations<br>● Equip teachers with innovative and effective teaching methods to support mathematical and scientific education to meet the demands of the modern technology-oriented world<br><br>**Activities and methods**<br>The project aimed to introduce and test innovative methods, such as the inquiry-based method, and strategy-based tasks during lessons. The main local activities involved logical board games, creating and interpreting graphs and mathematical models, and sharing presentations and videos to show how mathematics is related to real-life situations<br><br>International workshops and seminars were organised by educational or scientific institutions for students and teachers where they could observe lessons to see how to use the inquiry-based method in class. They tested each of four *Maths Quest* logical board games, worked on a *Maths Rulez* e-guidebook, and they organised a city game. All of the above activities involved practical application of mathematical knowledge and of other scientific subjects |
| **Intended outputs, outcomes and impact** | Outputs: lesson scenarios/plans, an e-guidebook |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PL01-KA219-038318 |
| **Project website** | https://mathsmatters.wixsite.com/mathsmatters |

# 99. With mathematics through life (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2016-1-PL01-KA219-026085 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Szkoła Podstawowa nr 1 im Kazimierza Wielkiego (PL)<br><br>Partners:<br>Agrupamento de Escolas de Pedome (PT)<br>Zağnospaşa Ortaokulu (TR)<br>Midsund Skule (NO) |
| **Project contact information** | Project Facebook page:<br>https://www.facebook.com/withmathematicsthrouglife/about/?ref=page_internal |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Students and teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Motivate the students to learn mathematics to solve mathematical problems in their life. As a result:<br>▸ improve their understanding of mathematics and skills in solving problems<br>▸ further developed their ICT skills<br>● Strengthen the teachers' professional capacity in teaching (mathematics, English, ICT) in the participating schools<br><br>**Activities and methods**<br>The project 'With mathematics through life' enabled students to learn about practical and functional aspects of mathematics by creating mathematical games and puzzles, and mathematical mock-ups. Through this kind of tasks, they could understand the purpose of mathematics, and could elaborate on their own mathematical problems for others to solve. |
| **Intended outputs, outcomes and impact** | Outputs: videos, games, mathematical problems |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA219-026085 |
| **Project website** | https://magdaj4.wixsite.com/withmathsthroughlife?fbclid=IwAR0E3pzddLld9micjIf49WRAvALFiYS9FjsW_iHFEJxjY5bqOH2zp8_oU1Y |

# 100. Language for mathematics in vocational contexts (Germany)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**VET SCHOOLS** |
| **Project reference number** | 2017-1-DE02-KA202-004130 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Bezirksregierung Arnsberg (DE)<br><br>Partners:<br>Pädagogische Hochschule Freiburg (DE)<br>Stichting Wellant (NL)<br>Stockholms Universitet (SE)<br>Stichting Nordwin College (NL)<br>Stichting ROC Nijmegen eo (NL)<br>Technische Universität Dortmund (DE)<br>Universiteit Utrecht (NL)<br>Freihov BV (NL)<br>Industrie- und Handelskammer zu Dortmund (DE) |
| **Project contact information** | http://www.lamavoc.nrw.de/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Nine mathematics education researchers and 18 mathematics teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop work-related language-responsive instructional approaches for mathematics teaching in vocational preparation classes in the industrial–technical and agricultural sectors<br><br>**Activities and methods**<br>A framework of the design research methodology was established for the project. In this methodology, the iterative development of teaching–learning arrangements is combined with testing them in design experiments and qualitative analysis. The work at system level pursued strategies of transdisciplinary networking |
| **Intended outputs, outcomes and impact** | Outputs: a project handbook for multipliers, articles, handouts |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE02-KA202-004130 |
| **Project website** | http://www.lamavoc.nrw.de/ |

# 101. Incorporate non-formal methods into language education for adult immigrants (Greece)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2015-1-EL01-KA204-014053 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>N.G.O. Civis Plus (EL)<br><br>Partners:<br>EuroCulture (CY)<br>Neo Sapiens S.L.U. (ES) |
| **Project contact information** | https://nonformalmethods.wordpress.com/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Adult immigrants |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Better respond to the linguistic needs of immigrants to decisively contribute to their personal development and social integration<br><br>**Activities and methods**<br>The project's methodology was based on three premises: ongoing dialogue and exchange of information between the respective working groups, cooperative learning, and active participation of the target group – adult immigrants – in all the activities. Non-formal learning methods were applied, e.g. training seminars, focus groups, workshops and multiplier events<br><br>During the project, a booklet was created that includes activities based on the non-formal learning methods and information on the principles, the character and the dynamics of such non-formal learning methods, as well as rich material adapted to learning needs and learning profiles of adult immigrants. Presentation sessions on the booklet and training sessions dedicated to its proper use were also held<br><br>The project's implementation was facilitated by its division into interconnected working packages, requiring the active involvement of all the partners |
| **Intended outputs, outcomes and impact** | Outputs: thirty practical teaching activities based on non-formal learning methods that can be integrated into language teaching for migrants, summarised in a booklet |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-EL01-KA204-014053 |
| **Project website** | https://nonformalmethods.wordpress.com/ |

## 102. Promoting intercultural science education for adults (Austria)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2017-1-AT01-KA204-035073 |
| **Project implementation period** | Start: 1.11.2017<br>End: 30.11.2019 |
| **Consortium** | Coordinator:<br>ScienceCenter-Netzwerk (AT)<br><br>Partners:<br>Caritas der Erzdiözese Wien – Hilfe in Not (AT)<br>Fondazione IDIS – Città della Scienza (IT)<br>Association TRACES – Théories et réflexions sur l'apprendre la communication et l'éducation scientifiques (FR)<br>Sjuhärads Kommunalförbund (SE)<br>Ellinogermaniki Agogi Scholi Panagea Savva AE (EL) |
| **Project contact information** | http://www.pisea.eu/pisea#block-views-contact-us-block |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Disadvantaged groups such as refugees and migrants |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Improve science educators' competences regarding intercultural work and work with marginalised groups, through resources and training<br>● Encourage intercultural dialogue by transforming the role of science centres and museums<br>● Promote key competences of migrants and refugees (such as basic mathematics and science competences, language competences, social and communication competences, and the learning to learn competence)<br>● Share expertise between refugee/migrant organisations and adult science learning institutions across Europe<br>● Raise awareness of intercultural issues and social inclusion, making it a priority for European institutions of adult science education<br><br>**Activities and methods**<br>The project developed a comprehensive set of innovative resources and measures to enable science centres and other institutions to offer relevant and interculturally sensitive science education. It can be divided into three main areas:<br><br>First, defining intercultural and inclusive key competences for science educators, facilitators and science engagement institutions to work with marginalised groups of adult migrants and refugees<br><br>Second, training resources for intercultural training of science educators to develop or improve their intercultural competences. The resources consists of a series of training modules that can be held separately or as a tailor-made training course with several (or all) modules combined<br><br>Third, a handbook for adult science education institutions that serves as a quick-start toolkit for improving their inclusive science learning offer for adult refugees and migrants. The handbook includes good practice examples and lessons learned from intercultural small-scale activities, an intercultural/diversity scan for science centres and museums, and examples of intercultural mission statements |

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| **Intended outputs, outcomes and impact** | Outputs: materials on key competences, training resources, a handbook |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-AT01-KA204-035073 |
| **Project website** | http://www.pisea.eu/ |

## 103. Career coaches for low-qualified adults (Slovakia)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2017-1-SK01-KA204-035385 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.9.2019 |
| **Consortium** | Coordinator:<br>Europersonal & Service s.r.o. (SK)<br><br>Partners:<br>CARDET (CY)<br>Fundación Coremsa (ES)<br>Inova Consultancy Ltd (UK) |
| **Project contact information** | info@qualifyproject.eu |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Fifty-eight career guidance practitioners and 32 unemployed people |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Provide career guidance professionals with more effective and individualised methods and tools for their professional practice to support low-qualified and unemployed people<br><br>**Activities and methods**<br>The project organised training activities and multiplier events across the participating countries and developed a range of tools |
| **Intended outputs, outcomes and impact** | Outputs/outcomes:<br>● ICT tools to support career management and learning paths for low-skilled adults, in English, Greek, Slovak and Spanish<br>● A competence framework for career coaches specialised in supporting low-skilled unemployed adults, in English<br>● Innovative coaching intervention practices containing four training modules, in English and Slovak<br>● Recommendations to policymakers on new strategies to support effective career guidance for low-skilled unemployed adults |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SK01-KA204-035385 |
| **Project website** | https://qualifyproject.eu/ |

# 104. Inclusive leadership (Poland)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**ADULT EDUCATION** |
| **Project reference number** | 2016-1-PL01-KA204-026768 |
| **Project implementation period** | Start: 1.11.2016<br>End: 31.3.2018 |
| **Consortium** | Coordinator:<br>Fundacja Szkoła Liderów (PL)<br><br>Partners:<br>EU-Fundraising Association e.V. (DE)<br>Activating Leadership Potential (alp) (AT) |
| **Project contact information** | https://inclusiveleadership.eu/about/contact/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Disadvantaged individuals (migrants, refugees, people from rural areas and people with disabilities) |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Increase the effectiveness of programmes addressing individuals from disadvantaged groups<br><br>**Activities and methods**<br>The inclusive leadership approach focuses particularly on people with a disability, with a migrant or refugee background, or who live in remote areas where there is limited infrastructure or access to information<br><br>Within 17 months, several project activities were implemented: transnational project meetings; two training sessions for 31 participants, to develop competences in inclusive leadership approach; and several feedback rounds with experts, as a support for developing educational tools. The project results were promoted through three events: seminars in Vienna and in Berlin and an international conference in Warsaw |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Online tool for a low-threshold first taste of inclusive leadership and an initial self-assessment of one's own practice, as well as recommendations for the next steps to take<br>● Handbook – theoretical framework with comprehensive information on the topic, as well as support for applying inclusive leadership in day-to-day practice<br>● Manual for trainers with exercises and a model curriculum to carry out workshops on inclusive leadership<br>Outcomes:<br>● Raised competencies of trainers, educators in the inclusive leadership concept and its application in educational work with disadvantaged groups<br>● Strengthened competences of three participating organisations in teaching inclusive leadership and conducting educational processes in disadvantaged environments |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA204-026768 |
| **Project website** | https://inclusiveleadership.eu/ |

# 105. Mathematics education – Relevant, interesting and applicable (Croatia)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2016-1-HR01-KA201-022185 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Faculty of Science, University of Zagreb (HR)<br><br>Partners:<br>Sveučilište u Zagrebu, Fakultet Organizacije i Informatike (HR)<br>Sveučilište u Zagrebu, Fakultet Elektrotehnike i Računarstva (HR)<br>Zavod Republike Slovenije za Šolstvo (SI)<br>Matematiklærerforeningen (DK)<br>Hrvatsko Matematičko Društvo (HR)<br>XV. Gimnazija, Zagreb (HR)<br>Universiteit Utrecht (NL)<br>Univerza v Ljubljani (SI)<br>Vordingborg Gymnasium (DK)<br>Københavns Universitet (DK) |
| **Project contact information** | https://meria-project.eu/partners |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Mathematicians and researchers in mathematics education (university professors), mathematics teachers and teacher trainers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Promote inquiry-based mathematics teaching based on the theory of didactical situations and realistic mathematics education<br>● Provide systematic support to the curriculum development, by creating a repository of mathematical showcase scenarios and modules for secondary schools<br>● Upgrade the teaching skills of in-service teachers so that they have the necessary competences for dealing with diversified groups of learners by using learner-centred approaches<br>● Strengthen cooperation and flow of ideas between educational and research institutions dealing with mathematics education at different levels, as well as the transfer of innovative practices at European level |

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| **Methodology** | **Activities and methods**<br><br>The project focused on inquiry-based mathematics teaching, whereby exercises are replaced with 'inquiry activities' of various types. The project team worked closely with teachers from 13 associated schools in four countries. The role of the associated schools was to try out the teaching materials and provide feedback on their usability. They also participated in the interviews, thereby providing a basis for the understanding of teachers' needs and barriers to implementing inquiry-based mathematics teaching<br><br>In the final phase of the project, cycles of professional development were organised for mathematics teachers in Croatia, Denmark and Slovenia. A cycle consisted of two workshops, between which the teachers used teaching materials in their own classrooms. Teachers collaborated, discussed and reflected upon the new teaching methods<br><br>At the end of the project, a final conference with teachers from all four countries involved was organised at the Faculty of Science of the University of Zagreb. At the conference, project results were disseminated, plenary talks were provided on the theoretical frameworks used in the project, workshops presenting teachers' new ideas were organised and, finally, a public lesson was given by one of the teachers from the team |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Practical guide to inquiry-based mathematics teaching<br>● Collection of six scenarios and modules<br>● Workshop guide<br>● Project impact analysis |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-HR01-KA201-022185 |
| **Project website** | https://meria-project.eu/about-meria |

## 106. Development of literacy and language learning for disadvantaged young learners (Croatia)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2018-1-HR01-KA201-047499 |
| **Project implementation period** | Start: 1.10.2018<br>End: 30.9.2020 |
| **Consortium** | Coordinator:<br>Sveučilište u Zagrebu, Učiteljski Fakultet (HR)<br><br>Partners:<br>SS Cyril and Methodius University in Skopje (MK)<br>Univerza v Mariboru (SI)<br>Osnovna škola Ivana Gundulića (HR) |
| **Project contact information** | dekanat@ufzg.hr |
| **Topics addressed** | ● Basic skills and underachievement<br>● Early school-leaving |
| **Target groups** | Teachers, principals, school psychologists, volunteers working with NGOs, parents and other stakeholders in education |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objective**<br>Enhance learning opportunities of disadvantaged young learners<br><br>**Activities and methods**<br>Project activities have been organised around two main areas:<br>● First, using all learning contexts (formal, non-formal and informal ) more effectively for language learning and literacy development<br>● Second, connecting language learning with the development of other competences, since language is a prerequisite for learning overall |
| **Intended outputs, outcomes and impact** | Outputs: New innovative and more effective learning and teaching materials with guidance for its use:<br>● Report with good practices<br>● 80 transdisciplinary literacy-developing activities<br>● Manual for teachers/educators<br>Outcomes/impact:<br>● Overall, the project increased teachers/educators competences and awareness of the importance of non-formal and informal learning for more effective education of disadvantaged groups of learners in schools and other learning environments<br>● New teaching practice increased the quality of disadvantaged young learners education<br>● The project provided more insights to stakeholders dealing with education of young disadvantaged learners, which might initiate changes at the level of educational policies |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-HR01-KA201-047499 |
| **Project website** | https://project-deal.eu/en/frontpage/ |

# 107. Three dimensions of inquiry in physics education (Slovenia)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-SI01-KA201-035523 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Univerza v Ljubljani (SI)<br><br>Partners:<br>Arteveldehogeschool (BE)<br>Uniwersytet Jagielloński (PL)<br>Katholiek Onderwijs Vlaanderen (BE)<br>Dublin City University (IE)<br>University Colleges Leuven–Limburg (BE)<br>Zavod Republike Slovenije za šolstvo (SI) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | More than 100 teachers of physics, mathematics |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Empower teachers to use inquiry-based learning in their own practices through continuous professional learning communities for teachers (PLCTs), and to develop training courses for other teachers<br><br>**Activities and methods**<br>During the PLCT meetings, teachers were trained to carry out and supervise the activities of students in inquiry-based learning units. Next, they were trained in 'practitioner inquiry', which enabled the teachers to examine their own practices and the quality of inquiry-based learning lessons. Finally, project partners, while working with teachers in PLCTs, designed and supervised activities that supported the training of teachers, to become effective coaches/facilitators of such communities<br><br>The project evolved into two cycles. In the first cycle, each project partner formed one or more 'expert PLCTs' with 3–10 teachers each. The teachers were trained in workshops and, at the same time, they tested materials developed by partners. The results of teachers' work were presented at small local multiplier events in each country. At the end of the first cycle, the project partners analysed the collected data and developed a plan for workshops in the second cycle to be more efficient and structured. New PLCTs, called 'novice PLCTs', were formed. |
| **Intended outputs, outcomes and impact** | Outputs: four volumes of an e-book |
| **Evidence of outputs, outcomes and impact** | The e-book is available on the Erasmus+ project card. Evidence for all activities in the project can be also found in the project archive: http://archive3diphe.splet.arnes.si/ (password: 3diphepartners) |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SI01-KA201-035523 |
| **Project website** | http://www.3diphe.si/ |

## 108. Automatic diagnostics with intermediate steps in mathematics education (the Netherlands)

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| **Programme strand and sector covered** | Erasmus+ KA 2<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-NL01-KA201-023022 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Open Universiteit Nederland (NL)<br><br>Partners:<br>Cito bv (NL)<br>Université Paris XII Val de Marne (now Université Paris-Est Créteil) (FR)<br>Universiteit Utrecht (NL)<br>Universität des Saarlandes (DE) |
| **Project contact information** | http://advise-me.ou.nl/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Almost 500 pupils aged 15 years |
| **Methodology** | **Specific focus**<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop flexible support for detailed diagnostics of pupils' mathematical competences, and use this in existing digital learning environments in mathematics education<br><br>**Activities and methods**<br>The project studied the automatic assessment of intermediate steps in mathematics education for the 'numbers' and 'relationships' domains. It focused on high-level mathematical competences related to setting up an algebraic expression or equation and then solving it. General feedback and assessment services were developed that can be used in existing digital learning environments. The services recognise step approaches in free-form answers and exploit this information to update a user model of mathematical competences. The developed technology was tested in classes |
| **Intended outputs, outcomes and impact** | Outcomes:<br>● Innovative technology for calculating detailed diagnostics in mathematics education, offered as an open, reusable set of feedback and assessment services. The diagnostic information is calculated automatically based on the analysis of intermediate steps<br>● The detailed diagnostics have been integrated into the digital mathematics environment and 'Pepite', which are advanced and widely used digital environments for practising mathematics<br>● Pilot and evaluation studies for assessing the quality of the diagnostics were designed and executed. Almost 500 pupils participated in the studies. Data collected from the studies are publicly available |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NL01-KA201-023022 |
| **Project website** | http://advise-me.ou.nl/ |

# 109. Lehrkompetenzentwicklung für extensiven Leseunterricht (Austria)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2016-1-AT01-KA201-016676 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>Universität Wien (AT)<br><br>Partners:<br>Eötvös Loránd Tudományegyetem (HU)<br>Università degli Studi di Palermo (IT)<br>Universiteit Utrecht (NL) |
| **Project contact information** | https://www.leelu.eu/kontakt/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | High-school students |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Raise foreign-language reading competences of high-school students<br>● Test and improve a model of experience-based, cooperative teacher education, which encompasses a foreign-language<br><br>**Activities and methods**<br>The project  promoted a practical model for the local and international cooperation of student teachers and experienced teachers in digitally enhanced networks. The project focused on the experience-based learning of teachers who cooperated in tandems of novices and experts to implement an extensive reading programme of German as a foreign language in grade 10. Public conferences were organised in Hungary, Italy and the Netherlands to promote the project results |
| **Intended outputs, outcomes and impact** | Outputs/outcomes:<br>● A validated list of book titles for extensive reading programmes in German as a foreign language<br>● A concept of an extensive reading programme in grade 10, for teaching German as a foreign language, but easily transferable to other foreign languages and multilingualism-oriented classrooms<br>● Results of a quantitative and qualitative evaluation of the project model to improve theories of (foreign-)language reading programmes and teacher education<br>● A digital network for the video-based cooperation of student teachers and experienced teachers of German as a foreign language in Europe and beyond, with the potential for transfer to any other subject domain |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and  on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-AT01-KA201-016676 |
| **Project website** | https://www.leelu.eu/ |

## 110. Motivating secondary school students towards STEM careers through hologram-making and innovative virtual image-processing practices with direct links to current research and laboratory practices (Poland)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**HIGHER EDUCATION** |
| **Project reference number** | 2017-1-PL01-KA201-038420 |
| **Project implementation period** | Start: 1.11.2017<br>End: 31.10.2019 |
| **Consortium** | Coordinator:<br>Politechnika Warszawska (PL)<br><br>Partners:<br>Asociación de Investigación de la Industria del Juguete, Conexas y Afines (ES)<br>I Liceum Ogólnokształcące im. Marii Skłodowskiej-Curie w Sokołowie Podlaskim (PL)<br>Europaiko Ergastirio Ekpaideftikis Technologias (EL)<br>6ek A Peiraia (EL)<br>Fondazione Mondo Digitale (IT) |
| **Project contact information** | https://holomakers.eu/contact/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | ● Secondary students (aged 14–17 years)<br>● Teachers and educators |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Inspire secondary school students to choose careers in STEM fields and continue their science education at university level by introducing them to the magic worlds of hologram making and virtual image processing and design |
| | **Activities and methods**<br>The project infused arts into STEM (leading to STEAM), linked STEAM to real life and current laboratory practices and engaged students in hologram making<br>Hologram making was used as a creative vehicle to bring the school community closer to the research community, familiarise students with laboratory practices in the area of STEAM, demonstrate scientific techniques through the practical use of a range of technologies and tools, and challenge students' thinking on the underlying scientific concepts |
| **Intended outputs, outcomes and impact** | Outputs:<br>● A technical reference guide<br>● A number of portable holography kits<br>● A curriculum<br>● Hands-on activities for computer-generated and analogue holography<br>● An online teachers' training module in the project-based learning<br>● A pilot protocol guiding the pedagogical implementation of the learning approach<br>● A final evaluation report |

| Evidence of outputs, outcomes and impact | Project results are available on the Erasmus+ project card and on the project website |
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| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PL01-KA201-038420 |
| **Project website** | https://holomakers.eu/ |

# 111. Innovative mathematics learning software for migrant students (Italy)

| Programme strand and sector covered | Erasmus+ KA 2<br>**MORE THAN ONE SECTOR** |
|---|---|
| **Project reference number** | 2017-1-AT01-KA201-035005 |
| **Project implementation period** | Start: 1.10.2017<br>End: 30.11.2019 |
| **Consortium** | Coordinator:<br>Universität Wien (AT)<br><br>Partners:<br>Istituto Comprensivo Statale Amari-Roncalli-Ferrara (IT)<br>Università degli Studi di Palermo (IT)<br>Univerzita Konštantína Filozofa v Nitre (SK)<br>Bundesoberstufenrealgymnasium Deutsch-Wagram (AT)<br>Vitale Tecnologie Comunicazione – Viteco srl (IT)<br>Gymnázium Andreja Vrábla, Levice (SK) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Migrant students |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop, test, pilot, implement and disseminate learning software for teaching mathematics in multicultural and multilingual classrooms, with a particular focus on migrant students, and provide teacher training activities presenting and using the learning software<br><br>**Activities and methods**<br>The project conducted a needs analysis among mathematics teachers and teacher trainers and evaluated existing ICT learning tools in mathematics that have a focus on migrant or minority students<br><br>Data were collected about immigrant students in the partner countries. Learning software was developed and implemented for 'motivation and learning' and for 'practice and assessment'. This software was piloted and tested with pre- and in-service teachers, as well as with school students, and made available in English and the three partner country languages: German, Italian and Slovak |
| **Intended outputs, outcomes and impact** | Outputs:<br>● Twelve pieces of learning software in mathematics (six for 'motivation and learning' and another six for 'practice and assessment'), with a special focus on migrant students and multicultural classrooms<br>● A report on immigrant students in the partner countries<br>● A report on the needs analysis<br>● A report on the existing ICT tools evaluation<br>● An evaluation report from testing and piloting the learning software<br>● Folders and posters with project information |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-AT01-KA201-035005 |
| **Project website** | http://www.immimath-project.eu/ |

# 112. Tinkering EU: Building science capital for all (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-IT02-KA201-036513 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Fondazione Museo Nazionale della Scienza e della Tecnologia Leonardo da Vinci (IT)<br><br>Partners:<br>ScienceCenter-Netzwerk (AT)<br>The Science Gallery Dublin (IE)<br>NEMO – Stichting Nationaal Centrum voor Wetenschap en Technologie (NL)<br>Fundación Bancaria Caixa d'Estalvis i Pensions de Barcelona 'la Caixa' (ES)<br>NOESIS – Thessaloniki Science Centre and Technology Museum (EL)<br>Faculty of Education, University of Cambridge (UK) |
| **Project contact information** | https://www.museoscienza.org/en/museum/contacts |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Teachers of primary or lower secondary schools and students aged 8–14 years |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Develop young people's 21st-century skills<br>● Improve school practice through an innovative pedagogy (tinkering) and a new science education approach (science capital)<br>● Encourage the exchange of expertise and practice between formal and non-formal learning institutions<br>● Create a Europe-wide community of practice<br><br>**Activities and methods**<br>Project activities consisted of developing a methodology that focused on tinkering and science capital; designing tinkering activities; implementing training workshops for teachers and museum staff building knowledge and skills in tinkering and science capital; organising multiplier events for schools; introducing an evaluation and self-reflection process for participating teachers<br><br>Dissemination actions were organised at local, national and European levels, reaching about 1 000 formal and about 500 non-formal education professionals both inside and outside the consortium, and multiplier events for the wide implementation of the activities across disadvantaged schools |
| **Intended outputs, outcomes and impact** | Outputs:<br>● A methodological framework for using tinkering to develop the science capital of young people<br>● Evaluation tools that can be used to foster a self-reflection approach to teaching and learning<br>Outcomes:<br>● Tinkering activities were experienced by 3 450 students, tested by 16 'teacher ambassadors' and evaluated by 179 more teachers |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IT02-KA201-036513 |
| **Project website** | http://www.museoscienza.it/tinkering-eu2/ |

# 113. Numeracy @English (Portugal)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2015-1-PT01-KA219-012948 |
| **Project implementation period** | Start: 1.9.2015<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>Agrupamento de Escolas General Serpa Pinto de Cinfães (PT)<br><br>Partners:<br>Istituto Comprensivo Lucca 6 (IT)<br>Colegio de Educación Infantil y Primaria Valsequillo (ES)<br>Osnovna škola Strahoninec (HR)<br>Saint Vincent de Paul Primary School (UK)<br>Kalētu pamatskola (LV)<br>École Maternelle Vauthier-Sircoulon (FR)<br>Zespół Szkolno-Przedszkolny nr 2 w Brodnicy (PL)<br>Ligoniel Primary School (UK) |
| **Project contact information** | Not available |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Sixty pupils and 181 teachers were directly involved |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Help students appreciate the importance of numeracy in everyday life, stress the importance of English and broaden digital skills<br><br>**Activities and methods**<br>Students worked on different activities related to numbers in everyday life, English language and ICT:<br><br>During the first activity: 'facts and figures about our school, village/town, region, country', students explored symbols of currencies in each country, they came from, throughout history, they studied credit cards, and online payments. They also compared the prices of basic products  such as bread, meal, milk, fuels, electricity<br><br>In the second activity: 'numbers, nature and ecology', they explored the number of national parks in a given country, of animals that live only in that country, endangered species and plants<br><br>The next activities consisted of games 'Erasmuspoly' and 'Travelling in Numbers'. The game Erasmuspoly was created during short-term school exchanges. Pupils in each school chose towns / cities / interesting places from their country, explored and presented them for the purpose of the game |
| **Intended outputs, outcomes and impact** | Outputs: didactic materials and other resources produced during the project |
| **Evidence of outputs, outcomes and impact** | Project results can be found on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-PT01-KA219-012948 |
| **Project website** | https://twinspace.etwinning.net/12163/pages/page/77395 |

# 114. A chess curriculum to advance students' thinking and learning skills in primary education (Italy)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**YOUTH** |
| **Project reference number** | 2014-1-IT02-KA201-003456 |
| **Project implementation period** | Start: 1.9.2014<br>End: 31.8.2017 |
| **Consortium** | Coordinator:<br>Alfiere Bianco srl (IT)<br><br>Partners:<br>CEIP San Miguel Arcángel (ES)<br>Club Deportivo Elemental 64 Villalba (ES)<br>Dirección General de Mejora de la Calidad de la Enseñanza (ES)<br>Università degli Studi di Torino (IT)<br>Deutsche Schulschachstiftung e.V. (DE)<br>Istituto Comprensivo 'Bartolomeo Muzzone' (IT)<br>Ufficio Scolastico Regionale Piemonte Miur (IT)<br>Grundschule am Gärtnerplatz (DE) |
| **Project contact information** | info@alfierebianco.com |
| **Topic addressed** | Well-being at school |
| **Target group** | Forty-five teachers and their classes |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Promote the 'chess in schools' approach in the education systems of the Member States, in compliance with the European Parliament declaration of 15.3.2012 |
| | **Activities and methods**<br>To date, the main way of promoting chess in schools has been by employing external chess instructors, with a significant cost for school administrations. With this project, the partners were able to suggest an alternative solution to affirm the pedagogical use of chess in schools;  the schools' own teachers were introduced to carry out various chess class activities in an autonomous way, during school hours |
| **Intended outputs, outcomes and impact** | Outputs: research reports and videos |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT02-KA201-003456 |
| **Project website** | Not available |

## 115. HandWritingTutorials: Practical modules for the promotion of writing skills in schools and in transition from kindergarten to school (Germany)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**YOUTH** |
| **Project reference number** | 2018-1-DE03-KA201-047482 |
| **Project implementation period** | Start: 1.9.2018<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Schreibmotorik Institut e.V. (DE)<br><br>Partners:<br>Provincia Autonoma di Bolzano (IT)<br>IDEUM e.U. (AT)<br>Regierung von Mittelfranken (DE) |
| **Project contact information** | info@schreibmotorik-institut.com |
| **Topics addressed** | Basic skills and underachievement |
| **Target groups** | Teaching professionals, researchers in applied education and regional school administrators |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objective**<br>Discover sustainable methods for advancing handwriting skills<br><br>**Activities and methods**<br>During the project, interviews were held with 56 qualified educators. In addition, 292 teachers were surveyed online, confirming the urgent need for action to improve handwriting skills<br><br>The project developed 12 innovative, field-tested handouts for educators in schools and preschools. The didactic methods for advancing handwriting skills described in the handouts were based on current motor, verbal and neuroscientific research. The surveys in preschools revealed that the handouts were practical and user friendly and that relevant topics were addressed<br><br>Another feature of the project was the production of video tutorials that target various groups. The introductory video 'Writing to success!' aims to raise awareness among parents, educational policymakers and the public in general<br><br>During the project, 67 educators were trained to hold further education seminars in participating regions on the topic. Practical materials and research results related to handwriting were presented in those seminars, leading to better teaching skills. The evaluations of the courses given by participating teachers were very positive, especially regarding practical implementation aspects and intense discussions |
| **Intended outputs, outcomes and impact** | Outputs: video tutorials and handouts on handwriting |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE03-KA201-047482 |
| **Project website** | https://www.hs-tutorials.eu/ |

# 116. Added value (Poland)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-PL01-KA201-038851 |
| **Project implementation period** | Start: 1.12.2017<br>End: 31.1.2020 |
| **Consortium** | Coordinator:<br>Fundacja Szkoła z Klasą (PL)<br><br>Partners:<br>Asociación Smilemundo (ES)<br>Stichting NHL Stenden Hogeschool (NL)<br>Universal Learning Systems Ltd (IE) |
| **Project contact information** | https://www.szkolazklasa.org.pl/kontakt/ |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Mathematics students |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Show students the practical application of mathematics in everyday life<br>● Help students believe that they are able to learn mathematics and that it is worth doing so<br><br>**Activities and methods**<br>Easy-to-use tools were developed helping teachers conduct lessons that show the practical application of mathematics in everyday life. The materials are based on the design thinking method and show students that mathematics is an important element of the world around us. They emphasise independent planning and cooperation by students and promote various transversal competences. They also show the interpenetration of various fields of knowledge and encourage strengthened cooperation between teachers<br><br>The toolbox contains eight ready-to-use ideas for interdisciplinary classes; they consist of an explanation of the methodology and pedagogical approach (each idea includes ready-made work cards for students and guidelines for teachers, all developed according to one coherent methodology) and open forms for creating challenges based on the project methodology. The toolbox is supplemented with films showing how the design thinking method works in practice |
| **Intended outputs, outcomes and impact** | Outputs: a mathematical toolbox, a set of interactive mathematical posters |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project websites |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PL01-KA201-038851 |
| **Project website** | http://szkolazklasa.org.pl/programy/wartosc-dodana/<br>http://mathsiseverywhere.eu/en/home-en/ |

## 117. The living book – Augmenting reading for life (Cyprus)

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| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**SCHOOL EDUCATION: PRIMARY LEVEL** |
| **Project reference number** | 2016-1-CY01-KA201-017315 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2019 |
| **Consortium** | Coordinator:<br>European University Cyprus (CY)<br><br>Partners:<br><br>Dimotiko Scholeio Makedonitissas 3 – Stylianou Lena (CY)<br>Gryd Ltd (UK)<br>Comune di Vicenza (IT)<br>Şcoala Gimnazială 'Constantin Parfene' (RO)<br>Tartu Kivilinna Kool (EE)<br>Agrupamento de Escolas de Vila Nova de Paiva (PT)<br>Forum del Libro (IT)<br>Universidade da Beira Interior (PT) |
| **Project contact information** | info@euc.ac.cy |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Students aged 9–15 years |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>Develop and test an innovative approach to motivate students to read more and to enjoy the experience of reading<br><br>**Activities and methods**<br>The 'living book' approach combines customised reading paths with digital creativity; it explores and implements various solutions to 'digitally augment' the experience of students while they read a book<br><br>The physical book is turned into a 'living book' providing an intense lived experience for young readers who can participate in, transform and augment what they are reading, thus applying digital competences, collaborating with peers, developing reading skills and, ultimately, being more engaged in reading<br><br>Project activities included one joint staff training event held in Cyprus to deepen the 'living book' approach and ICT-enhanced reading, and four short-term exchanges of groups of pupils between the countries involved |
| **Intended outputs, outcomes and impact** | Outputs: Online 'ready-to-use' tools for teachers and students to augment the reading experience with rich media content:<br>● The 'living book guidelines' for teachers<br>● The 'living library' platform and toolkits<br>● A set of 47 public and freely accessible practical lesson plans<br>● Two blended training courses for reinforced teacher and parental engagement |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-CY01-KA201-017315 |
| **Project website** | https://thelivingbook.eu/ |

# 118. Innovation through creative arts (United Kingdom)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**YOUTH** |
| **Project reference number** | 2016-1-UK01-KA201-024296 |
| **Project implementation period** | Start: 1.9.2016<br>End: 31.8.2018 |
| **Consortium** | Coordinator:<br>County Council of the City and County of Cardiff (UK)<br><br>Partners:<br>Langstone Primary School (UK)<br>Whitchurch Primary School (UK)<br>Mersin İl Millî Eğitim Müdürlüğü (TR)<br>Oakfield Primary School (UK)<br>Şcoala Gimnazială nr. 4 'Elena Donici Cantacuzino' (RO)<br>Chapter (Cardiff) Ltd (UK)<br>Dirección General de Innovación Educativa y Atención a la Diversidad (ES)<br>Inspectoratul Şcolar Judeţean Dâmboviţa (RO)<br>CEIP Vistabella (ES)<br>Hüseyin Polat Özel Eğitim Uygulama Merkezi 1. Kademe (TR)<br>Ty Gwyn School (UK)<br>Şcoala Gimnazială Coresi (RO)<br>Casa Corpului Didactic Dâmboviţa (RO)<br>Mersin Çapar Ayvagediği Ortaokulu (TR)<br>Centro de Educación Especial para Niños Autistas (ES)<br>Murartt (ES)<br>Tarsus İMKB Mesleki ve Teknik Anadolu Lisesi (TR) |
| **Project contact information** | https://www.cardiff.gov.uk/ENG/Home/Contact-us/General-enquiries/Pages/default.aspx |
| **Topics addressed** | ● Basic skills and underachievement<br>● Well-being at school |
| **Target groups** | Pupils and teachers from primary and secondary schools |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Enable teachers to develop  competences in the delivery of creative arts |
| | **Activities and methods**<br>Pupil voice was an important element of this project. Pupils were given the opportunity to share experiences and work with teachers, thus contributing to the success of the project. In each region, the project organised comprehensive training for participating teachers on how to embed creativity across the curriculum, and to raise standards in teaching and learning. A wide range of creative arts was used for this purpose |
| **Intended outputs, outcomes and impact** | Not available |
| **Evidence of outputs, outcomes and impact** | Not available |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA201-024296 |
| **Project website** | Not available |

# 119. Creating digital games for education (Malta)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-MT01-KA201-026955 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Malta Information Technology Agency (MT)<br><br>Partners:<br>Science Centre (Department of Curriculum Management) (MT)<br>Universität für Weiterbildung Krems (AT)<br>Research and Innovation Management GmbH (AT)<br>Université du Luxembourg (LU)<br>waza! UG (DE) |
| **Project contact information** | marketing.mita@gov.mt |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | Students and teachers |
| **Methodology** | **Specific focus**<br>● Multidisciplinary approach<br>● Cross-sectoral partnerships<br>● Link between formal and non-formal learning<br>● Link to basic skills<br>● Link to key competences<br>● Teachers' / youth workers' training |
| | **Objectives**<br>Bridge the gap between the complex world of designing and programming games by applying an open and easy-to-use tool for game authoring |
| | **Activities and methods**<br>The project developed a game-creator tool that can be used in classrooms and so enrich the educational portfolios of educators. The fake news game served as one of the pilot demonstrations for the game-creator tool. This allowed both teachers and students to create their own games related to the subject<br><br>Furthermore, this project partnership promoted sharing of best practices, cooperation and cross-fertilisation between the fields of technology and education. A total of six multiplier events were organised in physical settings and online (due to the COVID-19 situation) to promote the project and its goals.  In addition, one joint training staff event could be held in Austria |
| **Intended outputs, outcomes and impact** | Outputs: game-creator tool and tutorials |
| **Evidence of outputs, outcomes and impact** | Project results are available on the Erasmus+ project card and  on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-MT01-KA201-026955 |
| **Project website** | http://mita.gov.mt/gamecreator |

# 120. ARTIFEX (Belgium)

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|---|---|
| **Programme strand and sector covered** | **Erasmus+ KA 2**<br>**MORE THAN ONE SECTOR** |
| **Project reference number** | 2017-1-BE02-KA201-034714 |
| **Project implementation period** | Start: 1.9.2017<br>End: 31.8.2020 |
| **Consortium** | Coordinator:<br>Autonoom Gemeentebedrijf Stedelijk Onderwijs Antwerpen (BE)<br><br>Partners:<br>H-FARM Education (IT)<br>Arteveldehogeschool (BE)<br>Ellinogermaniki Agogi Scholi Panagea Savva AE (EL)<br>Karlstads Universitet (SE)<br>Euroface Consulting s.r.o. (CZ)<br>National Training Center (BG)<br>Universiteit Antwerpen (BE) |
| **Project contact information** | https://www.artifexlab.eu/en/contacts |
| **Topics addressed** | Basic skills and underachievement |
| **Target group** | STEM teachers |
| **Methodology** | **Specific focus**<br>● Cross-sectoral partnerships<br>● Teachers' / youth workers' training<br><br>**Objectives**<br>● Provide support and resources for STEM teachers to improve their practices<br>● Further the specific STEM partnerships at schools and other communities<br>● Provide policymakers with  existing models of and insights into the challenges faced when strengthening STEM competences in the education and training systems<br><br>**Activities and methods**<br>A self-assessment tool was created for teachers and educators, workshops were implemented and 'best practices and ideas for policymakers' developed |
| **Intended outputs, outcomes and impact** | Outputs: a final report, a self-assessment tool and other project material |
| **Evidence of outputs, outcomes and impact** | Project results  are available on the Erasmus+ project card and on the project website |
| **Erasmus+ project card URL** | https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BE02-KA201-034714 |
| **Project website** | http://www.artifexlab.eu/ |