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Απαγορεύεται η αντιγραφή, αποθήκευση και διανομή της παρούσας έκθεσης, εξ ολοκλήρου ή τμήματος αυτής, χωρίς την έγγραφη έγκριση του IKY/ΕΜΣ.

**2013-1-AT1-COM06-09731**

## **Curiosity-Creativity-Competence**

**Έτος έναρξης:** 2013

**Γλώσσα:** EN

**Τύπος Επιχορήγησης:** COM-24M

**Partners:** 9

**Outcomes:** 2

**Activities:** 38

**Meetings:** 9

**Staff (mobilities):** 10

**Students (mobilities):** 14

## **C. Identification of the Beneficiary & D. Identification of the Partners**

<b>Role</b>	<b>School</b>	<b>Type of organisation</b>	<b>Size (staff)</b>	<b>Size (pupils)</b>	<b>Country</b>
PA	Seventh Gymnasium of Rhodes	General secondary school	staff 21 to 50	251 to 500	GR
CO	Bundesrealgymnasium Wels Wallererstraße	General secondary school	staff 21 to 50	251 to 500	AT
PA	Närpes Högstadieskola	General secondary school	staff 21 to 50	251 to 500	FI
PA	Táborské soukromé gymnázium, s.r.o.áborské soukromé gymnázium, s.r.o.	General secondary school	staff 21 to 50	251 to 500	CZ
PA	Liceum Ogólnokształcące w Gilowicachiceum Ogólnokształcące w Gilowicach	General secondary school	staff 21 to 50	51 to 250	PL
PA	Antalya Adem Tolunay Lisesi	General secondary school	staff 21 to 50	501 to 2000	TR
PA	Vilniaus J.Tallat Kelpšos konservatorija	General secondary school	staff 51 to 250	51 to 250	LT
PA	ITC ITC Scaruffi-Levi-ITAS Città del Tricolore		staff 51 to 250	501 to 2000	IT
PA	Bessenyei György Gimnazium and Kollegium	General secondary school	staff 51 to 250	501 to 2000	HU

## **E.1. Summary**

### **Summary**

Curiosity-Creativity-Competence Το πρόγραμμα της πολυεταρικής σύμπραξης Comenius με τίτλο «Περιέργεια – Δημιουργικότητα – Ικανότητα» (Curiosity – Creativity – Competence) απευθύνεται σε καθηγητές και μαθητές 13 έως 19 χρονών που είναι ιδιαίτερα προικισμένοι σε ορισμένους τομείς. Με το να προσφέρουμε εναλλακτικούς τρόπους

εκμάθησης προσπαθήσαμε να ικανοποιήσουμε την περιέργεια των μαθητών σχετικά με διάφορα φαινόμενα. Παρείχαμε στους μαθητές το κίνητρο για να δώσουν τον καλύτερό τους εαυτό και να επιτύχουν στο πεδίο που έδειξαν ιδιαίτερο ταλέντο. Προσφέραμε δυο σεμινάρια για καθηγητές, στην Αυστρία και την Πολωνία, κατά τα οποία έμαθαν μεθόδους για το πώς να στηρίξουν τους ταλαντούχους μαθητές στην τάξη, αλλά και σε μαθήματα εκτός του σχολικού αναλυτικού προγράμματος. Οι καθηγητές ασκήθηκαν στο πώς να αναγνωρίζουν τα ταλέντα, καθώς και σε συγκεκριμένες μεθόδους που θα μπορούσαν να εφαρμοστούν σε περιπτώσεις που έχουν να κάνουν με ταλέντα. Κάναμε μια έρευνα σχετικά με τις μεθόδους που χρησιμοποιούνται σε όλα τα συμμετέχοντα σχολεία για να στηρίξουν τα ταλέντα. Οι εταίροι του προγράμματος οργάνωσαν εργαστήρια σε τοπικό και διεθνές επίπεδο προκειμένου να προσελκύσουν το ενδιαφέρον και να παρέχουν ευκαιρίες συνεργασίας στους αναγνωρισμένους ταλαντούχους μαθητές. Η οργάνωση εργαστηρίων κινητοποίησε τη δημιουργική ικανότητα των μαθητών στην ολοκλήρωση εργασιών όπως αποδείχθηκε στις διεθνείς συναντήσεις, όπου και καταδείχθηκαν και οι νέες ικανότητές τους. Το περιεχόμενο των εργαστηρίων ήταν η αρχαία ιστορία και τα μνημεία παγκόσμιας κληρονομιάς της UNESCO - η χρονιά 1989 σε σχέση με την οικογένειά μας, τις πόλεις, τις χώρες και την Ευρώπη - η οικονομική κατάσταση της περιοχής μας σε σχέση με τα ποσοστά ανεργίας των νέων - η παγκόσμια γλώσσα της μουσικής (συμμετοχή σε διεθνή συναυλία) - οι καλές τέχνες και η σημασία τους για την αλληλοκατανόηση - η δημιουργική γραφή με θέμα τις ελπίδες και τους φόβους των νέων της Ευρώπης για το μέλλον - η Ολυμπιακή ιδέα και η καταπολέμηση της ξενοφοβίας - η παραγωγή ενέργειας με εναλλακτικούς τρόπους και η έρευνα για τη μόλυνση του νερού. Οι μέθοδοι που χρησιμοποιήθηκαν ήταν τα πειράματα, η έρευνα σε βιβλιοθήκες και το διαδίκτυο, η λήψη συνεντεύξεων από ειδικούς, από μέλη οικογενειών και μάρτυρες της εποχής, η διδασκαλία σχετικών θεμάτων στην Αγγλική γλώσσα, οι πρόβες μουσικής και η παρουσίαση επί σκηνής, η παρατήρηση διάσημων έργων τέχνης και η εκμάθηση διαφόρων τεχνικών καλλιτεχνικής έκφρασης, η έκφραση των συναισθημάτων σε μια ξένη γλώσσα και η δημιουργική γραφή, η ερμηνεία στατιστικών στοιχείων και η εκμάθηση μεθόδων παρουσίασης, καθώς και ο συνδυασμός θεωρητικής έρευνας και πρακτικής εξάσκησης. Με τον τρόπο αυτό βελτιώσαμε τις ικανότητες των μαθητών στην επίλυση προβλημάτων και στην αντιμετώπιση γενικών κοινωνικών προκλήσεων, όπως η ξενοφοβία.

## **Translation of Summary into English**

Curiosity-Creativity-Competence The Comenius Multilateral Project 'Curiosity-Creativity-Competence' addressed teachers and students aged 13 to 19, who are especially gifted in certain areas. By providing alternative settings for learning we tried to satisfy pupils' curiosity about various phenomena. We motivated students to give and achieve their best in the field they showed special talent in. We provided two courses for teachers in Austria and Poland in which teachers learned methods how to support talented students in class and in extra curricular lessons. Teachers were trained in how to identify talents and in certain methods they could apply when dealing with talents. We did a survey about methods used to support talents in all participating schools. The project partners organized workshops both at a local and at an international level to attract the interest and to provide opportunities to collaborate for the identified talented students. By organizing workshops we inspired the creativity of the students in tackling a certain task and at the international meetings they proved their new learned competences. The workshop contents were: ancient history and UNESCO world heritage, the year 1989 in our families, towns, countries and in Europe, economy of the areas we live in and the situation of youth employment, the universal language of music - performing in an international concert, fine arts and its relevance for understanding one another, creative writing about hopes and fears for the future of young people in Europe, the Olympic idea and fighting xenophobia, alternative energy production and exploring water pollution. Methods used were hands on experiments, doing research in libraries and on the internet, interviewing experts, family members and time witnesses, providing topic related lessons in the English language, rehearsing music and performing on stage, looking at famous art and learning different techniques of artistic expression, expression of feelings in a foreign language and creative writing, interpreting statistical data and learning presentation methods as well as combining practical work with intellectual output. By doing so we increased the students abilities of problem solving and overcoming general social challenges, like xenophobia.

## **E.2. Outcomes**

NR	Outcome Type	Description	Date Start	Edu Field
1	Training course (EVENT09)	At the first project meeting the participating teachers attended a course in which they learned how to identify talents in pupils and which methods they could apply to support them. Etwinning training was held by the Austrian national agency.	2013-09-30	Other basic programmes (010I)

NR	Outcome Type	Description	Date Start	Edu Field
2	Brochures (DISS02)	Brochure on how to support talented students in various subjects, so they can reach their best and to experience motivating lessons and extracurricular work.	2015-07-01	Other basic programmes (010I)

### E.3. European Added Value

#### What was the added value of the partnership towards a more intensive European cooperation?

The project intensified the cooperation between schools in Europe especially on improving teaching methods to support talents in the classroom and in extracurricular lessons. The European cooperation helped with implementing new ideas and methods in teachers' lessons and in the curriculum, like teaching a certain amount of lessons in the English language. It also turned out that teachers participating in the CCC project with their schools then also applied for Erasmus+ individual teacher training courses abroad to brush up their English or to professionalize their CLIL methods. All international workshops helped to strengthen learners' autonomy in the fields of research, presentation techniques and communication. The topics treated were all of European importance as for instance learning about our mutual past, fighting social problems as xenophobia and youth unemployment, understanding creative expression and learning to use creative forms of expression like music, painting and creative writing, learning about and comparing economic data and their interpretations, and last but not least providing information about the environment by doing hands on experiments on renewable forms of energy and by analyzing water samples from all participating partners on the pollutants they carried. The teachers and pupils got insight into problems each participating partner country has to tackle and tried to exchange ideas how to develop solutions for various problems. By collaborating so much and by providing so many opportunities to meet we helped to strengthen the integration process in Europe, by allowing teachers to improve their abilities and to learn from best practice, by allowing students to widen their horizon and to understand European values of tolerance and the necessity of working together to reach certain outcomes. The cooperation in didactics and how to transfer methods to the classroom established close bonds between teachers of various subjects which will have a long lasting effect. Another important outcome was the closer cooperation between museums and schools, which increased the publicity of these institutions not only in the area but also within Europe. It proved that for instance more school groups from abroad visited these museums after the first international project meeting.

### E.4. Partnership Objectives Achievements

#### Please summarise briefly the main aims/objectives of your partnership

The main objective of our project was defining and promoting teaching methods to support talented pupils in the fields of sciences, music, arts, sport, languages, history and geography. We wanted the pupils to realize that they face a common future in Europe and that it is necessary to do the best for a good future. Furthermore we wanted to increase the cooperation in the field of education, by providing input from the Austrian Research Centre ÖZBF and its specially trained representative. We wanted to initiate holistic educational enrichment for the promotion of gifted children by providing

seminars for teachers by using suitable teaching methods by providing chances for pupils on a local and on an international level to train problem solving, tolerate and accept different views by integrating English (CLIL) in the subjects dealt with in the project by increasing the ITC competences by providing cooperations with museum or laboratories, artists' workshops Moreover the inclusive approach in gifted education was supported by flexible group arrangements, which helped teachers to individually support talents by special courses for gifted pupils, for the full class and the international group working on the same topic. We addressed the talents in students at a personal as well as a didactic or organizational level. Apart from promoting students' talents one aim which was reached was to increase the teachers competences on how to support talents and finding ideas which methods are very suitable to reach that aim of increasing motivation in talented students to reach their best.

## **E.5. Key Competences**

### **Please enter the specific key competences addressed by your partnership**

Communication in foreign languages (KC2)

Cultural awareness and expression (KC8)

Learning to learn (KC5)

### **Please specify any concrete measures and activities undertaken at partnership level:**

We also integrated Mathematical competences in science and technology KC 3 and Digital Competences KC4 into the project. How did we go about it? KC2 the local preparation of the topics was held in English, the language of communication and the presentations at international meetings were performed in English, there was an extra workshop for creative writing in the English language, interviews with time witnesses and experts were held in the national languages and subtitles in the videos were written in English. Project newspapers were provided in English. Students also trained communication in their home-stays with host families - they used English, mother tongue and A1 abilities in other European languages KC8 For this competence we worked the most in local and international workshops- because we trained the students to understand European history in local and international workshops on ancient history, the 1980s and the year 1989 the change in Europe, the pupils also learned in each international workshop about UNESCO world heritage by visiting the concentration camp of Auschwitz in Poland, by visiting the medieval and ancient remains and the old town of Rhodes to see the Christian and Muslim heritage there, by visiting Salzburg and Mozart's birthplace also to link practical music expression with historic roots. Artistic expression was fostered by three workshops the first in Finland on music - in which the participants brought together folk songs from all participating countries and then rehearsed and performed a concert together, a second workshop staged in Vilnius which examined artistic expression in fine arts and allowed talented students to produce art themselves. The third which was held in Italy concentrated on creative writing and the one in Rhodes did research into the importance of sports for cultural identity by presenting immigrant athletes who managed it into international competitions or the Olympic games. KC 5 - teachers developed methods to support learners autonomy - assignments, training of presentation techniques and how to do research, KC3 specially in the preparation and at the international workshop in Poland pupils learned how to interpret data and to analyse data. In Hungary and Austria pupils did hands on experiments in analyzing water pollution and doing experiments about alternative energy resources. KC 4 digital competences were improved as the pupils were trained in how to do internet research for scientific purposes, how to stay in close contact with project partners, how to use powerpoint efficiently and how to use Europass and teachers got a course at the first project meeting how to use the etwinning

## E.6. Horizontal Issues

### **Horizontal issues addressed by partnership**

Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)

Cultural and linguistic diversity (CulDiv)

Fight against racism and xenophobia (RacXen)

**If other, please specify::**

### **Concrete measures and activities undertaken at partnership level:**

One workshop was specially designed to tackle racism and xenophobia - this was the workshop on sports in Rhodes. The students had to identify famous athletes with migrant background and had to discuss Olympic ideals. The students also worked in the fine arts and in music to get to know each other cultural and social background by presenting traditional folk songs in the national languages to each other and to practice the songs together. In the fine arts they produced a painting on one big wall in the school in Rhodes. The participants of the music workshop in Närpes had this opportunity. The students also did creative writing on the topics of fear and hope in the workshop in Italy and in this workshop also xenophobia was tackled.

## E.7. Workplan and Tasks

**If some of the tasks carried out are different from those planned at application stage, please explain why**

no differences

## E.8. Communication and Cooperation

**How would you describe the cooperation and communication between the participating organisations involved in your partnership? Were all organisations equally involved?**

The cooperation and communication among the project partners functioned smoothly as we regularly communicated via Internet and had regular organization and evaluation meetings at the international workshops. We also published the project newspapers and shared short notices/newsletters about the ongoing activities at the schools in the email communication. All participants fulfilled their tasks - organizing topic related school activities, organizing at least one workshop and reporting about that workshop, providing material for the etwinning platform, sharing didactics on how to support talented students, providing opportunities of intercultural exchange and widening the cultural horizon of pupils.

## E.10. Evaluation

### **E.10.1. Progress Monitoring**

**How did you monitor and evaluate the progress and the expected impact of the partnership?**

Regular evaluation sessions (session)

**What were the main conclusions and consequences of the monitoring and evaluation?:**

All partners evaluated the project regularly in meetings and discussed the feedback papers and interviews teachers and pupils provided. It was the project coordinators task to monitor to which extent the project targets and results closely. So it was possible to reach all project aims. supported was the team by the Austrian ÖZBF the centre for talented pupils, by the head teachers of all participating schools and by the school authorities, inspectors who

personally got involved in the project especially in Greece and Austria. Feedback was also provided by the cooperation partners like science Centre WELIOS or Museums.

### E.10.2. Results/Products/Outcomes Achievement

**To what extent were results/products/outcomes previously identified at application stage achieved?**

Totally accomplished (Tot)

**If your outcomes were different to those indicated at application stage, please explain the reasons for these changes:**

### E.10.3. Aims/Objectives Achievement

**To what extent were the aims/objectives previously stated at application stage achieved?**

Totally accomplished (Tot)

**In case of underachievement, please explain which aims/objectives were not achieved and for what reasons:**

## F.1. Participants

Type	Gender	No. of Pupils/Learners/Trainees	Out of which No. of Pupils/Learners/Trainees With Special Needs	No. of Teachers/Staff	Out of which No. of Teachers/Staff With Special Needs
LOCAL ACTIVITIES	Male	113		7	
	Female	144		14	
TRANSNATIONAL MOBILITIES	Male	11		5	
	Female	11		16	

### F.1.2. Age Ranges

Age Range: 11-15 years

No. of Pupils / Learners / Trainers:

## F.2. Partnership Activities

NR	Activity Type	Description	Date Start	Duration	Actors
1	Training course (EVENT09)	Teacher Training Wels 1st project meeting Training in methods to support talents and training in the use of etwinning supported by the national agency	2013-09-30	5	2
2	Teaching (TRN01)	Talent Workshop Ancient History Rhodes - Greek history teachers Mrs Orfanou Loukia and Mrs Mavridi Melpa organized a workshop dealing with the ancient heritage of Rhodes by visiting the Archaeological Museum of Rhodes.	2013-10-01	10	9

NR	Activity Type	Description	Date Start	Duration	Actors
3	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2013-10-16	1	web users
4	Teaching visit or exchange (PRACT02)	2nd Meeting Workshop Antalya The students held a presentation about ancient Greek objects in the museums in Rhodes, worked together with experts and visited famous Roman sights in Antalya and trained interviewing experts	2013-11-04	5	9
5	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2013-11-21	5	web users
6	Dissemination (DISS)	Parents meeting at school and presentation of the project to them	2013-12-13	1	all pupils of the school and the parents (ca.400 people)
7	Teaching (TRN01)	Talent Workshop Rhodes geography and economics Pupils learned about economic standing of Rhodes by analyzing statistics and economic data of Rhodes and preparing a presentation for the meeting in Poland.	2014-01-13	30	15
8	Teaching visit or exchange (PRACT02)	3rd meeting - Student Workshop Gilowice - geography, ITC, history Students compared economic situations in their areas, discussed youth unemployment, trained application interviews and learned about the history of Auschwitz and its consequences.	2014-03-17	5	4
9	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2014-04-04	30	web users
10	Teaching (TRN01)	Talent Workshop Rhodes - work with two classes to foster talents in art, by visiting the Museum of Modern Greek Art of Rhodes, the Archaeological Museum of Rhodes and the Palace of the Grand Master and by doing workshops there.	2014-03-01	30	60



NR	Activity Type	Description	Date Start	Duration	Actors
11	Teaching visit or exchange (PRACT02)	4th Project Meeting Student Workshop Vilnius in arts - students presented their own artwork inspired by famous paintings, learned about techniques in a workshop in Vilnius - looked at architecture and evaluated it and learned about medieval history.	2014-04-07	5	4
12	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website. Publishing the presentation of the pupils on YouTube	2014-04-28	30	web users
13	Presentation of results (DISS06)	Publishing the Newspaper Articles about the meetings in Antalya, Gilowice and Vilnius on school billboard and parents evening	2014-05-25	30	web users and parents of the pupils (200 people)
14	Other (OTH)	Evaluation Interviews for the project report first year - oral How effective were the preparation courses and project meetings? Which reactions could be observed in students? How was the programme seen by the parents?	2014-06-16	15	25
15	Other (OTH)	Publishing the first project report	2014-06-20	10	report to national agency
16	Teaching (TRN01)	Talent Workshop Rhodes - preparation of Greek folk song	2014-06-15	15	10
17	Teaching visit or exchange (PRACT02)	5th project meeting Student Workshop Närpes - music - rehearsing for a concert together and staging the concert - folksongs in various languages, modern songs, instrumental groups in various mixed national teams	2014-09-15	5	4
18	Presentation of results (DISS06)	Publishing results of Närpes on etwinning and on website	2014-10-01	30	web users and parents of the school (ca. 200 people)
19	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2014-10-02	30	web users
20	Teaching (TRN01)	Talent Workshop Rhodes - learning about the Olympic disciplines, pentathlon, presentation of the Olympic champions of Rhodes and Greece.	2014-09-15	20	all the pupils of the school (ca.260 people)

NR	Activity Type	Description	Date Start	Duration	Actors
21	Teaching visit or exchange (PRACT02)	6th project meeting Rhodes-sports and fighting xenophobia - active pentathlon, ancient stadium run, mixed group activity on fighting xenophobia, learning about ancient, byzantine and medieval history of Rhodes- crusades, workshop on Greek dances.	2014-10-06	5	56
22	Other (OTH)	Monitoring of all activities - Project Meeting Rhodes. Evaluation of the work done and feedback about the ongoing work	2014-10-08	1	23
23	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2014-10-16	30	web users
24	Teaching (TRN01)	Talent Workshop Rhodes - science pollution - working in laboratories - visiting the General Chemical State Laboratory in Rhodes and learning to exam pollutants in water	2014-10-15	15	20
25	Teaching visit or exchange (PRACT02)	7th project meeting Students Workshop Kisvarda - supporting talents in sciences, working in the lab in mixed groups, analyzing water samples.	2014-11-10	5	4
26	Public awareness campaigns (PR17)	Publishing an Article on local newspaper and on school website	2014-11-25	30	web users
27	Presentation of results (DISS06)	Parents meeting at school, presentation of the results of the project, reports and publication of activities.	2014-12-19	1	pupils and parents (approx. 400 people)
28	Teaching (TRN01)	Talent workshop Rhodes - on creative writing on fear and hope	2015-02-11	30	65
29	Teaching visit or exchange (PRACT02)	8th project meeting Reggio Emilia - creative writing presentation of the stories, discussion on fear and hopes of the teenagers for the future.	2015-03-16	5	6
30	Presentation of results (DISS06)	Publication of results on school website and on Stupefix	2015-03-24	30	web users
31	Public awareness campaigns (PR17)	Publishing an Article on local newspaper	2015-04-01	30	web users
32	Teaching (TRN01)	Talent workshop Rhodes on the Fall of the Iron Curtain, studying of history and statistics about immigrants to Greece, interviews with time witnesses, production of video clip in English.	2014-10-20	120	25

NR	Activity Type	Description	Date Start	Duration	Actors
33	Teaching (TRN01)	Talent workshop Rhodes on alternative energy - learning about the topic "Alternative Energy" in the classroom.	2015-03-23	30	85
34	Teaching visit or exchange (PRACT02)	9th project meeting Tabor - presentation of the video clip created by the pupils participating in the meeting, evaluation of the ongoing project work by Mag. Gutjahr	2015-04-23	5	5
35	Teaching visit or exchange (PRACT02)	10th final project meeting Wels - topic alternative energy - workshop in WELIOS science centre - pupils work with pupils on experiments on the biological solar cell.	2015-04-27	4	10
36	Presentation of results (DISS06)	Public presentation and exhibition of project results in BRG Wels - programme: presentation for all people with school orchestra, exhibition with body percussion, scientific experiments, art exhibition 'GanzAuge', videos and posters about 9 meetings	2015-04-28	1	250 - regional authority, mayor of Wels and members of city council, press, parents and all participants of the 10th project meeting, headmasters of schools
37	Presentation of results (DISS06)	Publication of methods booklet on etwinning	2015-07-01	90	web users
38	Other (OTH)	Final evaluation - electronic survey and oral interviews	2015-06-01	10	participants of the CCC project

**To what extent were the planned activities previously stated at application stage achieved?**

Totally accomplished (Tot)

**Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why:**

## F.3. Impacts

### F.3.1. Pupils/Learners/Trainees

Area	Rating
Increased language skills (Pupil-Lang)	High impact

Area	Rating
Increased ICT skills (Pupil-ICT)	High impact
Increased social skills (Pupil-Social)	Very significant impact
Increased motivation (Pupil-Motiv)	Very significant impact
Increased self-confidence (Pupil-Self)	Very significant impact
Increased knowledge about partner countries and cultures (Pupil-Culture)	Very significant impact
Other (Pupil-Oth)	High impact The cooperation among teachers and pupils was strengthened.

**Please comment on your choices:**

When preparing the project tasks at the own schools teachers and pupils put a lot of effort into the work. The communication between teachers and pupils increased and so mutual understanding expanded. Pupils and teachers also met in their free time to work together on the various tasks.

### F.3.2. Teachers/Staff

Area	Rating
Increased language skills (Staff-Lang)	Very significant impact
Increased ICT skills (Staff-ICT)	Very significant impact
Increased pedagogical skills (Staff-Pedag)	Very significant impact
Increased motivation (Staff-Motiv)	Very significant impact
Increased project management skills (Staff-PrjMng)	Very significant impact
Increased knowledge about partner countries and cultures (Staff-Culture)	Very significant impact
Other (Staff-Oth)	High impact The cooperation among teachers and pupils was strengthened. New methods to teach talented students were found and successfully applied.

**Please comment on your choices:**

Teachers put a lot of effort into their work with pupils and spent many hours preparing presentations, etc. Teachers created new methods for talented students and exchanged these methods within the project group.

### F.3.3. Organisation

Area	Rating
Changes to the curriculum/training programme (Home-Curr)	High impact
Changes to organisational arrangements (Home-Org)	Very significant impact
Increase support of the organisation management (Home-Supp)	Very significant impact
Changes in language teaching policy (Home-LangPol)	High impact
Increased cooperation among staff (Home-StaffCoop)	Very significant impact

Area	Rating
Other (Home-Oth)	Very significant impact Increasing cooperation among all school partners and non formal learning institutions like museums.

**Please comment on your choices:**

Within the project it showed that the teachers cooperate more strongly among themselves, but also with the parents and the wider public. The cooperation with non formal learning institutions like museums was strengthened.

### F.3.4. Local Community

Area	Rating
Increased support and participation of family members (Local-Family)	Very significant impact
Increased cooperation with other local organisations (Local-Coop)	High impact
Increased cooperation with local companies (Local-Comp)	Small impact
Increased support and participation of other local actors (Local-Actor)	High impact
Other (Local-Oth)	Medium impact Regional educational authorities - as the project contents were always presented in the presence of school inspectors, who invited teachers also to speak about the results at local or regional meetings.

**Please comment on your choices:**

Wide fields of the public were influenced by the project - for example the museums and other non formal learning institutions like public libraries which were integrated into the project work either with providing experts for teachers and pupils to pass on information on all relevant topics - the use of laboratories, hands on experiments, doing archeological work, doing research into history by interviewing time witnesses, exploring UNESCO sights and their relevance for cultural identity or by offering first hand experience in its buildings and exhibitions. The support of the families of the participating students and also teachers was enormous - especially in preparing international project meetings, in offering their hospitality to students from abroad and by offering many helping hands in public presentations of the project.

### F.3.5. Other impacts

The project was very important to secure and strengthen the standing of the participating schools in their local communities. The project helped to make the work of the schools recognized in the area and so also helped to increase the number of applications for those schools which are competing with others.

## F.4. Dissemination & F.5. Sustainability

### F.4. Dissemination

How have you informed your organisation/other organisations/the local community of the results of your partnership?
Dissemination through the media (DISS09)
Dissemination within own organisation (DISS07)
Dissemination with other local schools and organisations (DISS08)

Please comment on your choices:

1. In the own school all project activities were discussed in the monthly common time meetings. Furthermore, short reports were published on the school website and parents were invited to parents meetings. 2. The media were present at the first parents meeting and the teachers involved in the project were interviewed by local TV station. 3. Project newspapers were published after each international project meeting and articles were published by local newspapers. These newspapers were also put on the etwinning platform 5. Teachers and representatives of the regional educational authorities took part in public events and were provided with contact addresses for direct information on the project. 6. Teachers shared their experiences at a regional level.

## F.5. Sustainability

### How do you think that the outcomes of your partnership could be used by others?

Interested people could invite project members/teachers to give presentations on the didactics used to support talented pupils. Project results are published on the school websites, so the wider internet community could see the results and then contact participants. A methods booklet is available on the schools websites.

## F.6. Mobility Participation

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
1	Bundesrealgymnasium Wels Wallererstraße	AT	Wels	Teacher Training Wels 1st project meeting. Training in methods to support talents and training in the use of etwinning supported by the national agency.	2013-09-28	2013-10-06	9		2

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
2	Antalya Adem Tolunay Lisesi	TR	Antalya	Workshop - Ancient History The pupils presented the results of their local preparation work on ancient history in their area. The pupils worked together when practicing role plays imagining to interview a historic personality, for example Julius Caesar. The pupils got the chance to interview an archeology professor on the ancient history of Antalya and the ancient myths present in the area. The students and teachers visited excavation sights and museums in which they were presented with certain didactics suitable for museums. The students trained their English competences both formally by giving public presentations as also informally by communication with the host parents and the local teachers and experts present.	2013-11-03	2013-11-10	8	7	2



NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
3	Liceum Ogólnokształcące w Gilowicach Liceum Ogólnokształcące w Gilowicach	PL	Gilowice	Workshop - economics and working with data The pupils presented the result about their research into the economy of their home town areas. They learned how to work with statistic data and how to use the EXEL computer programme properly. In group work they analysed the employment situation of young people in the participating countries and experts from the Job Centre in Pszczyna provided information on how to do a job interview which later on was practised several times. The students also were confronted with museum didactis as they visited Auschwitz the former Nazi concentration camp, the castle museum of Pszczyna to learn about the history of the area and they also could do hands on experiments in the EKO project chemistry lab in a company in Pszczyna. They explored the UNESCO and intercultural aspect of our project when visiting the heritage site of Krakow. Second information on how to support talented students.	2014-03-15	2014-03-23	9	2	2

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
4	Vilniaus J.Tallat Kelpšos konservatorija	LT	Vilnius	<p>Workshop - Fine Arts</p> <p>Participants of the project gathered in Vilnius conservatory. Each country's students presented their country's painters and artists and inspired by their works, created their own drawings and art works. Turkish teacher Erkan Balcin presented a report titled "Art of Marbling. Painting on water." Students had an opportunity to try this method of painting. When creating a design pupil should be particularly scrupulous and careful, teacher patiently explained all delicacies of this painting. Teachers discussed the peculiarities of art education in schools, jointly developed methods to encourage students to create artistic works. Shared their experience in finding the most diverse and attractive methods. On the second day students and teachers participated in the graphic arts workshop. Professional graphic arts teachers introduced graphic arts instruments, performance technics, expressions. Students chose episodes from famous artists' drawings and transferred them to their own graphic works. Teachers and students were also introduced to the fine arts: art, ceramics, sculpting and a variety of ways to perform:</p> <p>watercolour, painting, modelling. The historical</p>	2014-04-05	2014-04-12	8	2	2

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
5	Närpes Högstadieskola	FI	Närpes	<p>Workshop - Music Both teachers and students, attended the morning music workshops. Heide Mayr (Austria), Jitka Koprivova (Austria) and Richard Mitts (Finland) were the music teachers who were in charge of the music workshops during the project meeting. Introductory game and introduction of the participants. The workshop started of with the performance of each prepared folksong by each nation. Then followed practice of the first verse and chorus of the folksongs together Furthermore the method of body percussion was trained for which a video clip was presented as stimulus. History and ecology was involved by visiting Föreningen Naturstation Gåshällan rf. They are an association that aims to keep alive the old seafaring traditions and the culture of the coastal regions. They also aim to protect the delicate coastal nature. Next teachers and students went by bus to a recording studio at Axell located in Lappfjärd, outside of Kristinestad. Axell is a school that offers students education in music (pop, rock and jazz music) and audio technology. Students could record their own songs and have some practical experience how to do this professionally. The other time was used to rehearse for the concert - ode to joy, folk songs, orchestra and</p>	2014-09-13	2014-09-20	8	2	2

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
6	Bessenyei György Gymnazium and Kollegium	HU	Kisvarda	Pollution - Workshop pupils prepared talks about air and water pollution in their areas and then they did active laboratory work with water and contrasted the results of the experiments. Experts in the laboratory explained different methods and equipment. The participants presented the flora and fauna of their country.	2014-11-10	2014-11-15	6	2	2
7	ITC ITC Scaruffi-Levi-ITAS Città del Tricolore	IT	Reggio Emilia - Rivalta	Creative Writing Workshop - The pupils made presentations about their hopes and fears.	2015-03-16	2015-03-22	7	2	4

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
8	Táborské soukromé gymnázium, s.r.o.áborské soukromé gymnázium, s.r.o.	CZ	Tabor	History - Workshop 1989 - and the fall of the iron curtain Each school prepared video clips on the topic of the year 1989 in which pupils interviewed time witnesses and showed documents on various levels. The set task of providing personal experiences of families as well as historic background was excellently done by all participants - so this workshop turned out to be the most emotional and representing the idea of a common Europe most vividly. For instance, Greek students interviewed a woman who had left Bulgaria in 1989 to find a better life and the pupils linked her experiences with boot refugees who shipwrecked at the coast of Rhodes just a week before the meeting. Polish interview partners reported about how wonderful it is to be able to go shopping and everything is available and not having to stand in lines for hours for a bottle of milk. A girl from Columbia now living in Finnland explored the impact of 1989 on her country of origin by telling her father´s story of migration and how they integrated into Finnish society.The Czech students did research into the velvet revolution by analysing a song and the life story of the artist. After nine presentations every participant was moved and stated that this was	2015-04-23	2015-04-27	5	3	2

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
9	Bundesrealgymnasium Wels Wallererstraße	AT	Wels	Alternative energy workshop - The participants visited the WELIOS science Centre in Wels where they worked in groups on experiments on the biological solar cell. They also watched a presentation on liquid nitrogen held by a member of the Center. The pupils enjoyed themselves by visiting the exhibitions of Welios. In the framework of this meeting the participants managed to link practical music expression with historic roots by visiting Salzburg, Mozart's birthplace. The BRG Wels - the school-coordinator of the project- organized a public presentation and exhibition of the project results at school attended by regional authority, the mayor and members of the city council of Wels, the press, the parents and all the participants of the 10th project meeting. During this event the school orchestra performed songs for the audience, who afterwards visited various exhibitions with body percussion, scientific experiments, the art exhibition 'GanzAuge' and watched videos and admired posters about the 9 meetings.	2015-04-26	2015-05-03	8	5	5
							<b>Total:</b>	<b>25</b>	<b>23</b>

## G. Lessons Learned

### G.1. Problems/Obstacles Encountered

If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.

If other, please specify:

Please enter here any other comments you may have:

### G.2. Comments and Suggestions

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.):

## ΣΥΝΔΕΣΗ ΜΕ ΑΛΛΕΣ ΣΥΜΠΡΑΞΕΙΣ

Συμμετοχή σε άλλες συμπράξεις: Καμία

Συμπράξεις ίδιας περιφέρειας: 4

Κωδικός	Τίτλος
2013-1-CY1-COM06-03297	Once Upon A Time...
2013-1-DE3-COM06-35098	Today - Tomorrow - Together (Getting used to a changing Europe)
2013-1-PL1-COM06-36693	Through Small Steps to Giant Leaps - my contribution to a United Europe
2013-1-TR1-COM06-48494	Street Art Bridges Europe

Συμπράξεις με παρόμοιο θέμα: 0

Κωδικός	Τίτλος	Ομοιότητα
2013-1-AT1-COM06-09731	Curiosity-Creativity-Competence	0%