

# Compendium 2007

English Version

## Lifelong Learning Programme

### Comenius

### School education



Education and Culture DG

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

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# Compendium 2007

English Version

## Lifelong Learning Programme

### Comenius School education

#### Accompanying Measures



Education and Culture DG



Education, Audiovisual & Culture  
Executive Agency

REFERENCE: 135489-LLP-1-2007-1-BE-COMENIUS-CAM

**MOVING BEYOND MOBILITY: INTERCULTURAL LEARNING THROUGH YOUTH EXCHANGE**

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**DESCRIPTION:** The overall objective of MOVING BEYOND MOBILITY is to contribute to development of personal skills and intercultural competencies of secondary school pupils through optimising the existing youth mobility schemes and creating favourable environment for secondary school youth exchanges. The project implementation will create a common knowledge base about existing individual pupil mobility schemes and their impact on individuals and societies. It will also generate recommendations on how to improve the educational impact of youth mobility programmes and how to make European school system more open for intercultural learning. Therefore, the main project outcomes are 1) State-of-the-Art paper in research on intercultural learning through youth mobility; 2) Educational Conference "Moving Beyond Mobility: Intercultural Learning through Youth Exchange" (Berlin 13-14 October) and 3) 'Berlin Manifesto' with recommendations for decision-makers at national and European levels and for practitioners on how to enhance intercultural dialogue through youth exchanges. The Educational Conference will bring together a broad range and a critical mass of stakeholders in the field of youth mobility and intercultural learning, namely, researchers, mobility providers, policy-makers. It will be the place for dissemination of best practices, for sharing the findings of research and for discussing how to improve the quality of secondary school exchange programmes and to overcome obstacles for mobility. The conclusions of the Educational Conference together with the findings of the "State-of-the Art" study will be resulted in the "Berlin Manifesto" recommendation. The project consortium will give a particular attention to mainstreaming and multiplication of the outcome of the MOVING BEYOND MOBILITY project.

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**GRANT AMOUNT:** 133,005 €

**APPROVED BUDGET:** 177,553 €

**CONTRACT DURATION:** 12 months

REFERENCE: 135499-LLP-1-2007-1-IT-COMENIUS-CAM

**JMV-PEDAGOGIE DU PATRIMOINE DES JARDINS EN EUROPE**

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**DESCRIPTION:**

The accompanying measures (7 EU countries, 8 partners) respond to the need to adapt and disseminate the results of the Comenius 3.1 project entitled "*Le jardin, monument vivant. Pédagogie du patrimoine des jardins en Europe*" (86991-CP-1-2000-1) [The garden, a living monument. Methods of teaching the heritage of gardens in Europe]. The results of this project have been acknowledged and proven in an international training course comprising four sessions, multidisciplinary applications in the classroom, contacts with artists, visits to gardens compiled on the DVD-ROM "*Cultivons notre jardin*" [Let's cultivate our garden] in three languages, currently out of stock.

Aims:

- 1) Communicating and disseminating these results to the widest possible audience and promoting their use among teachers, parents and education and culture specialists.
- 2) Recreating and promoting new high-performance tools by adapting the old ones.
- 3) Helping to promote intercultural dialogue to avoid introverted assertion of identity, which is a source of conflict and violence both inside and outside school.

Results achieved:

- 1) Setting up a website for uploading the contents of the DVD and the new resources, exchanging and sharing a common cultural heritage on European gardens based on familiarity with and mutual respect for the values of the Other.
- 2) Disseminating and drawing on the results at both national (working groups) and international level (steering group meetings, partners' meetings) in the form of seminars open to teachers, municipal representatives, regions and the general public.
- 3) Promoting the project on a large scale (competitions, international fairs).
- 4) Providing international training.
- 5) Assessing results (criteria, indicators, observations, regular quantitative and training evaluation) to ensure continuity of the project beyond its eligibility period.

Expected impact:

- 1) Optimising the use of the website.
- 2) Enhancing the project and its quality.
- 3) Fostering students' and teachers' potential, improving their chances of success, raising their skill levels.
- 4) Improving communication, allowing teachers to sign up for the training proposed in the project.
- 5) Increasing Comenius school partnerships in the field of gardening education.

Helping to reduce violence and introverted assertion of identity through knowledge and mutual understanding.

**COORDINATOR:**

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## **LIFE LONG LEARNING PROGRAMME - COMENIUS**

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**GRANT AMOUNT:** 149,531 €

**APPROVED BUDGET:** 374,168 €

**CONTRACT DURATION:** 12 months

REFERENCE: 135749-LLP-1-2007-1-DK-COMENIUS-CAM

**Indicators on Inclusive Education and Classroom Practice in Europe**

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**DESCRIPTION:** Currently, there are a very few qualitative or quantitative indicators available regarding SNE at the European level. The objectives of this project are to develop indicators for Inclusive Education and Classroom Practice to be used (1) by the European countries for monitoring their own developments in country based policy and practice (this would be through the use of a wide set of indicators), and (2) by the Agency (European Agency for Development in Special Needs Education ) for collecting data on country developments. This will be done by using a specific small number of key indicators agreed upon by the Member Countries to be used for the Agency wide data collection. The project outcomes, i.e. a set of indicators, will be provided in English and prepared for translation into all other Agency's Member State languages (18 languages at the time of writing this application) and made available to all Ministries of Education to stimulate take up. This will be accompanied by a presentation and discussion of the project results in a meeting of all National representatives nominated by the Ministries of education of the Agency's member countries from the policy and practitioner levels. Through consideration of these indicators, the field of Inclusive Education and Classroom Practice - viewed by most of the European Member countries as being of crucial importance for meeting special educational needs - will be opened up for constructive comparison and mutual learning from successful approaches. Indicators will also provide each participating country with a tool to monitor their own developments in policy and practice. In early 2006 the European Agency for Development in Special Needs Education conducted a European-wide survey to collect Agency Member country input regarding current, emerging and future issues and trends that should be investigated in the field of Special Needs Education (SNE). The issues and trends identified in the survey were selected in the light of individual National priorities for special needs education as well as the European level priorities for education identified by the European Council in Lisbon. The Ministries of Education from 22 European countries participated in the survey. From the outcomes, there was a clear indication that countries were particularly interested in development of indicators in the area of inclusive education. As the field of SNE covers a broad range of related topics, the results of the quoted survey were used to select an area of particular interest for the participating countries: Inclusive Education and Classroom Practice (IECP) in Primary and Secondary Education.

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**GRANT AMOUNT:** 102,260 €

**APPROVED BUDGET:** 212,002 €

**CONTRACT DURATION:** 12 months

REFERENCE: 135757-LLP-1-2007-1-BE-COMENIUS-CAM

**Europe Needs Teachers - ETUCE campaign**

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**DESCRIPTION:** This project will reinforce the campaign entitled Europe Needs Teachers, which ETUCE launched in 2004. The campaign has set focus on three crucial questions facing the teaching profession today: a) How can initial teacher education be improved to ensure high quality pedagogical and professional training to new teachers? b) How can sufficient supply of qualified teachers be retained and recruited to maintain and improve the quality of the teaching profession? c) How can professional development be ensured as an integrated part of the teaching profession?

The aims of the project are, firstly, to raise awareness among the ETUCE member organisations about important new developments within the EU cooperation on school education and teacher education during 2006 and 2007. Secondly, the project aims to allow the ETUCE member organisations to analyse and debate jointly the implications of these EU developments, and, thirdly, on the basis of that analysis to develop policy recommendations in relation to the three priority areas of action which ETUCE has identified in the previous activities under the Europe Needs Teachers Campaign. Overall, the objective of the project is to closely involve national teacher unions – the ETUCE member organisations – in the current policy developments (at the EU level) on school education and teacher education, in order to prepare teacher unions to play a proactive role in the implementation of the EU recommendations in education at national level. The outcome of the project will be an ETUCE Policy Paper on Reforms in Teacher Education, including an annex with best practices in reforms of teacher education in the EU, which will be collected during the project.

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**GRANT AMOUNT:** 92,993 €

**APPROVED BUDGET:** 124,824 €

**CONTRACT DURATION:** 12 months



REFERENCE: 135763-LLP-1-2007-1-DE-COMENIUS-CAM

## **International Sessions of the European Youth Parliament in Ireland and the Czech Republic**

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**DESCRIPTION:**

Statements from European Commissioners, results from Special Eurobarometers and the work programme for future objectives of the education and training systems clearly identify the needs to promote active citizenship amongst young Europeans, to motivate young Europeans to get into European matters, to fight against discrimination and to promote intercultural dialogue and diversity.

With the submitted project, the European Youth Parliament (EYP) aims at addressing exactly these needs by preparing young Europeans for active participation, by stimulating their interest in European politics, by providing a setting in which Europe's diversity becomes tangible and by motivating young Europeans to stand up against all kinds of discrimination.

The EYP will therefore organise two "International sessions", taking place in Dublin from November 2nd to 11th, 2007, and in Prague from April 4th to 13th, 2008. Each session will bring together 270 young people between the ages of 15 and 22 from 29 European countries as well as 30 accompanying teachers. The participants will discuss topics of current European relevance in two conferences designed after the role-model of the European Parliament. They will be divided into 15 international "committees" and will draft a resolution on their respective topic which they are going to present and debate in a parliamentary assembly. Additionally, the events will support a series of cultural events promoting intercultural exchange and dialogue and celebrating Europe's cultural diversity. The material session outputs (resolution booklet and concise reports on the sessions) will then be sent to the European Commission, the European Parliament and other European institutions.

By the means of taking part in one of the sessions, the young participants and their teachers will go through a non-formal learning experience for active citizenship and intercultural education that is new for them and that is complementing and enriching the regular school education. In the international sessions the participants learn intercultural dialogue in an international working group, practice European cooperation with all its advantages and challenges, learn democratic participation skills and active citizenship in debates and discussions and experience cultural expression and diversity. In so doing, the submitted project directly contributes to the aims and objectives of the Lifelong Learning Programme.

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**GRANT AMOUNT:** 110,000 €

**APPROVED BUDGET:** 163,657 €

**CONTRACT DURATION:** 10 months

REFERENCE: 135773-LLP-1-2007-1-GR-COMENIUS-CAM

## **Promoting Equality in Maths Achievement 2**

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**DESCRIPTION:** PREMA 2 is built on the basis of recent research results which suggest that there is little –if any at all, uptake of teachers training on the thematic orientation of gender and mathematics. On the other hand, on-going research also points to the direction that socio-cultural and pedagogical factors –expressed in terms of motivation and self esteem, tend to affect girl's performance in mathematics and have serious consequences on girl's choices of careers. This has direct implications for women's representations (or better under-representation) in areas of social and economic importance i.e. science and technology sectors. PREMA 2 is an attempt to sustain the discourse on its thematic orientation and on such a base facilitate the uptake (offering) of teacher training courses on gender and mathematics by focussing on a design of an evidence-based curricular framework (to be provided both as a Common European Curriculum and contextualized to the specific requirements for the national contexts of: Greece, Spain, UK, France, Austria and Poland). PREMA 2 aims to supply teacher training schemes with a validated curriculum and related reflective (self-observation based) tools. Both the design and application of the curriculum/ and tools will be based / will imply a collaborative and self-reflective approach from a context oriented and gender sensitive perspective to learning (teacher training). In parallel PREMA 2 –as part of its work tasks, set-up a Network of approximately 300 practitioners to facilitate the development of the curriculum which in turn is tested at national and European / international levels. Upon two sets of iterative refinement the Curriculum is mainstreamed to the target groups (teachers and teachers-to-be of both primary and secondary levels). The PREMA 2 Consortium comprises of seven partners representing six EU Member States. It includes teacher training and research institutions. The project is of 12 months duration and is broken up in five interrelated WPs.

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**GRANT AMOUNT:** 134,642 €

**APPROVED BUDGET:** 179,523 €

**CONTRACT DURATION:** 12 months

REFERENCE: 135780-LLP-1-2007-1-IT-COMENIUS-CAM

## **Festival Européen du Livre et de la Lecture Jeunes**

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**DESCRIPTION:** The purpose of this project is to organise another edition of the Festival européen du Livre et de la Lecture Jeunes [European Young Book and Reading Festival], to provide support and continuity to this event. The idea is firmly backed not only by teachers and young people, but also by specialists from the publishing sector as well as university and secondary school teachers.

The Festival will be organised by the consortium that emerged from the Comenius 3 Network partnership called EWHUM (European Humanism in the World). FELJEU 2 likewise sets out to contribute to promoting humanist ideals and values in European school systems.

The project will culminate in a presentation and a public debate on the data collected throughout the survey on books, reading and essential texts for teaching young Europeans conducted in the various European countries.

The Festival itself will be one of a number of opportunities to organise choral activities and bring the school world closer to specialists and experts; indeed, FELJEU 2 has prepared an impressive programme of successive presentations, publicising and drawing on the results and products that it makes available to the European educational and scientific community.

Furthermore, the project aims to maintain transnational cooperation and the complex network of contacts, reports and relations promoted by the EWHUM and the partnership revolving around the first edition of FELJEU, the success of which merits the continuity of the project through the commitment of different countries and new subjects in the action research and calls that will allow future participants to be selected.

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**GRANT AMOUNT:** 124,622 €

**APPROVED BUDGET:** 217,340 €

**CONTRACT DURATION:** 11 months

# Compendium 2007

English Version

## Lifelong Learning Programme

### Comenius

### School education

### Multilateral Projects



Education and Culture DG

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

REFERENCE: 133785-LLP-1-2007-1-NL-COMENIUS-CMP

## **Shared Practice in Teacher Education**

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**DESCRIPTION:**

The partners (teacher education institutions and schools that are hosts for student teachers) within this project find it important that student teachers will do a part of their teaching practice in other countries. We expect this will increase cultural awareness of students, improve their social and cultural competences and increase their knowledge about different pedagogies and educational methods. This is however rather complicated. Every country has its own regulations around teacher education and especially about doing teaching practice by student teachers. Also the required competence differ between (and sometimes even within) countries. Furthermore, teacher education institutions have different visions about teacher education. Different countries have all their own educational and cultural history, which is of influence on teacher education and on what happens in schools. We think these differences are, although they make the project rather complicated, interesting for student teachers and teacher education institutions and schools themselves. All can learn from these cultural and educational differences and can adopt good practices from different partners and countries.

In this project teacher education institutions and schools that are experienced hosts for teacher students cooperate with each other. Teaching practice is not only something for teacher education institutions, but school should have a voice in how teacher education will be organized.

In this project we want to develop four important products: 1) a list of competences that we require from student teachers completing teacher education master, 2) a pedagogical framework for supervision of student teachers who will do their practice in several countries (preferable each student will practice in their home country and two other countries), 3) a pedagogical framework for working with an electronic portfolio as a tool for supervision and assessment and 4) an online cultural background course, where student teachers will be prepared for their teaching practice abroad.

The partners want to establish a joint master in teacher education from September 2010. The results of this project are necessary to learn about how to organize teaching practice for the student teachers within the joint master.

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## ***LIFE LONG LEARNING PROGRAMME - COMENIUS***

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**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 408,211 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133862-LLP-1-2007-1-DE-COMENIUS-CMP

**Inspire School Education by Non-formal Learning**

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**DESCRIPTION:** First outcome of the project will be an overview on concepts of combining learning at out-of-school places with formal learning at school, existing in the participating countries, focused on the subject of environmentally friendly use of energy. Based on these concepts best practice examples will be clarified. New training modules will be designed in co-operation with out-of-school learning places and new training courses for teachers will be developed. Existing curricula, learning conditions at school and needs of teachers will be taken into account for effective strategies of implementing out-of-school learning in school education. In the third stage these courses will be conducted, evaluated and improved. The course materials will be distributed among institutes of teacher's trainings and out-of-school places of learning. Distribution channels will be e.g. publications and seminars. Main target groups are institutes for teacher's training and chairmen of out-of-school learning places (museums, environmental centres, etc.). It's expected that teachers and pedagogical employees will get new pedagogical, practical useful methods of teaching which stimulate the daily work of optimizing learning processes. The Faure-commission of UNESCO stated that informal learning forms about 70 % of all human learning processes. Thus, strengthening the informal learning at school will probably improve the impact of school education. But, until now there are no studies which quantify and qualify the positive impact of informal learning. Informal learning often takes place at out-of-class learning locations like museums, centres of environmental education or sciences centres trying knowledge transfer by entertainment and hands-on experiences. The main objective of this project is to create synergies and links between out-of-school places of learning and curricular learning, thus improving the base of knowledge of European pupils. Efficient use of energy and renewable energies will serve as the subject to analyse the potentials and needs and to create optimized training courses for teachers. The subject of environmentally friendly energy covers social as well as scientific competences and - regarding the threat of the climate change - also severe European problems to be solved. On the other hand out-of-school centres of environmental education are well established in Germany and Latvia and thus the synergy-effects and training courses can be built on the existing basis. This will foster the impact effectively.

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**GRANT AMOUNT:** 297,154 €

**APPROVED BUDGET:** 396,206 €

**CONTRACT DURATION:** 24 months



REFERENCE: 133863-LLP-1-2007-1-BE-COMENIUS-CMP

## **Teacher's Aids on Creating Content for Learning Environments**

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<b>DESCRIPTION:</b>	<p>Learning environments offer excellent opportunities for stimulating lifelong learning in both compulsory and adult education. Creation of high quality content for learning environment is essential for the successful use of this new way of learning. It is important to train teachers how to create such content and this is the main aim of our project: training teachers to create content for learning environments. By providing such training we will contribute to the establishment of culture of innovation in the educational organisations of all teachers who follow our training. This will directly contribute to achieve the aim "to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning" set out in the aims of the LLP programme. What we want to achieve:</p> <ul style="list-style-type: none"><li>- To train teachers to create content for electronic learning environments in the context of didactical design of an e-learning course</li><li>- To enable teachers to identify and decide which ICT tools and content are most useful for certain study purposes.</li><li>- To teach teachers how to create learning content using information design, web standards, usability criteria and reusability of learning objects (text, images, animations, audio, video, ...). - Focussing on learning content which enables active, interactive and cooperative learning processes.</li><li>- To enhance the quality of learning environments in education by training teachers how to use them</li><li>- To create resources for teachers to help them with the use of learning environments in a pedagogically sound way</li><li>- To stimulate implementation of new approaches to ICT teacher training related to the concept of lifelong learning, knowledge sharing and peer learning.</li><li>- To stimulate teachers to share the developed content with their colleagues using existing repositories.</li></ul> <p>Achieving these aims and objectives by offering a European based in-service training course with resources will ensure that teachers will be able to use learning environments in an optimal way. They will be able to develop learning objects (content) for use in such an environment. This will ensure that learning in general will become a more flexible process.</p>
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<b>PARTNERS:</b>	<ul style="list-style-type: none"><li>• VIA MEDIA SOLUTIONS / INFORMATIONSDSIGN FUR DIGITALE MEDIEN, AT</li><li>• TRAINING 2000, IT</li><li>• UNIVERSITY OF URBINO "CARLO BO"- CENTRE FOR E-LEARNING RESEARCH, IT</li><li>• WELSH INDEPENDENT RESEARCH INSTITUTE, PONTYDYSGU, UK</li><li>• DIRECCION GENERAL DE FORMACION PROFESIONAL Y EDUCACION PERMANENTE. JUNTA DE ANDALUCIA, ES</li></ul>
<b>GRANT AMOUNT:</b>	<p>238,508 €</p>
<b>APPROVED BUDGET:</b>	<p>318,011 €</p>
<b>CONTRACT DURATION:</b>	<p>24 months</p>

REFERENCE: 133864-LLP-1-2007-1-UK-COMENIUS-CMP

## **Continuing Intercultural Professional Development in Europe**

**DESCRIPTION:**

The main theme for the CPD will be representations of cultural media and artefacts from the participating countries, such as iconic works of art, literature and music, including cultural representations of, and by, migrant communities within these nations. Teachers will be encouraged to appreciate the interconnection between their growing cultural awareness and appreciation, and their approaches to teaching. From the project partners' perspective, 'professional development' for teachers ought to be understood as personal and cultural development, rather than narrower 'technicist' conceptions of CPD. The project will embed research, evaluation and dissemination from the outset in order to analyse and raise awareness of the impact of this approach on teachers and their professional development. The project partners will develop, evaluate and disseminate an online (web-based) Continuing Professional Development (CPD) package for teachers. This CPD will enhance teachers' intercultural awareness, their understanding of the educational applications of technology, and their ability to foster citizenship and intercultural understanding among students in schools. It will also provide a model of CPD that can be utilised to support teacher professional development at all stages, from initial teacher training to induction/year one and to teachers moving towards enhanced/expert/experienced status.

The starting point for this CPD will be an emphasis on epistemological questioning that will require teachers to reflect critically on their current professional and cultural assumptions. They will then be guided through a process that enhances their personal and professional 'vocabulary and understanding in order to create a framework in which international professional dialogue can take place around critical pedagogical and cultural issues. The CPD will be delivered via an online learning environment (OLE) that will stimulate, provoke and support teachers, bringing them together within a virtual community of enquiry. This approach will be piloted with, and provided free to, groups of teachers from five EU states, and made available more widely at the end of the Project, following evaluation and assessment of impact.

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- OPETUSALAN KOULUTUSKESKUS, FI
- CENTRE FOR CONTINUING EDUCATION IN SOPOT, PL

**GRANT AMOUNT:** 225,000 €

**APPROVED BUDGET:** 300,649 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133867-LLP-1-2007-1-BE-COMENIUS-CMP

## **Innovative Science Pedagogy in Research and Education**

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- DESCRIPTION:** The INSPIRE project proposes to set up a limited validation observatory where 60 schools in Europe will be proposed to use, test, analyse the use of new didactical tools (namely a digital Learning Resource Exchange) in the field of MST. Through this experimentation, special attention will be given and reported on as regards (1) the impact of these new teaching methods at the level of pupils and their motivation, (2) the analysis of the pre-requisites to be defined for enabling the teachers to integrate these new techniques in their pedagogy, (3) the critical success factors to be mastered at the level of the teacher and the school for the generalization of such practices.
- On a more practical level, the project will rely on previous R&D activities and implement the following activities: provide a customised version of a dedicated Learning Resource Exchange service in the area of MST (a network of 20+ repositories will already be in operation at the start of INSPIRE - the objectives in this project will be to identify and evaluate a critical mass of good quality learning resources in MST within this federation) and assess the quality of the MST resources proposed.
- Implement three school pilots involving a total of 60 schools (one in Germany, one in Austria and a set of other European schools with an active interest in MST).
  - Define the protocol of experimentation and organise the training of the pilot schools (via a training of trainers session).
  - Launch and monitor the experimentation activity (for a period to 6 to 8 months) with 60 schools in Europe.
  - Analyse the impact and feedback of this experimentation
  - Draw the lessons and propose recommendations, action plan and concrete support (such as a handbook for teachers) for generalizing such an approach
  - Ensure the dissemination of this project via a dedicated Science education portal (based on the existing Xplora portal)
  - Ensure the exploitation of this project via the organisation of an international summer school and the development of an online community of practice for educators regarding the use of digital learning resources in MST. This project will be coordinated by European Schoolnet (a network of 28 Ministries of education in Europe) with the Austrian Ministry of Education, Arts and Culture, Educonsult (a Belgian educational consultancy) and the Thuringen Institute Teacher Training, Continuous Training and Media as partners. Full details of the contents of the learning resource exchange repository are provided in annex 1, 'Description of the underlying data and sources in the learning resource exchange.
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  - THÜRINGER INSTITUT FÜR LEHRERFORTBILDUNG, LEHRPLANENTWICKLUNG UND MEDIEN (THILLM), DE
- GRANT AMOUNT:** 291,021 €
- APPROVED BUDGET:** 390,701 €
- CONTRACT DURATION:** 24 months

REFERENCE: 133886-LLP-1-2007-1-DE-COMENIUS-CMP

**Virtuell vernetzte Sprachwerkstätten an europäischen Schulen - Ein Fortbildungskonzept für Spracherwerb, Mehrsprachigkeit und kreatives Lernen**

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**DESCRIPTION:**

The main purpose of this project is to develop an academically sound concept for further education regarding language acquisition, multilingualism and creative language learning that is based on the reformed educational experiences of teachers and that uses academic and technical innovations in the area of language learning and multilingualism. The project involves primary and/or secondary schools from six European countries as well as an academic institution from each country that is involved in initial and/or further teacher training.

The project is organised according to efforts to provide effective support for the learning of additional languages as early as primary level and to develop intercultural skills. Particular focus is on students who already speak more than one language (in some of the schools participating in the project, up to 80% of student populations are migrants or there is a high percentage of minority groups, such as Roma). This language diversity needs to be understood and used as a resource.

The aim is to set up language workshops in all schools participating in the project and to link them up via a virtual communications platform, so that all people involved can communicate with one another and exchange experiences as well as material.

The main activity in the language workshops is the work done with "Euroklex", the interactive European children's lexicon, whose software is being extended within the scope of the project to include eight languages (German, English, Finnish, Italian, Dutch, Romany, Hungarian and Turkish) and which is being developed by students in participating schools who are working together. The experiences from these schools and the knowledge from the academic support influence the overall concept of further training.

These activities in the area of language learning and multilingualism should promote interest in language diversity in Europe. The innovative and tried-and-tested methods should enable creative language teaching and increase motivation for language acquisition.

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**GRANT AMOUNT:** 298,453 €

**APPROVED BUDGET:** 400,357 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133909-LLP-1-2007-1-UK-COMENIUS-CMP

## **ARGuing for multilingual motivation in web 2.0**

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**DESCRIPTION:** ARGuing is a cutting-edge project that addresses two fundamental needs in European education in a totally innovative manner. Firstly, how to bridge the widening technological gap between educators and their students and secondly, how to motivate students to understand the benefits of learning languages at a level that impacts on their existing personal lives.

This project will answer these important needs by building a methodology for educators that includes Web 2.0 technology, i.e. using digital technology to create content and communicate. Secondly, the project will construct a special type of puzzle game called an Alternate Reality Game (ARG) that utilises digital technology as a communication tool for international, multilingual, peer student communities that have to solve the puzzle by working as a massively, multiplayer, collaborative group, in multiple languages.

The project includes a very diverse mix of specialists, as only a combination of skills can achieve the innovation envisaged. Included in the partnership is one of the largest university computing departments in the UK with expertise in games development and games-based learning, language pedagogic expertise, University teacher trainers, an expert in Alternate Reality Games (ARG) and an Internet communication specialist. Our research indicates that this project will be the 1st globally to apply an ARG at secondary school level; to create an ARG that embeds multilingualism within its core framework; to use the techniques and technology, as utilised within an ARG, to build a replicable educational methodology; to motivate language learning by placing language at the core of a game that appeals to and engages young students at a personal level.

In D4 below, an ARG is described in depth, but it is important to understand here, that an ARG is not a computer game that is played solely in front of a computer screen by an individual, but is a collaborative puzzle that can include online and offline elements and can only be solved by multiple players working in groups. The participants are not in competition to solve the puzzle.

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**GRANT AMOUNT:** 230,871 €

**APPROVED BUDGET:** 307,828 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133910-LLP-1-2007-1-TR-COMENIUS-CMP

**A comparative analysis of folk tales: a multicultural perspective**

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**DESCRIPTION:** The very gift of every culture is the experience of human. Folk tales are one of the major means which perfectly represent these mutual and universal yet differing experiences of human situated in diverse social, cultural, political, geographical and anthropological areas and eras. So, this project covers folk tales from a variety of locations around Europe to represent the cultural diversities which constitute a matchless unity. Our project mainly focuses on creating cultural, multicultural and intercultural awareness, observing and appreciation of cultural diversity in unity, re-bridging the supposedly existing gaps among cultures, overcoming the prejudices and the sense of "othering", intolerance and the lack of communication. Thus, the project will help the individuals of all ages to appreciate the riches of their own local cultural heritages as well as leading them to perceive themselves as an innate member of a greater whole by contributing to the formation of a European citizenship identity. In order to present our focus, we intend to make use of folk tales from a variety of geographical locations by centring our studies on the similarities as well as the differences among morals, values, value judgments, traditions and images as represented in Folk Tales. End products will serve to display the riches of different native folkloric images as well as the shared cultural heritage of humanity by highlighting the unity and diversity. Our target groups provisionally cover the students from primary/secondary schools, teacher trainee students, teachers using literature as material (as an in-service training), disabled children -especially audially and visually impaired -, parents and people who are interested in literature and cultural studies.

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**GRANT AMOUNT:** 272,637 €

**APPROVED BUDGET:** 363,516 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133919-LLP-1-2007-1-BE-COMENIUS-CMP

## **HOListic Approach to Language learning for kids!**

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**DESCRIPTION:** The Education and Training 2010 work programme aims for each European citizen to master at least 2 foreign languages. Several European countries have adopted this aim as a national priority. Lots of language teachers still use the traditional grammatical approach rather than chunk learning (formulaic language) because of the security and controllability it provides, because of lack of authentic materials targeted to young learners and because of their own insufficient command of the target language. By means of a holistic approach to language learning HOLA! aims at offering language teachers strategies adapted to young learners (max.12 y) taking into account language acquisition principles, supplemented with exemplary materials for French and English as well as a few examples for Dutch, Danish, Greek, Spanish, Italian and Turkish to give evidence for the potential of transfer. As it is targeted to young learners living in a rather closed environment, language and culture will be combined: as a matter of fact, language and expression of thoughts refer to the cultural reality they denote. The work strategy includes bottom-up and top-down strategies at the same time: from practice to theory and the other way around. The four major outcomes resulting from this project will be a publication describing a holistic approach to language learning as well as some exemplary materials targeted to language teachers of primary education; materials and guidelines for adapting materials to the target audience; strategies for classroom management; a Comenius dissemination course for language teachers including the above as well as language improvement. The outcomes will be piloted and evaluated through local dissemination activities and will be made available from a website. To meet these aims a complementary work group will be formed: schools, pre- and in-service training and institutions as well as advisory bodies join efforts and competences. The desired outcomes are happy, empathic and motivated children learning foreign languages and starting their language portfolio at a stage where windows of opportunity are still open. The early approach will contribute to anchoring language competence and positive attitudes towards people who share a different language and culture.

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**GRANT AMOUNT:** 299,774 €

**APPROVED BUDGET:** 399,699 €

**CONTRACT DURATION:** 24 months



REFERENCE: 133940-LLP-1-2007-1-BE-COMENIUS-CMP

## **Lire, une recherche active de sens**

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**DESCRIPTION:** There is a genuine problem in reading comprehension both in the EU and around the world. A large section of the population (20% according to the French researcher Alain Bentolila) is today "illiterate" to the extent they can decipher words and short sentences but are unable to understand the meaning of a short simple text on daily issues. And for longer, more complex texts, with implicit meanings and the use of symbols, the number of people with reading problems increases considerably.

Reading is not an innate skill; it is the result of guided learning. In our countries, this guidance is quite satisfactory in terms of learning the code – most children learn to decipher texts before they are eight. However, it is much less satisfactory when it comes to understanding texts, as has been shown by the Pisa report. This can be put down especially to the fact that reading is not taught as an exercise in comprehension, and this is where teaching practices fall down. "Getting children to read" is often confused with "learning to read".

The aim of our project is an initial and continuous training module to help teachers improve their knowledge of what reading actually involves, to better identify the real obstacles to understanding in reading and to develop teaching practices adapted to overcome these hurdles. The European partnership that we have set up will allow us to try out these practices with different profiles of learners (depending on age, socio-economic background, certain specific needs) and in different learning contexts (learning French as mother tongue or foreign language, in the countries of origin or in a foreign country, working in the other languages of the countries taking part in the project).

To achieve these aims, we will perform the following activities: researching and pooling the approaches used most successfully in the various participant countries for learning to read/write; organising training for the teachers involved in the project (training in obstacles to reading, work on albums, initiation into mental management); developing educational strategies to "search for meaning" in reading activities, in the broadest sense of the term (reading any message, spoken or written, or delivered via other media such as image, music, non-verbal communication); implementing learning sequences that will be filmed or presented in multimedia formats; creating an initial and a continuous training module to be used by teachers who will gather together the results of our work and make them available to the public in a multimedia form (website and DVD); experimenting with and assessing the training module; organising dissemination activities to guarantee long-term use of the results of the project.

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**GRANT AMOUNT:** 251,649 €

**APPROVED BUDGET:** 359,499 €

**CONTRACT DURATION:** 24 months

REFERENCE: 133945-LLP-1-2007-1-FR-COMENIUS-CMP

## **Sites d'Accompagnement pour les Enseignants de langues**

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**DESCRIPTION:** The SAEL project brings together three European partners, all responsible for six national guidance sites aimed at language teachers. Against a backdrop of profound changes in the teaching of languages in the EU, the idea is to promote the concept of online guidance to language teachers. Midway between training and information, online guidance makes it possible for language teachers to speed up the process of taking decisions and/or making innovative language policy recommendations, whether such measures are proposed by the Member States or recommended by the Commission. Furthermore, such guidance tools make it possible to extend and complement existing training. They also help in pooling good practices among the teachers themselves and enable them to work as part of a network.

The SAEL project comprises an action research on guidance sites for language teachers. This study will be based on the following elements:

- an in-depth analysis of partner sites and other similar sites in Europe;
- experiments to be conducted by the partners who commit specifically to exchange practices and implement at least one good practice inspired by one of the partner sites.

The results of the study should serve as the basis for a practical guide for designing, running and improving guidance sites for language teachers. This guide will be put together and written by an expert on the basis of the work of all the partners.

The guide will be published on paper and uploaded onto a specific site, and must be disseminated to the main actors providing training and information for language teachers in Europe and to education authorities. A European seminar will be organised at the end of the project to enhance the results.

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**GRANT AMOUNT:** 176,082 €

**APPROVED BUDGET:** 234,777 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134005-LLP-1-2007-1-GR-COMENIUS-CMP

## **Career Counsellors' Interactive Training**

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**DESCRIPTION:** The Career Counselors Interactive Training project aims to promote career guidance and awareness in Europe, to develop active European career counsellors and citizens who will be in a position to investigate the surrounding reality, to analyse social phenomena in depth and critically, as well as to contribute to the social reconstruction through efforts aiming at the democratisation and modernisation of institutions. The project will collaborate with experts in the fields of psychology, pedagogy, career counselling and representatives from the labour market and the business world in order to contribute in offering substantial training to career counsellors and as an effect to provide substantial orientation to young people. The Career Counselors Interactive Training will identify the career counsellors' needs and then will develop training material, concerning an initiative critical and holistic and innovative model, activities and exercises for personal and professional development, exercises and practises to be implemented by counsellors in the classroom or in career offices and a step by step programme, describing the career guidance process providing young people from 11 to 20 years of age. Training seminars will be organised in four countries of Europe. Interactive seminars will last about two days and the participants will be small groups of career counsellors (3-5 counsellors). The training material will be implemented and evaluated by the counsellors and will be adapted by the partners -researchers. The training material will be actually the research activities and will be separated in thematic areas. Each partner will cover specific thematic areas. As a result a handbook will be published including the whole research material.

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**GRANT AMOUNT:** 288,000 €

**APPROVED BUDGET:** 384,000 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134014-LLP-1-2007-1-NL-COMENIUS-CMP

## **Induction and Guidance of Newly Appointed Teachers in European Schools**

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**DESCRIPTION:** The continuous professional development of teaching staff, especially of novice teachers as part of in-service training, is a concern for all European countries. In a number of European countries where it is difficult to recruit and to retain qualified teachers it is urgent to address the gap between initial teacher training and the workplace.

The overall aim of this project is to improve the continuous professional development of teaching staff, with a special focus on novice teachers. To this purpose "N tandems of training institutes and schools" will cooperate in the development of effective and flexible models of guidance and of an in-service training course for those involved in induction and guidance.

Target groups are (novice) teachers and those involved in their guidance and induction. The following main activities are envisaged:

1. Development and try-out of a model of guidance and induction for every pair of institutions involved in the project.
2. Development and piloting of an in-service training course adapted to the needs of N different European educational and teacher training systems.

A contribution to the improvement of induction and guidance of (novice) teachers in European schools can be expected.

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**GRANT AMOUNT:** 274,929 €

**APPROVED BUDGET:** 366,631 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134018-LLP-1-2007-1-CY-COMENIUS-CMP

### **Teacher In-Service Training for Roma Inclusion**

**DESCRIPTION:**

Extensive population mobility throughout Europe has resulted in the formation of much more diverse multicultural societies. European citizens are prompted to accept cultural, ethnic and religious differences. However, racism and xenophobia emerge as major issues impacting on social stability and coherence. Roma is the largest ethnic minority group found throughout Europe. The Roma people are often characterized as having a distinct culture which is at odds with the dominant culture of the countries they live in. This divide seems to reinforce Roma parents' fears regarding mainstream education. It is also a known fact that members of the Roma community frequently regard schooling as a threat to their cultural values and needs and their children's well-being. School attendance rates of Roma children appear low, thus threatening their educational attainment, participation in the labour market and ability to have a democratic voice. At the same time, schools and teachers are often held accountable for their failure to contribute towards Roma children inclusion in schools and in society at large. This project acknowledges that interactions between educational institutions and the Roma community are frequently characterised by a lack of information, misconceptions and stereotypes regarding the role of education or Roma culture. The aim of this project is to facilitate school and Roma family partnerships in order to establish an environment of collaboration and shared goals for children's education. The underlying assumption is that enhancing teacher awareness of Roma culture and perspectives will lead to increased participation of Roma parents in their children's education, thus keeping Roma children in mainstream education and the broader community. This will be achieved through teacher training in methods to engage Roma parents as active agents in their children's education. The project consists of: (1) Assessment of needs of teachers and Roma families in target schools; (2) Development of a teacher training curriculum aiming at enhancing teacher effectiveness in effectively collaborating with Roma parents and developing action plans at class and/or school level; (3) Provision of teacher training; (4) Implementation of teacher interventions, resulting from training; and (5) Evaluation of the intervention programmes and the training modules. The enhancement of teachers' awareness of the Roma culture and involvement of Roma parents in their children's education is expected to impact on Roma inclusion in the broader community through (a) minimising Roma parents' fears on education as a threat to their cultural values and needs, (b) improving Roma children's educational attendance and inclusion in mainstream education.

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**GRANT AMOUNT:** 289,686 €

**APPROVED BUDGET:** 386,249 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134027-LLP-1-2007-1-UK-COMENIUS-CMP

**No child left behind**

**DESCRIPTION:** Study support is universally recognised as a key tool which cements a child's formal curriculum learning, through informal out of hours learning programmes. Although the UK has developed systems at national level to ensure consistency and quality in delivery, similar efforts in Lithuania, Poland, Romania, Spain and Bulgaria, vary dramatically due to lack of local, regional or national co-ordination, support and funding. In many cases the initiative is supported by private schools to the detriment of the state system. In spite of this within each of these countries there is recognition at national level that study support must be implemented (or re-implemented) in order to raise pupil achievement. No Child Left Behind will investigate the provision of, and teaching approaches to study support within the partner countries; compare strengths and weaknesses and agree a series of good practices which are internationally exchangeable. The partners will devise a training programme for teachers and trainers of study support, which will offer a structure containing imaginative and flexible methodologies, including latest ICT technologies, and in-built quality assurance mechanisms aimed at motivating teachers and trainers into producing an enriched and more stimulating study support curriculum for their own school. Within the thread of the pedagogy will be woven an appreciation of the European dimension of culture. Once created the training package will undergo an independent scrutiny exercise using an organisation experienced in scrutiny of teacher training at national level. The results from this will be fed back to the partners and the programme will be adjusted in line with recommendations. The teacher-training course will then be piloted locally throughout each partner country via trainers identified by the partners as suitable for the pilot. The training of trainers will then be evaluated by a process of feedback from the trainees, the tutor and an independent observer in each situation. The partners will then agree to what degree the programme is achieving its objectives, and make adjustments to the programme in line with recommendations. This will also include recommendations on the nature of support materials needed to successfully run the course. The next process will involve the partners in producing draft support materials. These will be in the form of a supportive handbook, available in printed form and on CD Rom. The Course and the support materials will be translated into the host languages of the partners. The dissemination and exploitation process will be driven by its own strategy which will use known local regional and national networks via each partner and a website to inform and engage the wider public from an early stage.

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**GRANT AMOUNT:** 209,443 €

**APPROVED BUDGET:** 279,258 €

**CONTRACT DURATION:** 24 months



REFERENCE: 134029-LLP-1-2007-1-DE-COMENIUS-CMP

**Primary and secondary Continuity in foreign language teaching**

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**DESCRIPTION:** The project addresses the challenges resulting from learners' transition from primary to secondary education in foreign language learning and teaching. This transition from rather informal and holistic to more formal and conscious ways of language learning is often experienced as problematic by pupils and teachers alike. This is due to different learning cultures and teaching approaches in the two contexts and a lack of communication and cooperation between teachers of the two levels. Whereas language learning at the primary level tends to be communicative, content-based, multi-sensory and focuses on the development of oral skills, rule-oriented learning and written language prevail at the secondary level.

The project seeks to exchange experiences and gather models of good practice in the field of transition and further develop strategies to facilitate the move from primary to secondary education. It will create both an international website and local manuals for teachers and teacher trainers on the subject. These products intend to help teachers get insights into different teaching approaches and learning cultures and foster mutual understanding (e.g. via commented videotaped sample lessons). They will also provide teaching material for the transition phase (e.g. based on task-based and CLIL approaches) which aim at reconciling both approaches ("bridging tasks"). For diagnostic purposes, assessment tools are presented, including self-assessment and portfolio work. The sample lessons as well as the teaching and assessment material are accompanied by comments and study tasks which will enable teachers to reflect on their own teaching and to integrate new ideas. These materials will serve as a basis for the development of methodological concepts for transition conferences (round table discussions among teachers from different levels) and teacher training courses on the topic of transition.

Apart from the website and the local manuals, the results are disseminated through initial teacher training in the participating organisations as well as through in-service teacher training courses involving the associate partner schools. An international Comenius teacher training course is projected. The project's results will be presented at international conferences on language learning and applied linguistics.

Each of the partner organisations which work in the field of teacher training cooperates with at least one primary and one secondary school in order to collect sample lessons, try out and test material which is developed in the project and gain feedback from teachers and pupils. The project addresses the target languages English, German and French.

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- UNIVERSIDAD DE ALCALA, ES
- PÄDAGOGISCHE AKADEMIE DER DIÖZESE SANKT PÖLTEN, AT

**GRANT AMOUNT:** 290,736 €

**APPROVED BUDGET:** 387,648 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134214-LLP-1-2007-1-IT-COMENIUS-CMP

## **Bridging Insula Europae**

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**DESCRIPTION:**

Starting from the positive experience of the "Insula Europae" project (119117-CP-1-2004-1-IT-COMENIUS-C21), Bridging Insula Europae main objectives are:

1. to encourage teachers throughout Europe to adopt a new didactical approach based on Active Learning that improves their professional development and the quality of teaching and learning in the classroom, in particular by introducing a wider European dimension
2. to encourage pupils involvement in the education by the adoption of a training methodology that increases the values of their efforts and award them the responsibility on what and on how they learn
3. to define a way to make an effective use of the new communication technologies as teaching and learning tools, that could be economically, financially and technologically sustainable for the European Schools
4. to develop teaching strategies into curricula in order to support European culture of tolerance and to increase European civic conscience

The project is split up into three main steps:

First step: It focuses on the research of methodologies tied to Active Learning and in particular Learning by Doing and Cooperative learning. The study activity will embrace also the topics related to the development of an ICT based Learning Environment for the Open Distance Learning (ODL). The results of the research will be collected in a Report that will contain all the references to develop the training strategies and the ODL learning environment.

Second Step: It focuses on the teachers and in particular on the realization of the on-line E-guide based on some key issues to:

1. Update their skills on the new communication technologies, in order to give to the teachers the competencies they need, not only to perform the experimentation phase of the project, but to be independent on the use ICT and not to be frightened by the fast technological renewal of the sector
2. access, explore from the inside student "world": to know and speak their "language" and so to understand better their adolescents' needs.

Third Step: It focuses on the experimentation of the didactical model and of the training methodology with the classes of the schools involved in the project. Pupil role in Bridging Insula Europae is not the one of the experimenter, they are actively and practically involved in "to built up" the curricula that the projects aims to realize:

"Being Europeans remembers" (Experiences on European Integration History)

"Being Europeans means" (Experiences on European Civic Education)

"Being Europeans tells" (Experiences on European Literature and Culture)

Starting from the curricula realized with Insula Europae, the students, divided in small groups, will have the task to realize their contribution to the curricula contents, to develop and to describe their national identity. The activities will be on the Learning environment on-line and the students will be free to cooperate with European colleagues and to choose the way and the "tool" they prefer to accomplish their task.

A video dossier and a Virtual Photos Exhibition will be produced at the end of this step and they will also contain some materials collected and realized by the students during the experimentation phase.

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**GRANT AMOUNT:** 230,047 €

**APPROVED BUDGET:** 306,730 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134215-LLP-1-2007-1-IT-COMENIUS-CMP

**School on borders**

**DESCRIPTION:** The boundary can be a "line abreast" (between cultures, languages and people) or, on the contrary, a border, an open door, a territory for meetings, a place of peaceful cohabitation and positive "contamination". We refer not only to physical borders among two different countries but also to borders which, within cities, separate areas where different groups live (related to varied ethnicities, languages, religions and social profiles). In this context the school becomes an ideal environment to promote intercultural dialogue and active citizenship.

The main objective of the project is to support and strengthen the cultural and school cooperation in the border areas, by helping them facing the political and social changes. We intend to use the background of cultural cooperation usually existing in the border areas: a background of mutual language knowledge, mixed ethnic identities, shared history made not only of conflicts but also of common achievements. Our scope is to create a virtual "meeting square" in the milieu of border lines.

The main outputs of the project will be:

- a) a research on the existing situation in the border areas involved, in the scope of multicultural exchanges in social and school environments; this research will include a compendium of good practices;
- b) a module of in-service teachers' training and a related handbook (through digital support) entitled "How to design and implement a multi-cultural approach for teaching / learning pathways in the border areas". This module will be tested in different ways, throughout 5 workshops, in the countries involved;
- c) didactic modules for pupils, created by the teachers involved in the training;
- d) an International Internet Forum and some exchange networks among university fellows, teachers and students.

The impact envisaged is a stronger capacity of the "schools on borders" to improve their quality and to become "intercultural nests", an excellent example for all European schools.

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- INSPECTORATUL SCOLAR AL JUDETUTUI BIHOR, RO
- UNIVERSITATEA DIN ORADEA, RO

**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 404,407 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134221-LLP-1-2007-1-IT-COMENIUS-CMP

**Motivating pupils, linking teachers through active learning with Multi-Users Virtual Environments**

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**DESCRIPTION:**

Based on the potential and opportunities afforded by active learning approaches combined with Massive Multi-Users Virtual Environments (MUVES) as effective solutions to inspire and engage learners and foster motivation, the MUVEnation project's general aim is to contribute to explore, analyse, develop and evaluate within context the effectiveness of this innovative way of teaching and learning with regard to some of the problems of the educational system such as pupils motivation and participation. MUVEnation bet on the so called 'teachers' effect' on educational innovation and its approach is to explore the promising potential of active learning approaches integrated to MUVES by starting from the analysis of some major educational problems such as the lack of motivation and find how their integration in education can effectively foster pupils' motivation and participation.

Therefore the MUVEnation project seeks to develop a European peer learning program for teacher training for the use of 'Active learning with Multi-Users Virtual Environments to increase pupils' motivation and participation in education'. By doing so, MUVEnation seeks to encourage the development of teachers' metacognition strategies, problem solving, critical thinking and professional judgement so they will get used to make decisions about which technology to use for which students, how to do it, and how to judge the effectiveness of its use. The main objective of the program is to develop in-service and future teachers' competencies and skills so they can contribute by their innovative practice to bring solutions at

their scale to increase learners motivation and participation in key fields of common interest in Europe such as the participation of girls in mathematics, science and technology; boys and literacy; the participation in education of children and young adults with disabilities; the combat against dropouts; the cross-fertilisation between informal and formal learning environments; and the smooth and successful transition between school and work.

Therefore the project's specific objectives are:

- To develop inductive-deductive learning experiences, methodologies, materials and tools that will support the 'intellectual scaffolding' needed to integrate MUVES into the classroom by exploring the nexus between ICT, learning and motivation, and application of active learning methodologies (e.g. Buzz groups, affinity groups, solution or critic groups, 'teach-write-discuss', critique sessions, role-play, debates, case studies and integrated projects);
- To implement technological solutions allowing enhanced online social interaction for the peer learning community of teachers;
- To set up the peer learning community of teachers in order to carry out the following activities:
  - To identify and analyse training needs of in-service European educators who are running, or wish to run, educational projects in MUVES in K-12 and middle and upper secondary education;
  - To collect and document good practices illustrating the use of active learning methodologies with MUVES to increase pupils motivation and participation in education;
  - To design pedagogical patterns that give a solution for identified pedagogical problems in regard to pupils motivation and education in these new environments;

To guarantee the wide dissemination of the project's deliverables amongst European HE institutions, teachers' training centres, teachers' training and teachers' networks and/or professional communities.

Amongst the concrete results of the project, we highlight, the peer learning community where 60-80 teachers will participate during 6 months, the inductive-deductive learning activities for prerequisites acquisition, the methodological frameworks for the needs analysis, the best practices collection and the pedagogical patterns design and development, the national collection of information in each country participating in the program, the European reports integrating the data collected during the activities, the teachers own reflection and assessment of the activities they have participated on and the online conference.

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**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 400,000 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134222-LLP-1-2007-1-DE-COMENIUS-CMP

**TIPP- teachers in practice and process**

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**DESCRIPTION:**

**Aim:**

The first years of teaching constitute a phase that is both demanding and sensitive in the life of every teacher. If we assume there to be four typical phases of teacher training (basic training, starting the job, professionalisation and further development), practice shows that there are areas of work laden with conflict, particularly in the transition from basic training to starting the job and in the area of professionalisation and further development. In these various career phases, there are enormous pressures on the people involved.

Preliminary discussions revealed that young teachers found it particularly stressful especially when starting a job in all the institutions involved. This was the background to this project.

**Aims:**

These pressures need to be investigated in an initial analysis phase by comparing the institutions involved in the project. The evaluation of this comparison of different areas forms the basis of a concept to be developed in which recommendations for action are given for newly qualified teachers and for teachers in phases of professionalisation/further development. The key focus is on recommendations for optimum classroom management, particularly as regards dealing with heterogeneity, individual support, and through the development of diagnostic skills, training on awareness and interactive approaches, team management and self-reflection training by creating portfolios, such as videographies. A classroom management manual will be developed as the end product, to be available both in hard copy and electronic format.

Target groups include both teachers and students in the transition phase between basic training and starting the job, as well as those already in teaching posts. It is also targeted at all other groups involved with initial and further teacher training (university lecturers, seminar trainers, and mentors).

**Key activities:**

The innovative content of the project comes from the development, implementation and evaluation of a transnational European teacher training concept, which preserves the existing system standards for the countries taking part in the project and which, in a subsequent phase, should be further developed and used at as many different levels as possible (university, teacher training establishments, schools, preschools).

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**GRANT AMOUNT:** 219,893 €

**APPROVED BUDGET:** 293,798 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134244-LLP-1-2007-1-UK-COMENIUS-CMP

## **Technologically-Enhanced Language Learning Pedagogy**

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**DESCRIPTION:** This project is undertaken to contribute to the European vision to create a European knowledge-based society (Lisbon Strategy, 2000) that is plurilingual and culturally astute (Action Plan, 2004-6). Crucial to the implementation of the Action Plan is the provision, at national levels, of a suitably qualified teaching profession to teach languages at primary level and to embed language learning in the national curricula. The core objectives are to train a new generation of primary class-teachers who will be equipped to teach the future generations of European children who, through language learning, will open a window onto the cultural and linguistic diversity of Europe (Council of Europe, 2003). Using new technology the trainees, specialising to teach primary languages in the three partner teacher training institutions (Manchester Metropolitan University, in Manchester, UK; the University of Granada in Spain; the Institut Universitaire de Formation des Maîtres in Niort, Poitou-Charentes, France) will learn to plan for language teaching and learning embedded in the schools' curriculum (CLIL). The ultimate product will be a technologically-enhanced language teaching and learning pedagogy, with interim results throughout the life of the project of expected impacts on children's learning, class-teachers' professional development as they adapt to and adopt new methodologies and the trainees' responses to becoming European teachers.

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**GRANT AMOUNT:** 187,163 €

**APPROVED BUDGET:** 249,551 €

**CONTRACT DURATION:** 24 months



REFERENCE: 134246-LLP-1-2007-1-IT-COMENIUS-CMP

**Enhancing the Use of Cooperative Learning to Increase Development of Science studies**

**DESCRIPTION:** The framework of EUCLIDES proposal is the promotion and the enhancement of the dialogue between science and society - a good number of scientific studies concern the quality of life of the European citizens. The objective is from the one side to get a knowledge society where democracy is guaranteed, from the other side to set up a reserve of professionals, which will be able to contribute to the knowledge-based economic development. EUCLIDES foresees a series of applications that may support policy makers to develop new educational strategies for the scientific subjects learning, such as: i) the characterisation of a ODL platform for the implementation and evaluation of a Learning Team Centred Model for teaching sciences; ii) the research of efficient environments for building up knowledge and communication exchange; iii) the evaluation of the efficacy of the science-learning methodology through the Problem Based learning Model; iv) the setting up of on-line curricula, which are at the base of PBL model, v) the study of the acquired technical-professional competencies and of the interest degree by the students, as result of the experimentation phase. EUCLIDES aims

1) to promote into the institutions and into the educational systems of the involved countries a new pedagogical approach to the study of sciences, which is based on the collaborative method and on the Problem Based learning through the use of ICT.

2) to implement training activities for teachers of scientific subjects, in order to enable them to use the above mentioned methods

3) to use the proposed methodology in those schools taking part to the project through an experimentation phase of two e-curricula "Environmental Science: an approach to the climate modification" and "natural science: trend analysis of natural resources".

4) to use e-learning systems as key- support to the pedagogical method implementation. This is particularly important for setting up a model of permanent trans-national cooperation in the educational field.

EUCLIDES target groups are: teachers, trainers, and schools participating to the project, which are the "engine" of the initiative. Besides, the students, and those educational staff that can be involved in the project activities (for instance facilitators and tutors).

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**GRANT AMOUNT:** 237,664 €

**APPROVED BUDGET:** 316,887 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134290-LLP-1-2007-1-CZ-COMENIUS-CMP

## **European Modules and Mobility in Agricultural education**

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- DESCRIPTION:** Objectives  
Our project is aimed at developing and implementing unit modules within student teacher training from agricultural education in the perspective of a better adaptation to the European context. Therefore, this project will:
- introduce new concepts and courses within student teacher training
  - improve and adapt the training of student teachers to their European environment
  - promote concepts such as European construction, European social awareness and globalization, among staff, students, teachers and pupils
  - carry on developing student teachers' mobility
  - encourage partnerships among European training institutes
  - report on the current situation for European concepts and policies within European agricultural Education
- Main activities  
The project will lead to:
- the development and implementation of European modules for the training of student teachers,
  - a one-month training period abroad for 49-56 student teachers per year
  - a pluridisciplinary and European one-week work-session for trainers and staff involved in the development of European course modules
- Expected outputs:
- integration of European dimension within Student Teacher training
  - development of student teachers and trainers exchanges
  - report on the current situation of European concepts within European agricultural education
  - pedagogic method on CD-Rom aimed at training institutes and agricultural schools to introduce European concepts in training and curricula
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  - ECOLE NATIONALE DE FORMATION AGRONOMIQUE, FR
- GRANT AMOUNT:** 168,738 €
- APPROVED BUDGET:** 233,734 €
- CONTRACT DURATION:** 24 months

REFERENCE: 134309-LLP-1-2007-1-IT-COMENIUS-CMP

## **SCHOOL INCLUSION**

### **DESCRIPTION:**

#### Objectives

The project intends to supply an answer to the problem of school drop outs, starting from in depth analysis of the data, the motivations causing the phenomenon and the strategies implemented to overcome it in the various national countries. It aims at developing a common strategy at European level, which valorises the best national practices in the field, to create an e-learning based training course for secondary teachers that provide them with the necessary skills and competence to identify pupils at risk and prevent their early abandoning of compulsory school.

#### Activities

- carrying out of surveys in each of the countries involved in order to acquire a deeper understanding of the national contexts, to identify the main tendencies concerning school drop outs and the relative strategies in place to overcome this phenomenon at European level.

- carrying out of a trans-national based discussion, which involves teachers and experts in order to identify and use the successful cases to formalise a possible integrated proposal of intervention, which valorises the best national practices in the field and to agree a common structure of a training initiative aimed at teachers to give them the necessary skills to prevent school drop outs.

- developing and testing of the training materials aimed at transmitting the necessary skills to school teachers so that they know how to identify and prevent the risk factors, which lead to students dropping out of school.

#### Expected Results

- Availability of a collection of data fostering the comprehension of the different national contexts of the countries involved, the causes and consequences of the school drop outs phenomenon are concerned, validating the most effective strategies and intervention carried out to tackle the problem and making them available to teachers and policy makers.

- Availability for the European educational systems of a common strategy for the identification, prevention and tackling of the risk factors that lead to school drop outs based on the best practices identified at European level and taking the form of a training curricula for teachers.

- Availability of training materials, which will be developed according to most successful strategies at European level validated by experts and teachers working cooperatively at trans-national level in order to make secondary school teachers acquire the necessary skills to identify and deal with pupils that show potential problems leading to early school abandon.

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- WILSTHORPE BUSINESS & ENTREPRISE COLLEGE, UK
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**GRANT AMOUNT:** 251,063 €

**APPROVED BUDGET:** 334,752 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134317-LLP-1-2007-1-DE-COMENIUS-CMP

**Teachers Intercultural Competences as Keystone to Learning in Europe****DESCRIPTION:** 1. Aims

The project aims to develop, test and disseminate didactical tools for the development of intercultural competences for teacher trainers, teacher trainees and teachers. The prerequisite for this task is the identification of the areas and contexts, in which cultural diversity is of a manifest relevance for the teaching and learning processes in schools and classrooms of the participating countries. We want to raise the awareness of cultural diversity of professionals, who do or did not have to deal with that question yet and make the professional community aware, that cultural diversity is not threatening, but supporting pathways to European citizenship as one of the main future issues in a wider European horizon. By doing this we can build up cultural diversity competences and attitudes into the general profile of the teaching profession. We shall actively apply newly developed teaching methodologies from previous EU and Comenius 2. 1. projects in learning situations, which are characterized by a severe cultural diversity issue and expand the range of methodology in this area of teaching and learning by using these synergies.

## 2. Activities

The main activities of the project in the seven countries will be to create 42 keystone tools or methodological approaches, which can be used to enlarge intercultural competences. Each partner has to develop 6 keystones. During the 7 project meeting in the participating countries, these tools will be presented in 6 one-day training units to teacher trainers, teacher trainees and teachers of the guest country. One person of each partner country is responsible for the presentation of one keystone per meeting; the other members of the national task groups will attend the training units of colleagues. The keystones will be immediately evaluated by the attendants and the day after discussed by a meeting of all national group members with support of the external consultant. The main question here is, whether the presented keystones could be implemented as useful tools in one's own national or regional initial teacher training. This approach will create 'real life laboratories' based on the methodology of intercultural competences for teachers. The national task groups will disseminate in the time between the project meetings the results to their own professional community and alter the keystones if necessary. This will create significant and immediate dissemination and valorisation effects in all participating countries. All keystone training units will be placed for public download on the TICKLE webpage directly after the end of each project meeting. At the end of the project a tool box with 42 training units for the development of intercultural competences will be ready, which can be used in other European pedagogical environments as an added value for the teaching profession. We will reach several hundred practitioners as active multipliers and feed backers in the participating countries and exchange best practice models with the help of personal and professional assessment of the tools by the external consultant and the external evaluation.

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**GRANT AMOUNT:** 224,922 €

**APPROVED BUDGET:** 299,897 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134318-LLP-1-2007-1-IT-COMENIUS-CMP

## **Michelangelo: Unlocking European Fine Art**

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### **DESCRIPTION:**

#### Objectives:

The objective of the project is to provide European art teachers and students at secondary school level with the opportunity to get to know the most famous and most representative European fine arts, including also those countries which are less known for their artistic heritage.

#### Target Group:

The project's direct target group are secondary schools art teachers, art students, and artists in all Europe. The indirect are all teachers who will benefit from this pilot experience that could also be applied to other subject areas (besides art).

#### Main activities:

- Identification in each partner country the most famous and most representative artistic masterpieces. At least 10 masterpieces will be identified in each country, at least one for each century (from the Xth to the XXth centuries).
- Analysis at national level of the artwork and the artist who made it. Contextualisation of the art work in the historical framework at national and then at European level. Interpretation of the artistic work. Collection of relevant documents related to the selected masterpieces (i.e. images of the art work, studies on the author etc.).
- Creation an educational package on each of the selected artists.
- Translation of all documents into English.
- Uploading the educational package created on the Michelangelo Internet Portal where it will then be possible to carry out a search of the artists and/or artworks according either to national criteria and/or historical period criteria.
- Application of the "wiki" approach to upload the material for the portal. The approach is based on the successful experience of Wikipedia, with the difference that the uploading of material will undergo a scientific check before being made available.
- Trans-national comparative analysis of the selected European artworks so as to understand differences and similarities in the fine arts in the 10 centuries of European history.
- Trans-national on line training of secondary school art students on the European fine arts using the Michelangelo portal in an active and interactive way.

#### Expected outputs:

- The Michelangelo Internet Portal addressed to art teachers and students interested in having a global view of fine arts in Europe.
- Trans-national analysis of European fine arts.
- Art teachers and students reciprocally trained on the topic of fine arts in all the European countries involved.
- Guidelines for the creation and development the quality e-learning and ICT based art teaching material.

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- ACCADEMIA DI BELLE ARTI DI BRERA, IT
- CAMARA MUNICIPAL DE LOURES, PT
- CUMBRIA INSTITUTE OF THE ARTS, UK

**GRANT AMOUNT:** 270,198 €

**APPROVED BUDGET:** 360,264 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134321-LLP-1-2007-1-IT-COMENIUS-CMP

**e-based Content and Language Integrated Learning Training**

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**DESCRIPTION:** e-CLILT (e-based Content and Language Integrated Learning Training) addresses directly the 2007 Priorities about 'Content and Language Integrated Learning (CLIL)'. It aims at enhancing the quality and European dimension of the teacher training in a consortium of eight partner countries (IT, AT, ES, FR, GR, PL, SK, UK).  
The aims of the project can be divided into a teaching and learning dimension (to widen the European network of institutions involved in CLIL promoting the use of interactive methodologies and constructivist learning theories) and a social and cultural dimension (to support multilingualism in Europe and encourage understanding, tolerance and respect in accordance with the Decision of the European Parliament and of the Council to declare 2008 the "European Year of Intercultural Dialogue").  
The expected outcomes of the project are:  
i) a blended trans-national model training course (on-line and face-to-face) for CLIL teacher trainers adaptable to different countries. The course duration of 120 hours will be achieved by limiting the contact hours to 30 and creating an on-line component of 90 hours  
ii) a course guidebook with sample material in the eight target languages (EN, FR, ES, PL, IT, SK, GR, DE)  
iii) a CD-Rom with simulations the way of the learning platform's functionality and content which have been exploited with extensive samples of the course material and peer exchanges.  
The field of application to the eight target languages represented in the partnership (3 Romance, 2 Germanic and 2 Slavic language, plus Greek) will extend the CLIL context of application far beyond EN, including also minority languages (e.g., PL in AT) and promoting the introduction of CLIL in new countries (Greece).  
Strategies of promotion, dissemination and exploitation have been planned, and the combination of internal and external evaluation will guarantee quality products and a short-term and long-term impact.

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- NAUCZYCIELSKIE KOLEGIUM JEZYKOW OBCYCH W BYDGOSZCZY, PL
- UNIVERSITE BLAISE PASCAL, FR
- UNIVESITÄT LINZ, AT

**GRANT AMOUNT:** 217,603 €

**APPROVED BUDGET:** 299,937 €

**CONTRACT DURATION:** 24 months

**Entwicklung eines Europäischen Weiterbildungsprogramms für begabungsfördernde Lehrkräfte**

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**DESCRIPTION:**

In cooperation with a number of higher education establishments, a teacher training institution and seven European schools with specific support for talented and gifted students, academic experts and experienced teachers are developing a training and further training package in the area of supporting talented and gifted students. Up to now, none of the higher education establishments or universities in the countries involved have had an adequate package for this particular area of educational responsibility. However, supporting particularly gifted children and young people requires teaching staff to demonstrate special commitment and particular skills, since without these attributes, focused support for these key social groups can never be successful. The aim of this project is to develop a fundamental basic and further training scheme for teachers supporting gifted and talented students, taking account of experiences and concepts accumulated in participating schools. The aim of the project is to develop online basic and further training modules, closely linking theory and practice, and to create a practical manual on the subject of supporting gifted and talented students (including multimedia preparation). See Annex A: Model curriculum. The model curriculum to be developed, eVOCATION, includes three key content areas for supporting gifted and talented students:

a) fundamental principles, differentiation, individualisation

b) coaching, mentoring

c) observation and perception. This combines the following elements:

- academic foundation: fundamental, academically sound theories (including papers from experts on the respective subject areas);

- investigation and consideration of practically orientated and practically relevant elements of supporting gifted and talented students: work meetings (subject meetings and year meetings) and practical phases with academic experts in the theory and practice of developing basic and further training modules;

- feedback and practical testing in participating schools with academic guidance and support;

- evaluation: evaluation and academic support from higher education establishments and universities;

- certification. These steps ultimately lead to certification in basic and further training measures;

- distribution and use: implementing pan-European basic and further training measures in subject-specific modules.

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- SACHSISCHES BILDUNGSINSTITUT MEISSEN, DE
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**GRANT AMOUNT:** 271,006 €

**APPROVED BUDGET:** 387,114 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134352-LLP-1-2007-1-DE-COMENIUS-CMP

**Involve Parents - Improve School. Concepts and materials for fostering the participation of parents in school life with particular emphasis on families with an immigrant background**

**DESCRIPTION:**

Success at school continues is highly dependent on the home. Accordingly, those children, whose parents have a low schooling profile, and especially children from immigrant homes, will have poorer educational opportunities. Promoting parental involvement in school life, especially intensifying the involvement of parents with an immigration background, has been up till now a marginal topic in Teacher Education and In-service Teacher Education in Europe. There is a clear need to intensify the search for ways to give all parents the opportunity to take up their responsibility for the upbringing and school career of their children.

Because of the diversity among parents, the project partners will share the task of developing and testing modules which will offer suitable components for school-specific programmes to promote and support parental involvement, appropriate to pre-school children and young people up to the age of 16. The addressees of these material are teachers, in particular head teachers and class teachers, but also other school personnel working in advisory and support systems. To produce these modules, existing ideas and materials from all over Europe will be systematically collated and then published in the form of a synopsis (in English and German and in the other languages of the project partners) to provide a foundation for the project. The final product will provide concrete help and instructions to produce school-specific programmes for parental participation and will be in the form of a package of materials, professionally published in printed and electronic form, targeted at Teacher Education and Teacher Training in Europe. With regard to the demographic development in the countries of the European Union, the project will make a sustainable contribution to the continuing development of Teacher Education and Lifelong Learning. The pre-condition of aiming at improving the involvement of parents from all corners of the population in school life is the mutual understanding and respect for people from different cultures and it will be encouraged through the material that are to be developed.

Working with these materials should also lead to an improvement in school management, because an improvement of the parental involvement can only be achieved, if both internal communication in schools and the links to the community are intensified and made more effective.

The cooperation between the pilot schools, parents and associations including employers association involved in the project will provide a continuing platform for a Europe-wide network to carry on the work.

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- TAECHER TRAINING AND RESOURCE CENTER POZNAN, PL

**GRANT AMOUNT:**

268,832 €

**APPROVED BUDGET:**

363,729 €

**CONTRACT DURATION:**

24 months

**Focus on Awareness of Culture and Education for International Teachers**

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**DESCRIPTION:**

The overall aim of the project: Face it! is to develop content and a methodology to enable students of teacher training colleges to acquire the knowledge and to develop the competences, skills and attitudes required to become a European teacher.

The materials will be based on the characteristics of a European teacher as formulated by Michael Schratz (see D.1), which can be summarized as follows:

1. European identity: A European Teacher sees himself/herself as someone with roots in one particular country, but at the same time belonging to a greater European whole. This coexistence of national identity and a trans-national awareness provides a valuable perspective on questions of heterogeneity. Diversity within unity is therefore a key-aspect of a developed European identity with an open mind toward the world as a whole.

2. European knowledge: A European Teacher has some knowledge of other European education systems and, possibly, of educational policy matters at an EU level. He/she has knowledge, has a European approach to subject areas of European and world affairs and is aware of European history (histories) and its (their) influence on contemporary European society.

3. European multiculturalism: A European Teacher engages with the multicultural nature of European society, has a positive relationship with his/her own culture and is open towards other cultures. He/she copes with the challenges of the multicultural aspects of the knowledge society.

4. European language competence: a European teacher speaks more than one European language with differing levels of competence and is able to teach subjects in languages other than his/her first language.

5. European professionalism: A European teacher has an education, which enables him/her to teach in any European country. He/she has a European approach to subject areas in his/her teaching and links up cross-curricular themes from a European perspective. He/she exchanges curricular content and methodologies with colleagues from other European countries.

The course materials will be developed around four content areas: cultural diversity, cultural heritage, world citizenship and European school concepts.

Outputs

(A) A set of course materials pertaining to the content areas European Diversity (ED), Cultural Heritage (CH), European Citizenship (EC) and European School Concepts (SC) embedded in an e-learning environment (ELE);

(B) A methodology (teaching methods) including a framework for the assessment and description of students' progress in developing the skills and competences to become a European teacher.

(C) A DVD containing sample materials developed in the project as well as the framework for assessment.

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**GRANT AMOUNT:** 298,759 €

**APPROVED BUDGET:** 427,516 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134383-LLP-1-2007-1-SE-COMENIUS-CMP

**Active Literacy: Competence and Understanding, Internally**

**Naturalized - from decoding to understanding.**

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**DESCRIPTION:**

ALCUIN

Over the last years, there has been a decline in the reading skills of upper secondary school students, which is recognised among partner countries. Seeing this as an alarming change for the worse, the governments in Sweden, Italy and Lithuania have decided to take steps against the students' inability and unwillingness to read advanced literature. The overall objective of the project is to develop efficient methods for teachers to use in both mother-tongue and English upper secondary classes, general and vocational education, to extend and progress their reading practices, to make them competent and confident readers with lust to deal with advanced literature. By defining and developing new pedagogical methods, we want to give the teachers adequate tools to promote students reading skills helping them transform reading into knowledge, i.e. to help them go from decoding to understanding. In order to develop the teachers' professionalism we will design new pedagogical methods by making use of the collective resource of the partnership as a whole. Various enquiries and interviews will be undertaken among students. Teachers will write reports on the work in progress and the researchers at the universities will analyse the results, which will decide the development of new up-dated and effective pedagogical methods to be tested in the class-room. This way a manifold methods designed by the partnership will be tested in connection with a variety of literary texts and art forms, also ensuring the students' participation in the work in progress. During the work in progress a continuous interchange between all teachers and students will take place on the project's website. A virtual classroom will be established for the communication in writing among students. The website serves the main purpose of dissemination as it works as a public forum accessible for all persons interested in the project. In addition to the website, the project will be disseminated through local radio and TV broadcast, teachers' seminars, through workshops at all partner schools, libraries and teachers' training colleges, articles in professional journals and local papers. Evaluation of the project takes place on several levels. Teachers and students document their self-assessments through journals and reading logs, to be reported to the coordinating partner who writes a joint summary, which will be published on the website. The whole project will result in a teachers' guide, ready to use in the classroom, translated into all partners mother tongue, a CD-ROM, offering the practitioner new perspectives on teaching, which will meet with to day's demands and this way ensuring sustainability.

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- HELENEHOLMS GYMNASIUM, SE
- IMCS INTERCOLLEGE LTD, CY

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**GRANT AMOUNT:** 212,346 €

**APPROVED BUDGET:** 283,248 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134405-LLP-1-2007-1-TR-COMENIUS-CMP

## **Broad Sweeps of Imagination: A new method to teach a foreign language**

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**DESCRIPTION:** The aims of the BSI project are to prepare, test-implement and refine a Teacher Training Course for in-service teachers in foreign languages that has as an objective to speak up the effectiveness of an innovative method which we call Broad Sweeps of Imagination (BSI) and to disseminate it in wider European context. The method combines different approaches and techniques for learning new information and for foreign language teaching that, combined in an integrated set has proven their effectiveness for rapid building of communicative skills in the foreign language learners. The BSI method combines visual elements ('clumsy pictures') and approaches that give opportunity to learners to harmonize their previous learning with the recent ones. In addition to its effectiveness for communicative foreign language learning, BSI method fosters multicultural awareness, intercultural competencies and respect towards the values of the other cultures, integrated in the foreign language learning process. The BSI project gathered together partners from Turkey, Bulgaria, Italy and Romania and will be carried out in two years. Besides the Teacher Training Course for in-service teachers in foreign languages the project is aimed at cascading the BSI method to teachers who teach great variety of foreign languages, at creating of network of trained foreign language teachers who will further act as disseminators of the innovative method, developing and adapting it to their educational practices, and not the least - at elaborating of Guideline book on BSI Method for Foreign Language Teachers that will encompass the basic principles of the BSI method. Information for resources which teachers in different foreign languages could use in their work based on the BSI method and the experience which will be gained in the process of the international collaboration in the frames of the current project. The efforts of the project partner-institutions will be backed up by a specially created e-platform which will support their work by providing opportunity for on-line advice and exchange of comments, opinions and supporting materials, as well as for collecting feedback on the transferability and applicability of the BSI method.

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- FEDERAZIONE NAZIONALE INSEGNANTI - CENTRO DI INIZIATIVA PER L'EUROPA, IT
- INTERCULTURAL COOPERATION FOUNDATION, BG
- UNIVERSITATEA VALAHIA TARGOVISTE, RO

**GRANT AMOUNT:** 198,102 €

**APPROVED BUDGET:** 264,143 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134419-LLP-1-2007-1-FR-COMENIUS-CMP

**Regards croisés sur la première guerre mondiale**

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<b>DESCRIPTION:</b>	<p>Why and how should the First World War be dealt with in secondary education in European countries?</p> <p>Our project, based on a partnership between universities, training institutes, European teachers' associations and secondary schools, emerged from a series of observations. History teaching plays an important role in the system of representation of peoples; particularly the way in which men and women see themselves with regard to their own nation and in their relationship to other nations. It is therefore important for European cohesion.</p> <p>Studying the First World War in terms of the events it involved, its immediate aftermath and its long-term legacy, is essential to be able to understand its influence on the history and construction of Europe, and indeed its effects on our modern world. This conflict is a good example of an event that has been treated for a long time from a national or nationalist standpoint. We intend to take this event that is so important for the history and formation of Europe and subject it to a methodology involving "crossed viewpoints", as a way of overcoming the narrow approach of national considerations, to propose a European reading of this part of our common history and to feed the contribution of recent research trends towards multiple and compared approaches to history into the teaching of this conflict.</p> <p>The project aims not to indulge in a theoretical reflection on the subject and methodology, but to confront and compare the experiences, practices and concepts of the various participants in order to build teaching tools and an initial and continuous training module for teachers.</p> <p>The subject matter – the First World War – should also serve as a starting point to help acquire sustainable and transposable skills. The project should provide teachers with tools and methods for applying these "crossed viewpoints" to other aspects of European history. Moving outside the purely national dimension and participating in the construction of a genuine European identity, exchanging and sharing experiences, comparing ways of seeing and doing things, cannot help but enrich the considerations and practices of history teachers, who are helping to form future European citizens, and their students, the citizens of tomorrow.</p>
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<b>GRANT AMOUNT:</b>	<p>266,086 €</p>
<b>APPROVED BUDGET:</b>	<p>380,123 €</p>
<b>CONTRACT DURATION:</b>	<p>24 months</p>



REFERENCE: 134648-LLP-1-2007-1-IT-COMENIUS-CMP

**"Docente Europeo: move'in Science<sup>2</sup>"**

**DESCRIPTION:** The national teacher training systems – both initial and in service - in Europe are based in traditional standardized models not taking into account most of the times, the outcomes of the research in the field of science teaching and practice. As a result they are losing the chance to respond to the challenges of the 21st century and they are failing to capture young people's interest for scientific ideas. Our project proposal is build on the need to develop competences and knowledge in this specific educational field referring to the PCK model.

The present proposal is in continuation of previous European projects as "Docente Europeo", together with "STISS" and "STEDE"; therefore, the project will continue these experiences by focusing like a "funnel", narrowing the field of activity to initial training of future teachers of the specific scientific and technological areas. Highlighting the results of previous projects and proposing international analysis of science and technology CVs, mutual recognition of credits, deeper knowledge and understanding of the inter-relation between pedagogy and content which are the key words.

The general aim of the project is to weigh on initial teacher training and, secondly, on in service teaching, of the scientific and technological areas to make more attractive the perspective of scientific careers on the so called "hard subjects" for new generations. Specifically, the project will aim at:

- o creating a working group at European level composed by trainers of future teachers, in service teachers and future teachers of science and technology areas, which will develop a didactical methodology based on PCK pedagogical content knowledge diffused to both institutions dealing with initial teacher training of future teachers (secondary school level) and in the classrooms they operate:

- o testing on training paths for future teachers of the partner institutions the initiation, by means of a seminar-like methodology, of research groups involving at the same working table trainers of future teachers, future teachers and in service teachers (target group);

- o Elaborating, publishing and diffusing of the HANDBOOK including didactical materials for the PCK, published on line;

- o Realising experimentation and exchange paths of the PCK among future teachers of science and technology areas through mobility actions abroad.

The project will contribute to enhance the idea of international co-operation among training institutions and mobility of science and technology future teachers, improving initial teacher training for secondary school and allowing for a better and more motivated teaching/learning in Science and Technology areas. Improving the quality of teaching these subjects so to make learning more attractive and improving the dissemination of the project outcomes through the publication of a Comenius seminar.

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**GRANT AMOUNT:** 300,000 €

**APPROVED BUDGET:** 467,989 €

**CONTRACT DURATION:** 24 months

REFERENCE: 134710-LLP-1-2007-1-RO-COMENIUS-CMP

**Intercultural Education through Museums.**

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**DESCRIPTION:** Museums represent valuable resources for intercultural education but innovative methodologies need to be developed to increase motivation for learning, particularly among upper-secondary school pupils. One way to stimulate pupils' active involvement in intercultural learning and their reflection on sensitive and complex issues regarding cultural diversity, intercultural dialogue or combating racism and xenophobia, as well as their willingness to learn other languages, is by integrating the use of ICT and the idea of trans-national learning partnerships in the framework of school-museum cooperation. Thus, the project aims at developing and testing an innovative methodology structured according to the following steps:

- pupils, supported by teachers of various subjects and by museum specialists, design an interactive video game based on the resources offered by a local museum
- they exchange DVDs with their games and try to find solutions to games produced by partners
- through a series of videoconferences they exchange ideas inspired by their work on the games
- each class reflects on the learning outcomes associated with the whole experience

By engaging in this process pupils are motivated to learn English (their games will be in English), to improve their skills for using technology, to express their creativity, but also to learn and reflect about cultural diversity and intercultural dialogue. A package of DVDs produced by pupils, together with an additional DVD with resources and methodological instructions for teachers will be produced and disseminated.

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**GRANT AMOUNT:** 179,343 €

**APPROVED BUDGET:** 273,350 €

**CONTRACT DURATION:** 24 months

# Compendium 2007

English Version

## Lifelong Learning Programme

### Comenius School education

#### Networks



Education and Culture DG



Education, Audiovisual & Culture  
Executive Agency

REFERENCE: 133942-LLP-1-2007-1-DE-COMENIUS-CNW

**Common Constitution and Language Learning**

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**DESCRIPTION:** The Bologna process has resulted in major changes in teacher training. Various concepts are being discussed and investigated in individual countries. Benchmarking and exchanges via the intended network should result in a higher quality of teacher training, enabling participating establishments to reflect on and adjust their own solutions by means of transnational exchanges. This particularly affects political education, which is extremely varied in its organisation and delivery.

The reluctance of young citizens to be part of Europe is well documented in social scientific studies. Analyses show that young people are not aware of the successful "Project Europe" on account of a mediation issue. Project participants will therefore be developing and testing innovative methods and student-orientated materials to give students an understanding of Europe. The key multipliers in this process are the teachers. The network particularly reaches teachers in initial training but also targets the further development of teaching staff. The network has chosen to focus on the subject of "Controversy surrounding the European Constitution", as this focus reflects all fundamental aspects of European politics. It is left to individual countries to decide which controversial Constitutional issues they wish to focus on. Discussion within the network will be lively, as participants from states with varying amounts of experience of Europe and with different perspectives on European policies are involved.

In the context of European orientation, the learning effect will be further increased if the subject concerned is also covered in foreign language tuition. The network works with the CLIL approach (Content Language integrated Learning) in both German and English foreign language tuition. The teaching methods for this approach are developed differently in each individual country. An intensive exchange via the network ensures added value for participants. The participating institutions' involvement in both teacher training and practising schools ensures methods are tested and evaluated internally.

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**GRANT AMOUNT:** 450,000 €

**APPROVED BUDGET:** 824,101 €

**CONTRACT DURATION:** 36 months

REFERENCE: 133995-LLP-1-2007-1-AT-COMENIUS-CNW

## **School and the World of Work**

**DESCRIPTION:** The central aim of the network "School and the world of work" is to give contributions for improvement of policies, strategies, structures and processes in Europe, to give all young people a chance for a successful pathway from school education to the world of work and employment. This task is seen as a part of European policies for the Youth, for education and employment, and as a part of Strategy for Lifelong Learning within the Lisbon Agenda is one of the most important tasks of European strategies for education, for employment, for lifelong learning and for social cohesion. The main approach of the Comenius network "School and the World of Work" is, that the best way to fight against youth unemployment is to improve proactive processes at all interfaces between school and the "World of work" that youth unemployment can't emerge at the beginning of career pathways of young people. There exist a lot of experiences, developments and best practices in European countries. The gap is however missing clear pattern of the main criteria for successful transition for young people from school to work and of the most hindering aspects for successful and smooth transition. The benchmarks for the last interim report 2006 shows, that some reforms are moving forward but not enough, especially in the field of youth unemployment and the transition from young people from school to the world of work. A casual point is that the benchmarks - especially low achievers in reading, upper secondary completion, early school leavers - in several countries don't correlate with the situation of young people in further pathways, in labour market and employment. A main thesis is that there are essential additional aspects responsible for a successful and smooth transition from young people from school to the world of work in a smooth and sustainable successful way. The network discovers, analyzes, documents, disseminates the casual elements of successful preparation, orientation, guidance, counselling and coaching of young people at the process from the initial education to a further pathway in profession and the world of work. Principle, criteria and methods of the network are: strict reference to European policies and strategies, evidence based exchange of experiences, transfer from best practise examples between the partner countries, analyse and description of special models in fields of special interest. The partnership consists of various types of institutions with responsible and experience at the interface between school and world of work with additional background of national and regional networks.

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- ASOCIACE VYCHOVNÝCH PORADCU, CZ
- AYUNTAMIENTO DE PUNTA UMBRIA, ES
- EUROCULTURA, IT
- UNIWERSYTET JAGIELLONSKI, PL
- INSTITUTUL DE STIINTE ALE EDUCATIEI (ISE), RO
- UNIVERSISTY OF JYVASKYLA, FI

**GRANT AMOUNT:** 428,793 €  
**APPROVED BUDGET:** 571,729 €  
**CONTRACT DURATION:** 36 months

REFERENCE: 134312-LLP-1-2007-1-DE-COMENIUS-CNW

## **Developing Quality in Mathematics Education II**

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**DESCRIPTION:** The network "Developing Quality in Mathematics Education II" will be a continuation of the associated project "Developing Quality in Mathematics Education". It will be an extension of the very productive and transferable results attained so far, and an expansion from four to eleven participating countries. Because we have in each country groups consisting of universities, teacher education institutions and schools, a special feature of this project will be the strong connection between theory and practice and between the research and development of mathematics education. Cross-cultural cooperation and exchange of ideas, materials, teachers and pupils will be continued by developing quality in mathematics education, especially in the area of mathematical modelling. The quality and application of the developed learning materials will also be guaranteed by using, comparing and modifying them in twelve different countries. This comparison will lead to an agreement about contents of mathematical learning and teaching in eleven European countries. Thus it is hoped to establish a "European Curriculum for the teaching and learning of mathematics" in the 21st century. Using the available technology of today (for example the planned communication platform) we hope to provide far reaching and exciting possibilities for sharing ideas and methods and exchanging materials, including video-sequences, to get a better understanding of the development of epistemological aspects of mathematics education. An exciting, extraordinary and substantial consequence of this project will be that the community of mathematics educators in Europe will be able to expand and share their professional relations and collaboration opportunities.

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- LANGLEY PARK SCHOOL FOR BOYS, UK
- EÖTVÖS LORÁND TUDOMÁNYEGYETEM, HU
- CSANADI ARPAD ALTALANOS ISKOLA ES GIMNAZIUM, HU
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- UNIVERSITEIT UTRECHT, NL
- UNIVERSITA DI PADOVA, IT

**GRANT AMOUNT:** 399,042 €

**APPROVED BUDGET:** 913,769 €

**CONTRACT DURATION:** 36 months

REFERENCE: 134367-LLP-1-2007-1-ES-COMENIUS-CNW

**INTER Network. Intercultural education. Teacher training and school practice.**

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**DESCRIPTION:**

The INTER Network aims to improve quality of education and contribute to innovation in schools by assisting them in the adoption / implementation of an intercultural approach, fostering the reflection on cultural diversity and providing a scenario in which to cooperate, exchange and elaborate practical tools for initial and in-service teacher training. Teachers can make a difference in schools by transforming their own practices and ideas about education and cultural diversity.

The target groups will be teacher trainees as well as in-service teachers and other school staff undertaking continuing education, more specifically, students in the undergraduate programmes of the participating institutions being trained as teachers (or guidance workers if this is the case), and students in post-graduate programmes, undertaking further training. Depending on the nature of the partner institutions, in-service target groups would include head teachers, supervisors, teachers, youth workers and school guidance workers, enrolled in programmes related to intercultural issues. The activities and outputs respond to the following dimensions:

- a) Communication between participants and facilities: meetings, web-based services, learning community virtual platform and electronic newsletters.
- b) Exchanges of results, ideas and innovation: reports on the main topics of the INTER Network: intercultural education-theoretical foundations, teacher training initiatives, school practices, resources, communication and exchange and reports (briefs) on the evaluation process.
- c) A view of what the future looks like: teacher training activities in order to promote intercultural education in schooling practices.
- d) Resources for intercultural education: elaboration, implementation and dissemination. They will be uploaded on the network website in order to make them available to the general public.

The INTER Network intends to create a learning community where teaching and learning are conceived as an active and cooperative process, that inevitably occurs within a social context. It is a process that moves people (also teachers) beyond the factors of conditioning themselves as human persons and professionals. Learning does not take place in a vacuum, it occurs in a specific and dynamic social context and it occurs with others, thanks to others. We also think that we learn mostly by experience and when we establish links between theory and practice. The cooperation with others is a priority to clarify concepts or procedures, and to learn from others' expertise.

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**GRANT AMOUNT:** 340,001 €

**APPROVED BUDGET:** 453,335 €

**CONTRACT DURATION:** 36 months

REFERENCE: 134631-LLP-1-2007-1-NO-COMENIUS-CNW

## **Partnership and Participation for a Sustainable Tomorrow**

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**DESCRIPTION:**

The Comenius network "Partnership and Participation for a Sustainable Tomorrow", SUPPORT, has been established in order to address the need to enhance the quality of educational practices and material in line with the challenges of sustainable development (SD). The overall objective is to promote education for sustainable development (ESD) in European schools. The project will bring concepts and issues of SD into the education system by linking schools, research institutions and communities in a web-based network. Learning opportunities will be provided that stimulate and empower individuals to acquire relevant experiences, knowledge, skills, values and understanding and to reflect critically on their role in creating a sustainable tomorrow. In so doing the project will contribute to lifelong learning for an active and responsible citizenry. SUPPORT will generate and spread knowledge about how ESD can be effectively supported through cooperation with actors outside the school using ICT. The project is expected to enhance the status of schools through greater involvement in the local community and participation in democratic processes.

Specific objectives of SUPPORT are to increase participation in science studies by making these more attractive, reduce the gender imbalance in science education and promote entrepreneurship by supporting a school culture of innovation and responsibility. Interaction and cooperation among key stakeholders and best practice exchange will be facilitated by thematic conferences, workshops, a Comenius mobility seminar, Comenius school partnership contact seminars, Arion visits, and a web-based campaign on schools' ecological footprints. The activities will be managed and coordinated through annual steering group and partner meetings. Outcomes of SUPPORT will include trans-national comparative studies, guidelines for collaboration between schools, research institutions and the local community, annual reports on the state of innovation in education for sustainable development (ESD), reports on network activities, development of new teaching material and pedagogical approaches, development of the existing educational website (<http://www.sustain.no>), quality criteria for use of ICT in ESD and a website for the SUPPORT network. Activities will be monitored and evaluated based on indicators. Network results will be distributed to partner organisations, participants and national educational systems.

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**GRANT AMOUNT:** 395,941 €

**APPROVED BUDGET:** 940,816 €

**CONTRACT DURATION:** 36 months

Education, Audiovisual & Culture Executive Agency  
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