



Comenius

School education

Compendium 2012

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Multilateral Projects

Success at school

DESCRIPTION: An EU benchmark was set, that the proportion of early school leavers should not be more than 10% by 2010 (European Commission, 2006). Only six of the twenty seven Member States had met this benchmark. The average early school leaving statistic in Europe is 18%. This is nearly the double the benchmark to be reached by 2010-“ a real challenge” underlined by the European Expert Network on Economics of Education (EENEE, June 2007). The situation is different from one country to another : in 2007, the proportion of youngsters 18-24 years having left early school was 39,2% for Portugal, 18% in Bulgaria ; 13,1% in France and 13% in the UK and 5,2% in Slovenia. School failure is a major cause of exclusion among youngsters. It is seldom to meet teenagers totally opposed to school. Most of the time they haven't found their place. A way to combat early school leaving is to propose youngsters an alternative pedagogical approach based on a positive experience acquired outside school. A voluntary experience enables to acquire and/or develop skills and competences that could be most useful. Volunteering is part of non-formal and informal learning enhanced by the Copenhagen process. Among an association, youngsters apply theoretical knowledge learned at school, enrich their social network, acquire or develop skills and competences, exchange good practices in learning. The main aim of the Comenius project « Success at School through Volunteering » is to propose youngsters leaving in difficult areas a pedagogical approach to enhance a voluntary involvement to succeed at school. The SAS project develops pedagogical sessions in order for youngsters value learning acquired through volunteering, to build a path between learning acquired through a volunteering and traditional learning at school. These sessions are supported by a pedagogical mentoring in order for pupils to be aware of their potential, to value the non-formal and informal learning and find a way back to school.

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GRANT AMOUNT: 288,438 €

APPROVED BUDGET: 384,593 €

CONTRACT DURATION: 24 months

I Use Statistics in Education

DESCRIPTION: There is an increasing importance of statistical literacy for everyday life, “to be an intelligent citizen it is necessary to know something about statistics”. Almost every economic and scientific activity in the modern world relies on statistical information in one way or another. It plays a prominent role in business and industry, aspects of government and scientific and economic progress. The I-USE Project is a response to the importance of statistical use in the Europe Education & Training 2020 agenda. Students are now living in a society that demands evidence-based arguments and decisions. While the world is changing rapidly with respect to the prevalence and use of statistics, the curriculum in schools and the approaches teachers adopt tend to be slow to respond to such changes. Therefore I-USE creates meaningful, innovative teacher training in developing statistical thought processes. The goal of I-USE is to create an in-service teacher training course dealing with how to make sense of information through different presentation forms and media. Trainees will examine how to develop students’ statistical thinking through sophisticated and innovative web-based tools to support the learning process. The tools will be organized in a toolbox, fully integrated with the web site and be based on the surveyed needs of students and teachers. Short-term impact will be on the organisations in the project, teachers who pilot the materials, peers who review and evaluate the project activities and outcomes and NGOs / Government organisations involved in teacher training including Ministries. Longer-term targets include decision-makers, curriculum planners and developers, teachers and teacher educators, NGOs interested in education, academics, researchers and professionals. I-USE outcomes will be available for use by stakeholders to address quantitative skills involved in many everyday decisions.

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GRANT AMOUNT: 292,243 €

APPROVED BUDGET: 393,321 €

CONTRACT DURATION: 36 months

Guidelines for Teachers Working with Students with Medium-light Cognitive Impairment

DESCRIPTION: Inclusive education puts a strain on ordinary teachers, because they must be able to deal effectively with their SEN students and with classes that include them. Unfortunately in many EU countries too often ordinary teachers are not properly trained for this. Students with Medium-Light Cognitive Impairment (MLCI) represent a large share of students with SEN. The project wants to improve this situation by developing and piloting the Manual Teaching strategies with students with MLCI, a 30 hours e-learning course addressed to in service teachers on how to support learning and school life of students with MLCI, and a set of Guidelines for Teachers working with students with MLCI. The project is focused on teachers working in secondary schools with students about 12-18, depending on national education systems. This proposal is submitted by a group of organizations whose mission is supporting SEN students in schools and/or training teachers. Thanks to a thorough valorisation plan, 30,000 people belonging to target groups will be informed about the project and project's product, over 500 directly be involved in the project and 165 teachers trained to better deal with students with MLCI.

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GRANT AMOUNT: 299,451 €

APPROVED BUDGET: 399,268 €

CONTRACT DURATION: 30 months

Learning Mathematics through new communication factors

DESCRIPTION: Many pupils as well as parents unfortunately consider Mathematics as a difficult and boring subject. Education systems and teachers have to compete with what students find as fun and enjoyment outside the school system. One way to bring pupils back to the 'playing field' of education is to use similar tools (weapons) like the 'opponents', activities that they will enjoy to do but through them they will be able to learn as well. Many pupils claim that mathematics is many times abstract and therefore non-approachable. So this proposal is developing a completely different and a new method of learning mathematics through the science of mathematics communication. The aim of this project is the development of methodology in teaching and learning mathematics with the creation of two main tools that can be used by teachers. The methods will be created in such a way in order to offer in-service training courses to teachers who teach pupils of age 9-18.

A. MATHeatre: Teaching and learning mathematics through math theatre activities
B. MATH-Factor: Teaching and learning mathematics through math communication activities.

The new methods are expected to make mathematics more attractive to young people. Teachers are expected to compete with current trends of interest activities to young people of age 9-18.

These new methods will be developed with guidelines and related material for the use by teachers. The approach brings new ideas under "play and learn".

The project, as a pilot exercise in applying the new methods and tools, will plan, promote, provide incentives, implement and evaluate a European level Math Theatre Competition as well as a European level MATH-Factor competition.

The project activities contribute to the Education and Training 2020 as it is enhancing creativity and innovation among youth. It promotes the European Cooperation on schools in the area of competences by supporting the key competence for mathematics.

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GRANT AMOUNT: 299,600 €

APPROVED BUDGET: 399,471 €

CONTRACT DURATION: 24 months

Supporting student teachers' action-oriented knowledge construction

DESCRIPTION: The aim of the current project is to increase the relevance and meaningfulness of teacher education; that beginning teachers would be better prepared for a real life work situation and that working teachers have meaningful support for further professional development. First, student teachers will be supported to find the most effective strategies, rules and principles for teaching practice that can be summarized as action-oriented knowledge. The potential method for developing action-oriented knowledge has found to be the guided reflection procedure. During this project, this procedure will be further developed, validated and tested in teacher education programs in five partner institutes of the project. The intervention methodology will be made available for the professional and scientific community of teacher education, and will be regularly promoted in national and international conferences. Second, our project aims to collect ethically appropriate video cases and compose a library of video cases that could be used during teacher education programs in five partner institutes. The video library aims to bring more real-life teaching situations into teacher education and in this way to increase the relevance and meaningfulness of teacher education and emphasise the European dimension of teacher education. Third, we aim to develop a handbook for school leaders and teachers that would include effective strategies, describe pitfalls, and obstacles of supporting action-oriented knowledge construction at school. The handbook that addresses regular teaching situations introduces two main innovative elements in schools and universities: a description of different teaching strategies in different European countries; a provision of methodological patterns and heuristics to better analyse teaching situations. The handbook will be available via project website and promoted in professional communities of teachers and teacher educators in different countries.

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GRANT AMOUNT: 214,938 €

APPROVED BUDGET: 286,594 €

CONTRACT DURATION: 36 months

Multiculturalism, Migration, Mathematics Education and Language

DESCRIPTION: THE REASON FOR THE PROJECT
Multiculturalism is one of the most significant changes in many school systems, especially when primary and lower secondary education is concerned. So far, European countries have paid little attention to maths education in multicultural contexts. Differences in cultures and languages make the maths teaching-learning process harder than it is.

EXPECTED OUTPUTS

1. DVD with proposals for teaching materials designed for communicating and teaching maths in multicultural classrooms, to be used in schools, by teacher trainers and trainees. [in EN and partners languages]

The materials, with video-clips, include:

- analysis and comparison of case studies in the partner countries
- teaching materials prepared and co-piloted within the partnership and in the associated schools

2. Website with materials in the DVD [in EN and partners languages, without video-clips]

3. Book with same materials as in the DVD [in EN, without video-clips]

4. Courses and workshops for teachers and trainees to pilot the teaching materials.

5. International Conference with workshops to present the project results.

ENVISAGED IMPACT

Increased attention to communication in maths classes, careful and precise use of the language, and better acknowledgment and valuation of the cultural differences in multicultural classrooms represent the methodological change which minority pupils and the whole class could benefit from.

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GRANT AMOUNT: 234,000 €

APPROVED BUDGET: 373,178 €

CONTRACT DURATION: 36 months

Collaborative Art-Making for Reducing Marginalisation

DESCRIPTION: CAREM focuses on the development of educational activities, material and related pedagogical strategies of collaborative art-making that strengthen intercultural education and inclusion practices, reduce social and academic marginalisation and increase the participation of marginalised children in the curricula, cultures and societies of schools. CAREM will also compile activities of collaborative art-making that will allow the voices of culturally diverse students to be heard, promoting the exchange of ideas and stories regarding diversity. Children's engagement in collaborative art-making activities may bring children's voices to the surface regarding marginalisation and diversity. Children who have a common goal to achieve with their art group learn to share thoughts and emotions and use critical thought to go into the others' emotions regarding marginalisation and diversity. Children who face learning or language difficulties are also able to participate, while marginalised children may develop friendships with their art group. Each partner will develop activities and materials of collaborative art-making for each of the 3 pools: promotion of diversity, marginalisation reduction and the development of a democratic European citizenship. Partners will also have the rest of the activities and materials translated in their own language. This material will be published on-line. All partners will contribute to teacher training and the testing, implementation and dissemination of the products. The project will provide teachers (ages 9-12) with educational strategies and material that will enable them to deploy collaborative art-making to promote amongst their students an awareness of the importance of cultural and linguistic diversity within Europe and of the need to combat racism, prejudice and xenophobia. Through CAREM, stories of diversity and marginalisation will be heard; thus encouraging tolerance and respect for European peoples, languages and cultures.

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GRANT AMOUNT: 207,687 €

APPROVED BUDGET: 276,918 €

CONTRACT DURATION: 24 months

Developing leadership capacity for data-informed school improvement

DESCRIPTION: In recent years the importance of strengthening evidence-based policy and practice in education is emphasized. The 2006 Spring European Council Conclusions stress the need for an evaluation culture and a more systematic use of evidence as a basis for the modernisation of education. The demand for data driven decision making is becoming evident across Europe. At the same time educational practitioners rarely have the capacity or opportunity to make fruitful use of existing information or knowledge in order to inform their work (Hargreaves, 1996; Hood, 2000; and more). School leaders are listed as a professional group for which a deeper evidence-based knowledge is needed (SEC (2007) 1098 Commission staff working document). Our experience from comparative studies of school leader training in European countries indicated that working with data is not a priority in existing programmes. The urge to enhance school leaders' competencies in the use of evidence in order to contribute to the improvement of educational practice is the basis for this project.

The general aim is to improve intelligent accountability of schools by developing school leaders' competencies in the use of evidence to contribute to the improvement of educational practice.

This should be reached by meeting the following two main objectives:

- 1) Developing a curriculum for a training module for school leaders focused on evidence based decision making
- 2) Develop a strategy of implementing the above mentioned module into the training of European school leaders

Within this project a universally usable and locally/nationally adaptable knowledge-based competence training module for school leaders will be developed, piloted and disseminated. Furthermore, the project intends to develop a strategy for its implementation in the countries involved and wider. This way, both the groups of school leaders and groups of leadership trainers will be positively affected by the project.

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GRANT AMOUNT: 202,696 €

APPROVED BUDGET: 270,263 €

CONTRACT DURATION: 36 months

ICT-Go-Girls! Promoting Entrepreneurship among Secondary School Girls through ICT.

DESCRIPTION: It is a fact that entrepreneurship is an underrepresented skill in secondary schools, being this one of the crucial skills in today's world, as stated by the European Commission and other international institutions. Moreover, when facing gender perspective, research reports show that girls tend to have less motivation in becoming future entrepreneurs. We believe that ICT can provide a flexible and potential motivational environment for empowering these young women in their future choices, their studies and jobs. There is a need to add knowledge to secondary school girls' enthusiasm and teach them to develop their critical thinking together with their imagination. This will result in new and useful ideas that will surprise all of us and can make them life entrepreneurs. ICT can be both a motivational and diverse way to achieve it, as well as a promising job market for future female entrepreneurs. With this initiative, we propose to design, carry out and evaluate an innovative program to enhance entrepreneurship skills among secondary school girls, by using ICT as the key element. It is aimed at empowering girls with the knowledge, skills and values to help them be able to create future opportunities for innovation and quality ICT related employment. This project will involve relevant actors in this sector, (schools, universities, teacher training institutions, ICT research centres, educational administrations) in Europe and outside to combine efforts to propose an effective methodology to tackle this problem and with connections to maximize the impact of the initiative in their countries and at a European level. Its methodology and activities are directly aiming at supporting the achievement of several Key competences for lifelong learning as stated in the European Framework among secondary school girls, mainly: 7 Entrepreneurship, 4 Digital Competence, 3 Math literacy, 2 Communication in foreign languages.

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GRANT AMOUNT: 299,873 €

APPROVED BUDGET: 399,833 €

CONTRACT DURATION: 24 months

TEACHER COMPETENCES FOR PLURILINGUAL INTEGRATION

DESCRIPTION: According to the Guide for the development of language education policies in Europe, plurilingualism forms the basis of communication in Europe and provides a more concrete basis for democratic citizenship. Plurilingualism is viewed as a value and competence, that is, a means of communication and a common and diversified way of relating to the Other.

The main reason for starting this project is the identification of a notable lack of clarity as to which competences are required for teachers in order to integrate an intercultural dimension in plurilingual education. This situation requires rethinking teacher education. There is an important visible lack of continuity among the different in lifelong training stages according to the lifelong training policy claimed by the European Commission: starting in pre-service teacher training (University stage) and continuing through in-service teacher training.

The project has six main objectives:

1. Create a network of schools of similar characteristics for the exchange of best practices between teachers and management/leadership. This network will allow the analysis of the existing situation in schools, at the same time that promotes networking for communication and coordination. Besides, the network will provide researches with data for analyses and teachers with an environment for self-reflection and self-learning.
2. Research on competences. Analyze official documents on teachers' multicultural competences.
3. Make exchanges/job shadowing/observation period/team teaching by teachers employing an intercultural approach to plurilingual education.
4. Create training courses, courses, seminars and training modules on the development of specific intercultural and plurilingual competences.
5. Evaluate teachers' didactic approaches and linguistic and intercultural competences.
6. Disseminate and exploit results /outputs of the project. Once the evaluation is accomplished, a Framework Document will be created, TC4PI.

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GRANT AMOUNT: 206,619 €

APPROVED BUDGET: 279,216 €

CONTRACT DURATION: 36 months

Strategies and systems Against YOuNg peoples' drop-out from upper secondary vocational education

DESCRIPTION:	<p>STrategies And systems to reduce YOung people's Non-completion (STAY ON) of upper secondary vocational education.</p> <p>The project uses quantitative and qualitative methods to investigate and develop in innovatively transeuropean context means of meeting the "Completion Challenge" in post-compulsory vocational education for 16-19 year olds. We define this challenge as the urgent social and economic necessity to reduce drop-out rates and ensure young people's completion of courses leading to transferable qualifications in "New Skills for New Jobs". We explore, develop and evaluate practical means of meeting this challenge "on the ground", asking "what works where and why?" within a variety of socio-economic, cultural and educational contexts and regions in 5 European countries. We give a particular emphasis to (a) working in partnership with local employers in orienting VET course to local employment opportunities and to labour market needs in the context of their wider European dimensions and (b) reducing early leaving for students with migrant backgrounds, Roma pupils and gendered disadvantage.</p> <p>Major outputs include a range of innovative products including:</p> <ul style="list-style-type: none">• resource packs which update cumulatively the partners' initial reports on the "state of the art" in their own locales;• demonstration of best practice including DVD presentations and documentary analysis and reports for academic and professional publications feeding into regional and national policy communities ;• an international conference on Meeting the Completion Challenge in new skills areas;• an EU-fundable training course for our immediate target groups of teachers, school and college leaders, educational advisors, business-education link workers, and the members of local and national VET policy communities;• a sustainable web-site as the basis for dissemination and exploitation of the project's outputs across the whole European area.
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GRANT AMOUNT:	300,000 €
APPROVED BUDGET:	461,505 €
CONTRACT DURATION:	36 months

A Resilience Curriculum for Early and Primary Schools In Europe

DESCRIPTION: Schools are increasingly being held responsible for putting in place curricula and practices that promote children's and young people's psychological wellbeing and prevent problems of mental health. The rapid social, economical and technological changes taking place in European society today, with consequent poverty, unemployment and inequity, as well as family breakdown, rampant individualism and competition, and mobility, are exposing children to increasing pressures and stressors at a young vulnerable age, posing a significant risk to their healthy development. These challenges underline the need for a twenty-first-century-relevant education that leads to the formation of academically, socially and emotionally literate children and young people. The project seeks to address this emerging need by developing a resilience curriculum to equip young children with the requisite competencies for continued growth and success despite the barriers and risks they are set to face. Rather than an add-on/one-off programme, however, the project proposes that resilience education will become a core competence in the curriculum from the Kindergarten to the final year of primary education. The curriculum will be based on the needs of European children, with content areas, indicators and assessment modes for each year. The first year will be dedicated to devise the curriculum, the second year for the training of teachers, and the third for piloting, evaluation and dissemination of the curriculum. It will be translated into the languages of the 6 countries taking part in the study in the form of a manual and CD for students and teachers, and a manual for parents. The curriculum will serve as an exemplar of good practice in resilience building in early and primary schools in the participating and other European countries.

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GRANT AMOUNT: 292,116 €

APPROVED BUDGET: 389,491 €

CONTRACT DURATION: 36 months

Pedagogical Action for a European Dimension in Educators' Induction Approaches

DESCRIPTION: The formulated eight key competences for lifelong learning demonstrate what every European citizen at least has to accomplish. However, some member-states are confronted with a lack of teachers, or a high dropout rate of young teachers in primary and secondary education. Due to this, it is obvious that an induction, i.e. an incremental approach to enable young teachers to 'grow' into the profession is needed.

The project is addressing this need through the deliverance of the following outcomes: implementation of local induction programs; an European exchange week for student teachers and young teachers; an in-service course for teacher trainers, school mentors, school managers and other stakeholders discussing key competences for mentoring induction programs and additional support facilities; a book publication with examples of good practice, competences for mentoring participants in induction programs, and how to include a European dimension in induction; a website, e-learning environment and digital resource centre with programs, tool kit, assessment procedures, portfolio formats; and finally, a European Symposium for teacher trainers, school mentors, school managers and other stakeholders discussing and exchanging views about the value of induction, the European dimension within and competences for mentoring induction programs.

With reference to the Ancient Greek concept of PAEDEIA, i.e. the idea of educating excellent and 'good' human beings, the project envisions the following impact: a) contributing to the European debate about retaining young teachers as change agents; b) stimulating student teachers and young teachers in laying the foundations for the implementation of the key competences for lifelong learning; c) providing a platform for the discussion about the roles and competences of school managers, school teachers/mentors and teacher trainers regarding the initial training, induction and professional development of future young teachers.

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GRANT AMOUNT: 300,000 €

APPROVED BUDGET: 400,000 €

CONTRACT DURATION: 36 months

Take 2 in Europe

DESCRIPTION:	<p>The project has been developed to meet national and European priorities that “young people have developed the key competencies to a level that equips them for adult life and which forms a basis for further learning and working life” (LLP, 2007), and to “improve motivation for learning and learning to learn skills” (LLL, 2009). It will meet the challenge of ‘ensuring a fully functioning partnership between the world of enterprise and education, to ensure a better focus on the skills and competencies required in the labour market and to foster innovation and entrepreneurship. (Europe 2020).</p> <p>Inadequate language and communication skills have been identified as a key barrier to young people moving into education, employment and training. (Bercow report, 2008). The project will enhance young people’s achievement and life chances through developing partnerships with businesses that enhance those skills, so as to better equip them for the world of work.</p> <p>The primary target audience are teachers, career advisors and other education staff who will develop leadership skills to engage and collaborate with the business world. Young people participating in learning activities will benefit through communication and key skills that enhance motivation and achievement.</p> <p>Outputs, in paper-based and/or electronic format, will be:</p> <ul style="list-style-type: none">- A model of partnership between schools and businesses that can be replicated across Europe- A training manual and DVD in 3 languages- A website- A European closing conference for wide dissemination and exploitation of the project <p>The impact will be:</p> <ul style="list-style-type: none">- Strengthened links between education and the workplace.- Improved staff skills in collaborating with the outside world as a means of engaging and motivating young people, including groups with special needs.- Enhanced learner engagement, motivation and acquisition of communication skills leading to lower rates of early leaving.
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GRANT AMOUNT:	190,591 €
APPROVED BUDGET:	254,122 €
CONTRACT DURATION:	24 months

Proposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers

DESCRIPTION: School education is reforming and modern pedagogical methods such as computer supported collaborative problem solving (CSCL) and inquiry learning are being adopted in order to promote the "21st Century Life Skills", i.e. creativity, critical thinking, collaboration, and problem solving skills. These skills are needed in order for individuals to function successfully as global citizens and workers in diverse ethnic and organizational cultures. Assessment is vital to the education process. Current assessments focus on "assessment of learning" rather than "assessment for learning". They ignore individual learner differences as well as the evaluation of whether students demonstrate creative, critical thinking, collaboration and problem-solving skills - skills that are needed for learners to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Fortunately, modern assessment approaches and tools that comply with the philosophy of "assessment for learning" have been proposed since many years with great results, e.g. e-portfolio social network analysis, learning analytics or enriched rubrics. However, the majority of teachers do not know how to apply them in schools. Training material and examples of best practice in several languages about them is lacking. Thus, the project aims at: 1) preparing teachers to apply modern e-assessment approaches such as e-portfolio, social network analysis, and learning analytics, 2) advancing teachers' lifelong learning skills by building a community of teachers for sharing, discussing, debating, and improving assessment approaches, and 3) disseminating the projects' outcomes giving emphasis on making an impact on the current school practices as well as creating exploitation plans for continuing the project work after the end of the project's funding period. Experienced partners will collaborate for the improvement of the teachers' continuing professional development

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GRANT AMOUNT: 297,360 €

APPROVED BUDGET: 396,484 €

CONTRACT DURATION: 24 months

Financial Education - Levering the Implementation Efficiency in Schools

DESCRIPTION: This project is undertaken to envisage the main “converter” and at the same time the current main barrier in financial education at school: the willingness and ability of teachers. Additionally, the project wants to support school managers in their willingness and ability to support financial education at school. This subject is important, as the level of financial competence directly affects the future prospects and well-being of individuals and societies. Its importance is also reflected e.g. in the policy of the Program for International Student Assessment (PISA), which envisages a financial literacy framework for 2012. The problem is urgent, as the situation worsens without proper countermeasures: the amount of information, options and complexity are growing fast and, at the same time, risk and responsibility tend to be transferred from producers to consumers. Especially in times of financial turmoil and economic instability, even small mistakes may have dire consequences. In general, by providing interdisciplinary financial education at school, pupils will be able to think and act cross-linked and more independently after graduation at school. We firmly believe that the measures proposed by this project, along with other initiatives, can change the situation substantially. To foster the pace of leveraging the efficiency of financial education at school, we want to deliver coherent financial contents in different subjects by interesting teaching examples on the basis of existing curricula. Primarily, we refer to already existing and free-of-charge available information and teaching materials, often delivered and being kept state-of-the-art by national and international financial institutions, associations and governmental institutions. We will use the latest information and communication technologies, including social web, too. This should be transferred according to a systematic plan of well-coordinated measures by supporting teachers and school managers.

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GRANT AMOUNT: 204,228 €

APPROVED BUDGET: 272,305 €

CONTRACT DURATION: 27 months

Ethical education primary and pre-primary schools for a sustainable and dialogic future

DESCRIPTION: The ETHOS project targets primary school and kindergarten teachers and offers them an innovative lifelong learning opportunities focused on ethical education. The current crisis has shown that the challenges of Europe are not merely economic or political, but also cultural and ethical. Research has proven that childhood education is the most important phase to initiate a healthy development. Ethical education and critical thinking have a key role in forming an ethical mature human being. Despite this, practices, experiences and opportunities for teachers to obtain knowledge in this field vary significantly, as it is the case with the presence of innovative educational approaches. In several EU and candidate countries education professionals belong to groups with the lowest opportunities for prof. development and continuous education/training. The need is clearly recognized by EU (ET2020). Only a good ethical and reflective knowledge coupled with method. knowledge of educators can lead the way toward good ethical education for a sustainable and dialogic future. These are the reasons for which we propose this project, especially addressing challenges of attitude towards nature and genuine intercultural dialogue. The project will analyse the existing state of the art of ethical education in the participating countries to clearly define the needs of the teachers and the most suitable educational methods for children resulting in method. guidelines. Based upon this, educ. materials and tools (both for the training of teachers as well as for pupils; including moral dilemma guides, conflict resolution, ethical underpinning of subjects, critical thinking, guide for developing a code of ethics, etc.) in 7 languages will be developed, with several curricula on the topic that will be available for partic. institutions and others. Pilot training, workshops and test-beds will be carried out in order to develop final outputs, which will be broadly disseminated, also by using ICT.

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GRANT AMOUNT: 269,055 €

APPROVED BUDGET: 358,740 €

CONTRACT DURATION: 24 months

European Assessment Protocol for Children's SEL Skills

DESCRIPTION: Research shows that social- emotional skills can be taught and they help improve academic learning. When introduced in the teaching programs, students are more likely to remember and use what they are taught. Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. The main contribution of this project to the international research on SEL topics is the creation of a standardized assessment tool, which will offer precise guidelines to evaluate children's SEL skills and will help to guarantee high quality SEL intervention practices. Another new element of this project is the implementation of similar teacher training in 5 different countries (Italy, Switzerland, Slovenia, Croatia and Sveden) and the sharing of expertise. Also, an innovative element is the ICT technology which will be used in the process of data comparison and creation of the assessment protocol. This approach is supposed to create a "European model of SEL" and, at the same time, a "European SEL Board" periodically monitoring the SEL state of the art in Europe, reference point which will be useful for future socio-emotional learning programs across the Continental sustainability of SEL development in Europe.

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GRANT AMOUNT: 282,636 €

APPROVED BUDGET: 358,357 €

CONTRACT DURATION: 36 months

Learn to teach by social web (L2T). Developing a curriculum for teachers to exploit the added value of social web for didactical aims

DESCRIPTION: The project aims to exploit the specific potential added pedagogical value of social media for school teaching purposes. It will provide a set of pedagogical materials to meet the challenges and opportunities of social media for teachers and learners. The first product will be a self-study curriculum that new teachers can use to take advantage of the pedagogical potential of social media for constructivism inspired teaching. At the same time teachers will train themselves in the use of the web 2.0 as an innovative working, communication and learning paradigm and also train students on how to use social media whilst being aware of its pitfalls (e.g. data privacy). A central objective is to assure the sustainability of the project outcomes by establishing a pedagogical support network of schools to foster the use of web 2.0 for teaching purposes. The network will facilitate the further development of the curriculum after the lifetime of the project. The curriculum will be developed cooperatively within a wiki by teachers from the participating schools, using social media tools. It will be published after it has been tested and improved in a pilot phase. The pilot testing will take place at the world's largest ICT fair, the CeBit in Hannover, Germany, which supports the project. New teachers from the partner schools will study the curriculum and use this knowledge to develop a joint presentation by students from six partner schools at the CeBit. The preparation and wrap-up of the CeBit visit will take place through the use of social media. The project idea is based on a specific approach to social media as a "social innovation" rather than a technological one. The social innovation is seen in the support of "user generated content" – a paradigm that can change the way people communicate, work and learn. Examples of applications that foster the production of user generated content are wikis, blogs, communities (eg. youtube) and mobile services (eg. twitter).

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GRANT AMOUNT: 273,026 €

APPROVED BUDGET: 364,196 €

CONTRACT DURATION: 24 months

Science Fiction in Education

DESCRIPTION: The SciFi-Ed project aims 1).To increase pupils' motivation and achievement in science and other subjects, through the introduction of Science Fiction in education. 2).To enhance the quality of teaching Science and Technology, as well as an array of other subjects to children aged between 9-15 years old. 3).To connect science education with real-life issues such as the environment. 4).To provide girls and other marginalised groups with better access to science education. 5).To offer improvement of the initial education and professional development of science teachers and to promote the exchange of innovative teaching practices.

The project creates and disseminates the SciFi-Ed Toolkit, which guides and supports educators in introducing Science Fiction in education, gathers and develops experience and know-how in this field, organises it into solid and accessible bits of information, and makes it available to stakeholders.

More specifically, the SciFi-Ed project:

- Introduces educators to the genre of Science Fiction and its subgenres, and argues for its literary and pedagogical value.
- Provides educators with analytical information regarding acclaimed international and European authors of Science Fiction for children and young adults, and Sci-Fi titles available in partner countries.
- Describes approaches, methods and techniques to teach, through Science Fiction, key competences and concepts in Science and other important areas of the curriculum.
- Supports educators in utilizing film, multimedia, and Web 2.0 technologies to introduce Science Fiction in education.
- Designs sample Sci-Fi cross-curricular teaching units that may be used by educators but also function as models for building new teaching units.
- Implements Sci-Fi units in European schools, records observations and conclusions, and makes the results available to teachers, schools, and policy makers in the form of case-study descriptions.
- Assorts and disseminates relevant resources.

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GRANT AMOUNT: 260,601 €

APPROVED BUDGET: 347,469 €

CONTRACT DURATION: 24 months

PUMO-Educational Support for PUPils on the MObile

DESCRIPTION: The increasing mobility of European citizens has led to a large number of pupils living and studying abroad. They have a need for continued 'homeland specific' studies in their native languages. The PUMO consortium considers that the person best placed to assist such pupils is likely to be a teacher from his 'home' school. Or similar service can be provided by (public or private) training centres, which are in close touch with schools pupils are planning to return.

The PUMO proposal builds on work done by the City of Riga with returning pupils and on experience gained by Miksike in delivering on-line Estonian language lessons to students from families from the Estonian Ministry of Defence and Foreign Affairs who are on long term foreign missions. It also builds on the extensive experience that the partners have in developing online lessons and exercises that can be accessed remotely.

The project aims to develop further solutions offering learning services for pupils abroad and produces a teacher training program, which enables teachers to assist students living temporarily abroad.

Main outputs:

a) PUMO research study of user requirements

b) Teacher training course comprising modules:

1. Multicultural Education and Intercultural Pedagogy. 2. Intercultural Communication Skills and Psychological aspects of cross-cultural life. 3. Learning tools available

4. Work organization and networking skills. The materials will be available in all of the partnership languages and in English

c) A social network of teachers and pupils with links to supporting programs and structures

A minimum of 100 teachers will complete the course by the end of the project and minimum of the 300 teachers will be involved by the end of 2014/2015 academic year.

The project will take action to ensure the creation of sustainable community of PUMO teachers and pupils in tight cooperation with schools, (local governments) and community.

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GRANT AMOUNT: 293,372 €

APPROVED BUDGET: 391,164 €

CONTRACT DURATION: 24 months

Dynamain Identity

DESCRIPTION: Over the last decade Internet is spreading within Europe and beyond. Surveys on children indicate that their first online experiences begin at the age of eight, while as they grow their online time increases rapidly in frequency and duration. This is alarming because except from its benefits, Internet brings with it several risks or even hazards. Parents, who are troubled about children's online safety, may, at best, take protective measures, but these usually have a prohibitive character and limit online experiences. In addition there are still parents who do not even have the knowledge to react and there are children that have no one to turn to when something upsets them. D-ID aims to study children's online profiles and their relation to internet risk/hazards and create a training material for teachers. Teachers will be trained to follow a new curriculum and improve in-service training in regards to online safety. This will be applied to children in the form of a workshop. The workshop will include various activities (interviews, serious games, software applications etc,) many of which will be based on new pedagogical approaches and novel technologies (Augmented Reality). Through this module, teachers will effectively empower children's abilities on creating online identities. The final outcome on the children is to secure their online experiences through the enhancement of their understanding on Internet safety. This way children will exploit online opportunities without limiting them for the sake of protection. The training material of D-ID will be available freely on the project's web site. Teachers will be able through multimedia instructions and detailed documentation to be self-trained to organize and conduct the workshops at their schools. In addition to its impact to teachers and children, D-ID will target any organization/institute that is active on education. All products of the project will be available in English, Dutch, Polish and Greek.

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- Fundacja Citizen Project , PL

GRANT AMOUNT: 299,910 €

APPROVED BUDGET: 399,999 €

CONTRACT DURATION: 30 months

PositivitiES: Applied Positive Psychology for the European Schools

DESCRIPTION: The project is addressing the need to cultivate healthy psychological and social skills in both students and teachers in order to support quality learning methods and processes, by introducing Positive Psychology and their applied methods in the school. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. The project will develop an on-line programme with an innovative combined methodology consisting on a European training course on Positive Psychology for teachers, together with a specific coaching programme to help teachers to experiment themselves the positive psychology methods in their personal and professional lives, and a pedagogical resources database to integrate them in the classroom. The training/coaching/practice PositivitiES programme will focus on aspects of optimal experience, positive emotions, optimism, mindfulness, and the nurturing of the strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, gratefulness and wisdom. Testing of the programme will be performed in 6 schools and an extensive exploitation will be performed involving more than 20 schools, 150 teachers and 3000 students. The project results will contribute in the future to the creation of the European Network of Positive Psychology in the Schools (ENPPS). A multilingual website will be created for dissemination, as well social networking tools to help exchanging of experiences and stimulating cooperation between research groups, schools and education institutions. The on-line database of Positive Psychology pedagogical resources will be freely available and open to incorporate additional material. The project will have a very positive impact by promoting healthy psychological habits in the classroom, and by contributing to develop a common European framework for wellbeing promotion in the school.

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GRANT AMOUNT: 294,915 €

APPROVED BUDGET: 393,222 €

CONTRACT DURATION: 24 months

Research_Game The European scientific research game

DESCRIPTION: Needs Europe needs to adapt to a rapidly changing business and learning environment and it is critical that secondary students understand how science and technology provide the basis for the advances in education and the workplace and how they will affect their careers. The inductive and hypothetico-deductive reasoning of scientific research methodologies require logical reasoning and critical thinking skills that are core competences. These high-level thinking skills provide the fundamental base to tackle the problems of the 21st century. The project fits very well with the EU 2020 Strategy "New Skills for New Jobs" and the General Priorities of LLP. There has recently been an upsurge of interest in using games for learning. They offer methods of learning that are highly consistent with modern theories of effective learning, that should be active, situated, problem based, interactive, socially mediated, etc. To be successful the affordances offered by a game have to match the desired learning outcomes. Killi (2005) argued that games can offer players support by providing clarity about different stages in solving a problem. The Project The Research Game requires Secondary students to collaborate across Europe, to build hypotheses, research and test the validity of their hypothesis and finalise a theory based on their findings. It will develop an understanding of scientific research work. Students will be expected to share their research findings and can enter a competition. Outcomes (in EN, IT, PT, TL, DE, FR) -Repository of academic and best practice literature -Collaborative Internet-based 'Research game' -Game guides for teachers and students -Games platform and communication space -Mini-game piloting -Large scale Research game competition, Europe-wide with at least 30 schools in 6 countries -Workshops and guides for teachers -Methodology, Case studies, Use case scenarios for replication -Final awards conference

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GRANT AMOUNT: 298,800 €

APPROVED BUDGET: 398,400 €

CONTRACT DURATION: 24 months

The Inventors

DESCRIPTION: 'To enthuse children for technology and innovation and thus to create a sustainable society' are the goals of the Inventors Foundation. We create adventures in which children participate and seek solutions using technology in an innovative way. They come up with their own inventions and present them on a digital network. They compete with other international teams thus generating a community of young inventors. The network is a tool for teachers to meet and to inform each other. The network also involves friends and family.

The projects have proven themselves in the last years. The organization intends to internationalize the method for Europe to benefit. We will fill the gaps, translate the materials currently used and expand distribution. Furthermore there are partners in four countries that will actively participate in the project development.

We generate an on-going educational process starting in pre-school continuing to elementary school, in which children experience that it's fun to be creative and innovative. In secondary school youth will be offered adventurous challenges of professional companies. This method is used in the far-famed project known as 'Braintrigger'.

Teachers of a Belgian technical school will introduce the project to elementary schools. After all it's the technical universities who are the first to benefit from a rising number of pupils. With this partner we finalize the on-going educational process, starting at pre-school, progressing through primary and secondary school up to professional education. We set the conditions for an entrepreneurial and innovative Europe. To summarize we:

1. Spread a successful method over Europe
2. Applying digital opportunities thus promoting the use of ICT in education
3. Effectuate the progressing process throughout different stages of education starting at pre-school up to higher education.

The goals are to promote creativity, innovation and entrepreneurship with children and youth in Europe.

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GRANT AMOUNT: 288,175 €

APPROVED BUDGET: 586,430 €

CONTRACT DURATION: 24 months

Identifying the Logic structure of languages by use of new Interactive mobile services, new diagnostic training methods for development of Key competences, and new Evaluation methods introducing assessment for learning practices

DESCRIPTION: WHY Language students today struggle with understanding the logic in grammar, reducing their ability to reproduce and manipulate language. Native speakers have an innate intuition about what sounds right language-wise. How can a non-native speaker elaborate on the differences between the sentences "Salmon ARE being sold here" and "Salmon IS an important product"? Will he/she be able to understand the logic behind conjugating verbs in relation to nouns? And what about vocabulary: "I can LEARN/TEACH my dog tricks" or syntax: "*They have SEEN never snow"? In other words, what is the logic of how language works? Today, too many language training methods hinder dynamic and interactive collaboration, and reflection around language instead of letting students themselves investigate sentences in order to acquire the logic structure in them. HOW Develop innovative teaching and learning-to-learn basic skills, and new online Logic Language Services (LLS) that address vocabulary, syntax and conjugation of verbs. iLike enables Teachers and Students (TS) to: - investigate, manipulate and produce interactive language content by use of the latest mobile technology - start using a new engaging channel for distribution and interactive restructuring of language content - build entrepreneurial peer involvement through interaction, communication and immediate feedback in- and outside class - apply new evaluation methods by use of peer learning assessment practices that utilize a new language diagnostic method. WHAT Elaborate new methods for logical learning of foreign languages by focusing on difficulties in the key grammatical group verbs, and construct LLS. RESULTS Identification, mapping, piloting and strengthening learning of basic grammar skills for secondary- and high school students. The LLS training- and evaluation methods focus on understanding logical structures. The new TS communication framework uses cutting-edge services to create an engaging peer learning climate in class.

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GRANT AMOUNT: 299,629 €

APPROVED BUDGET: 399,728 €

CONTRACT DURATION: 24 months

Preparing Science Educators for Everyday Science

DESCRIPTION: The aim of the project is to engage elementary and secondary pre-service teachers in critical discussions of everyday science through socio-scientific issues (SSI), and prepare them to teach SSI. Engaging in critical discussions of SSI has been recognized as an important goal of science education since it enables students to understand the relevance of science to everyday life, understand the humanistic face of science, and see the connections of science to everyday life. When engaged with SSI, students are prepared to understand and make decisions about issues that will be a part of their everyday lives. Studies have shown that teachers do not include SSI issues in their teaching since they find it difficult to coordinate between scientific data and the social aspects of the problem, which bring uncertainty into the discussions. They are more comfortable applying ideas and approaches they are engaged in as learners. Hence, the aim of this project is to design and implement curriculum materials to engage pre-service teachers in critical discussions of SSI and prepare them to teach SSI in their classes providing examples of pedagogical approaches. Each partner country will design one module in their own language based on social constructivist theories of learning. An extra collaborative module will also be developed in English with all partners contributing. The modules will be implemented with pre-service teachers. Main outputs will be a book with the modules and theoretical approaches that can be used for pre- and in-service training for SSI and a report from the implementation of the curriculum. The curriculum will be translated in English for dissemination. We envisage that the curriculum and proposed pedagogical approach will (a) support teachers in their effort to engage students with everyday science (b) will be an exemplar for institutions that are engaged in teacher professional development and(c) provide insight into how teachers understand and engage in SSI.

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GRANT AMOUNT: 237,806 €

APPROVED BUDGET: 317,076 €

CONTRACT DURATION: 24 months

School Education for Roma Integration

DESCRIPTION: According to data from the Council of Europe, 50% of the Roma children around Europe do not complete their primary education. Some of the main reasons identified for this are that the Roma parents may often lack information and parenting skills to support their children's language and social development and that the social environment in which the Roma children live is often very different from the social environment they have to face at school. All these research data highlight the fact that one of the major factors that contribute to the early school leaving of the Roma children is the lack of proper preparation. For that purpose, the SEDRIN consortium aims to improve the preparation that the Roma children receive in their pre-school age but also during the first classes of the elementary school through the empowerment of Roma women. The Roma women have been selected because they live in the same environment with the children, they can understand better their constraints and they can be more helpful than a non-Roma could be. However, it is absolutely necessary that the Roma women receive training in order to acquire the skills, tools and methods necessary to prepare in an effective way the Roma children in order to go to school. The SEDRIN project aims to develop a training methodology for the training of the Roma women and of the Roma children on the basis of their real needs as identified in an initial research. On the basis of this methodology, the project will organise workshops in which the Roma women are going to be trained on how to prepare their children better in order to cope with the school environment. After that, the trained Roma women are going to apply the skills and competencies they have acquired by organising training sessions for the Roma children both of pre-school age and in the first classes of the elementary school. The impact envisaged by the project is the significant decrease of the early school leaving.

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GRANT AMOUNT: 297,472 €

APPROVED BUDGET: 396,630 €

CONTRACT DURATION: 24 months

Philosophical Enquiry Advancing Cosmopolitan Engagement

DESCRIPTION: The question of intercultural integration requires specific strategies to defeat prejudice, to challenge stereotypes, to overcome cultural obstacles, and to foster intercultural dialogue. The best way to support the integration of migrant populations is to promote complex thinking [LIPMAN 2003] from primary school age through alternative child learning approaches. For this reason, the project aims at using the validated methodology of Philosophy for Children (P4C) to involve marginalised and disadvantaged children, such as immigrants, in a high quality learning context, that offers to children who belong to different cultures an excellence opportunity for their social development and intercultural integration.

The emphasis of PEACE is on the need to improve the quality and professional development of teachers/educators working with children from migrant backgrounds equipping them with specific competences and skills. To achieve this goal a new curriculum, in the field of P4C, concerning intercultural and cosmopolitan dialogue will be designed, tested and validated. The project results will be disseminated to a wider public in order to export the best practices into other contexts.

PEACE will impact on educational practices, by giving teachers/educators specialized professional profiles, new materials and teaching strategies, and by improving the reasoning and intercultural skills of children. Through spreading the new curriculum and materials in other contexts/countries, the scope of PEACE will be broader and a more widely cosmopolitan awareness will be promoted. The ultimate aim of PEACE is to provide, through an innovative educational approach, an opportunity for the widest possible section of society to understand that it is possible to improve children's communication and conflict-resolution skills, so as to contribute to the development of tolerance, mutual understanding and cooperation among future citizens.

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GRANT AMOUNT: 308,046 €

APPROVED BUDGET: 410,729 €

CONTRACT DURATION: 36 months

European history crossroads as pathways to intercultural and media education

DESCRIPTION: The project reacts to the growing importance of mass-media commercial ways of dealing with history in public space that in many respects does not comply with the EU standards for history teaching. However, mass media verifiably influence the historical perception of pupils, and therefore they constitute an important factor in history teaching. Thus, an irrefutable demand in history and civic education arises for a combination of intercultural and media-critical competences in studying history multi-perspectival. Following in the footsteps of successful EU projects dealing with "European History Crossroads" (shared historical topics in Europe that point out the diversity of national historical view-points), EHISTO, together with schools, institutions for initial and in-service teacher training, educational media experts, conceptualises: 1. online available teaching material including teacher manuals for the secondary level, 2. project seminars for initial teacher training along with a module guide, and 3. project seminars for in-service teacher training along with an explanatory handbook. The development of this new concept is carried out using the example of popular history magazines since 1. they show all typical features of commercial communication of history in mass media 2. they are easier to use in school than audio-visual media, 3. more than other mass media products they address national markets, which is an excellent condition for transnational, multi-perspective comparison. EHISTO develops and tests the innovative concept of a transnational and multi-perspective "historical media education", which strives to close the gap between the scholastically conveyed conception of history and the history culture outside the school walls. In a concluding study, thereby developed strategies are also conveyed to stakeholders and policy makers in order to make the "historical media education" usable for a prospective European teacher education reference frame.

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GRANT AMOUNT: 283,800 €

APPROVED BUDGET: 385,635 €

CONTRACT DURATION: 24 months

Improving School Governance using an Action Learning Approach

DESCRIPTION: Progress on supporting principal and head teachers in developing skills like leadership and team-working has been both slow and haphazard according to a 2007 EC impacts assessment report. Training for head teachers is not yet common practice in the majority of countries, and 'intuitive leading' prevails. Training needs to be clearly linked to EU policy goals like ET2020. But even less attention has been devoted to developing the skills of school governors, who tend to be 'amateurs' compared to their professional counterparts. Differences in skills, expertise and power between senior professionals and governors lead to tensions and have been identified as a major obstacle to improving and modernising the school. The bigger picture is the lack of tools to support good governance in general, including what role should be given to the 'student voice' on school boards. Teacher education needs to be viewed against the wider background of Education for Democratic Citizenship (EDC). Supporting effective leadership requires a collaborative and action learning approach that emphasizes the need to stimulate 'sensemaking' between the different actors. IGUANA therefore aims to develop a methodology and tools to support 'training for good governance' in schools by implementing and validating a school 'learning community'. The environment includes training modules in governance self-assessment, leadership, team-working and evaluation and standards, based on an 'emotional well-being' pedagogic model and is supported by Web 2.0 tools to promote co-working and sensemaking. It will be piloted in 5 schools in 5 EU countries and validated by the EU School Heads Association.

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GRANT AMOUNT: 279,562 €

APPROVED BUDGET: 372,749 €

CONTRACT DURATION: 24 months

Quality for Innovation in European Schools

DESCRIPTION: The Q4I project aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders of the school (students, teachers and parents, employers and representatives of local community).

The project has five specific objectives:

1. to map existing models of institutional development in schools that have proven to work to embed pedagogical and organisational change (covering 10 EU countries);
2. to develop a supportive approach for school innovation that goes beyond quality as compliance and enhances innovation, participation and excellence;
3. to validate the approach in a real-life school contexts, in 25 schools in five European countries;
4. to create and launch a Network for Institutional School Innovation committed to sustain the project results;
5. to promote the knowledge produced among all interested stakeholders and to favour the multiplication and the adoption of the Q4I approach beyond the project.

The project will produce the following results: a comprehensive report on school innovation models existing today in Europe, covering at least 10 countries; a development model for schools in Europe aiming at increasing innovation through open approaches to quality; a Conference on innovative schools development through quality; five national pilot experiences run in 25 European schools that will involve at least 250 teachers and school leaders; the Q4I Manifesto targeting EU and national policy makers in the field and the Q4I network; a meta-network facilitating knowledge exchange among grass-roots innovators along the Q4I innovation dimensions.

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GRANT AMOUNT: 255,999 €

APPROVED BUDGET: 341,332 €

CONTRACT DURATION: 24 months

Building Rapport to prevent early school leaving

DESCRIPTION: The project aims to combat in advance the school leavers in the passage from the 1° to 2° year and at the end of the first two years of upper secondary school grade. The project will help to face these problems by promoting a Virtual Reflective Learning linked to Self Directed learning where each actor of the process will be able to co-operate, thanks to open source tools of web 2:

(a) a panel of video of parallel stories (using the methodology of storytelling), where in each video real players, former classmates, describe their divergent personal, social and professional destinies as a consequence of different paths of study. The methodologies of the storytelling - through the technique of parallel histories - focus on the break with the mental context of reference of the student and to its relativization, accompanying the learner toward a more general context of meta-learning.

(b) a panel of docufilm, having as leading actors former “young” people who have stopped the training path but through a second opportunity have been able to fully develop their talents, to the benefit not only of themselves but also of the economy and society to which they belong. This product will have as objective the promotion of a new perception on the side of students at risk of early school leaving and their families with respect to the effectiveness of the training and to the possibility of interrupting the circuit of intergenerational transmission of social, cultural and economic marginalisation;

(c) a panel of documentaries that explains, with contemporary language codes, suitable for young fragile people: the latter opportunities related to the apprenticeships.

All products will be tested by Committee of national users which will be active involved in the process of definition, design and implementation and testing. Networking activities and the exploitation of web potentialities will support and strengthen the attention for project activities during all the project lifespan.

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GRANT AMOUNT: 298,426 €

APPROVED BUDGET: 400,571 €

CONTRACT DURATION: 24 months

Interactive teaching materials across culture and technology

DESCRIPTION: The project addresses the secondary schools' need for reliable interactive materials which can be used in science, mathematics and social science classrooms in bilingual educational settings. Environmental issues and intercultural questions are also focal points for the development of the interactive materials.

These teaching materials will be developed by educational researchers together with teachers at pilot schools from at least two different countries of the consortium. Therefore, the bilingual aspects are a 'natural' part of the learning scenarios using the materials. English will be the foreign language in most cases but German, Spanish and the other languages of the participants are also possible as well. So, the first language used for the materials is English with supportive additions like glossaries or specific vocabularies adequate for bilingual learning scenarios. Further on, the materials can be adapted with German or Spanish as foreign languages.

Descriptions of successful learning scenarios using these materials in bilingual or foreign language education classrooms as well as teacher training concepts, including booklets are provided in all the languages of the consortium (English, German, Hungarian, Portuguese, Romanian and Spanish).

The materials are implemented in the HTML5 standard to be used not only with specific interactive whiteboards but with other interactive devices like tablet-PCs, smart phones etc. Thus, the materials can be used for virtual cooperation scenarios connecting different classrooms all over the world via a server.

The project provides interactive materials in different subjects taught in bilingual learning scenarios enabling virtual cooperation between schools all over the world. Distributing these via established teacher platforms (online and in print) serves as 'condensation nucleoli' for continuing development of materials by practitioners.

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GRANT AMOUNT: 297,583 €

APPROVED BUDGET: 396,890 €

CONTRACT DURATION: 36 months

Widening the future - Improving guidance interventions at school

DESCRIPTION: WFUTURE project aims at coping with complex structural needs in the field of education and guidance, focusing on cooperation among schools for “reducing early school leaving” and “ensuring successful transitions between different school types and levels, and into lifelong education and training, particularly by improving access to and the quality of information, guidance and advice services” (2008/C 319/08). Despite individual reasons of ESL, some recurring issues have been identified such as: strong influence of social disadvantage and low education backgrounds, mismatches between education and labour market needs, poor offer of personalized support for pupils.

In this scenario, the main aims of the project are:

- identify learning strategies and methods that help students at risk of ESL to maintain their motivation and prepare them for further education;
- support the development of inclusive approaches to teaching and learning that cater for the needs of all students, including those with disadvantaged backgrounds.

In brief, main results of the project will be:

- analysis of guidance needs in 5 countries in different geographical contexts;
- development of twinning training pathways for teachers based on cooperative learning, to acquire skills on last generation ICT tools for educational guidance;
- adaptation of ICT tools to meet specific needs of teachers and pupils;
- Handbook for Teachers and School Counsellors
- testing of tools and training pathways.

The partnership includes organizations from 5 EU countries: public authorities in charge of education and guidance, a coordinator with experience in managing projects and providing educational guidance, higher education and research institutes and developers of groundbreaking ICT systems for guidance.

The main target groups are the teachers and schools of primary education system. As for the short-term impact, at least 40 schools and at least 40 teach

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GRANT AMOUNT: 285,600 €

APPROVED BUDGET: 380,800 €

CONTRACT DURATION: 24 months

TRANSversal key competences for lifelong learning: Training teachers in competence based education

DESCRIPTION: The aim of the project is to have a positive impact on the development of students' key competencies through building teachers capacity on competence oriented education. To achieve this, a pilot teacher training methodology will be developed on the didactics and e-assessment of key transversal competences, which could be adopted by interested stakeholders promoting educational change. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects. The TRANSIt approach contributes to the development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, "learning to learn" competences and an improved perception of one's own capacity to solve problems. The project aims to add its contribution towards the improvement of the quality of competence education by improving a) teachers' awareness of key competences and b) teachers' professional skills regarding the didactics and e-assessment of the key competences with the use of ePortfolios, supporting them to bring European and national policies into practice. The impact of the training material will be assessed by authentic (nontraditional) assessment methods analysing qualitative dimensions, such as the behavioural change of teachers towards the importance of competence acquisition by their students, qualitative and quantitative characteristics of user-generated content uploaded in the e-portfolios. An effective training approach will directly contribute to designing such teaching and learning activities that may increase students' motivation and thereby supporting and enhancing the acquisition of transversal key competencies by all students, closely reflecting the aim of the LLP programme in terms of improving students' motivation to learn and learning to learn skills.

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GRANT AMOUNT: 299,711 €

APPROVED BUDGET: 399,616 €

CONTRACT DURATION: 24 months

GreenHero

- DESCRIPTION:** GreenHero project will foster cooperation between the EU education system through its innovative online environmental course and share best practice across partner countries in the UK, Spain, Germany, Romania and Italy.
The project supports development of innovative ICT based content and pedagogies for lifelong learning; encourages cooperation among participating schools; promotes intercultural dialogue and personal fulfillment. The project will be instrumental in establishing partnerships between schools and the world of work whilst integrating sustainable development into a learning context. 500 children will study the highly interactive 'bite size' e-learning modules which will be developed in 5 languages covering the areas of waste, energy and water as a minimum to improve their environmental knowledge and understanding. The premise behind the concept is to improve resource efficiency in schools and empower children to make these decisions. Introducing these topics to children at an early age will prepare the children for the growth in the environmental sector and associated careers across Europe. It also provides an opportunity for the schools to reduce costs and embed environmental science issues within their curricula. The project will produce a comparative study on green curricula which will ensure that relevant topics and country specific issues are incorporated. 50 schools will partner through the GreenHero Gateway. This will host the GreenHero training course, teacher support pack and e-portfolio. A competition will include an electronic leader board demonstrating the achievements of the schools. GreenHero animated figures will be developed to appeal to the age group at primary school. The winners of the competition will visit an environmental representative at the European Commission and receive their GreenHero Plaque. A dissemination and exploitation strategy will be developed to ensure the results of the project are far reaching and have impact.
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- GRANT AMOUNT:** 234,894 €
- APPROVED BUDGET:** 313,225 €
- CONTRACT DURATION:** 24 months

Forum theatre against early school leaving

DESCRIPTION: On average across the EU, twice as many young people from the first generation of migrants abandon school early compared to their native peers (26% versus 13%). In Italy, Spain and France there is a high rate of ESL among migrant and Roma pupils. In Hungary 15% of the Roma pupils do not attend school beyond primary level and only 2% attend higher education. The aim of this partnership is to introduce Forum Theatre methodology in schools to prevent and to reduce ESL among pupils, mainly in case of migrant and Roma pupils. To achieve this goal we would like to teach this method to primary, secondary school teachers.

The partnership will introduce and use the critical incident methodology to map up and to analyse the context of the ESL in the partner countries. Also the method will be taught to the teachers; therefore they will have a tool they can use in conflict situations in the school. With the help of cases and interviews collected from our target groups we offer a collection of analysed cases. This collection will be an important element of the handbook/teaching book and the training what the partnership develops, edits during the project. The analysed cases also offer a list of factors of ESL. Based on the analysed cases and factors the partnership will, in cooperation with selected schools, realize a series of drama classes and a performance with the Forum Theatre methodology. We will also make a film of this period. Forum Theatre makes protagonists to understand better the phenomenon of ESL, and to prevent it. Based on the experiences of these activities the partnership elaborates a curricula, and also specialized materials for teachers. The teachers' training can be reached by teachers all over Europe. In order to ensure the long term exploitability of the project, a handbook will be written by the partners. It will be published and on-line made available for teachers, teacher institutions, regular and alternative schools.

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GRANT AMOUNT: 288,678 €

APPROVED BUDGET: 384,906 €

CONTRACT DURATION: 24 months

Professional learning through feedback and reflection

DESCRIPTION: Educational reformers seem to agree on the important role of school leaders as key agents of improvement in schools and in quality schooling. Empirical research also shows clearly that school leaders play a significant role with respect to improving schools in order to support students' learning (see for an overview of studies Huber & Muijs, 2010).

Providers of continuous professional development (CPD) for school leaders in Europe have, over the last decades, increased their efforts to create effective learning contexts for school leaders in order to develop the participants' competences. The approaches to professional development for school leaders in Europe vary. However, a common challenge is that most often the participants vary according to professional background and experience, and the participants in a course are therefore very heterogeneous. The primary objective of this project is to tackle this common challenge in developing (aspiring) school leaders to promote school effectiveness and school improvement by devising needs-oriented programmes which move away from the traditional "one size fits all" model. The project explores the potential of an ICT-based self-assessment instrument integrated as part of CPD-programmes for school leaders in the participating countries. This needs-oriented self-assessment exercise generates a personalised feedback report in a very structured form. This feedback helps the participants to identify their individual strengths and weaknesses and suggests areas for improvement and sets the agenda for workshops and group coaching activities. This is expected to promote reflection and enhance leadership performance.

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GRANT AMOUNT: 316,156 €

APPROVED BUDGET: 421,544 €

CONTRACT DURATION: 24 months



Comenius

School education

Compendium 2012

Networks

The VOICE of European TeacherS

DESCRIPTION: The VOICE of European TeacherS (VOICES) is a network, which connects students as future teachers, teachers, teacher trainers in Europe. New is the connection with researchers and persons of other institutes connected to the educational field. The network promotes the European dimension, innovative educational ideas and research. The overall aim is to implement European Teacher competences (key competences for lifelong learning and competences developed during the projects Face-it: 134362-LLP-1-2007-1-NL-COMENIUS) and ETSize: 510134-LLP-1-2010-1-NL-COMENIUS-CAM. The next step is promoting schools and teachers to stay in contact, work together, start new projects and share best practice. Collaboration during projects and reflection on our activities are the keys in the learning processes within the network. Thematic subjects are: European Identity, European Diversity, European Citizenship and European Professionalism (Knowledge approach, way of teaching, European school concepts). New thematic fields: language competences (plurilingualism and early foreign language learning, early years development, new teacher education with an emphasis on blended learning and rich media, contribute to the enlargement of the amount of activities in the field of European professionalism. European competences are crucial for future teachers, teachers, teacher trainers and researchers. The VOICE of European teacherS (VOICES) will be in social networks and on the internet <http://www.European-teachers.eu>. The VOICES network promotes research in the field of European teacher competences, promotes digital literacy, organizes in-service courses and conferences and publishes a newsletter.

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- Pädagogische Hochschule Steiermark, AT
- Universidade do Minho, PT
- Uludag University, TR

GRANT AMOUNT: 449,922 €

APPROVED BUDGET: 599,897 €

CONTRACT DURATION: 36 months

Innovative Networks for Science Technology Engineering & Mathematics education

- DESCRIPTION:** Global challenges, such as climate change, call for innovative solutions. To meet these challenges, European citizens must understand fundamental concepts of science. Enquiry-based teaching, methods to reduce the gender imbalance and better information on science careers can make science education more attractive. Implementation of these educational innovations requires collaboration with key-actors such as teachers, teacher educators and policy makers. But such actors need sustained long-term structures, and an excess of innovative teaching resources from diverse projects is overloading them with information. INSTEM will synthesise the extensive knowledge and experience of current and former (Comenius) projects and actively initiate sustainable national working groups to transform science teaching. INSTEM is unique as all full partners (except 2 schools) are representatives of European projects. It is a network of networks drawing upon materials from 20 projects and 300+ institutions and bringing together 11 Universities, 3 schools and 56 associated partners (12 from additional projects, 44 key-actors for the national working groups e.g. schools, policy makers). This will ensure the best possible valorisation of existing project results to about 45,000 teachers. The work of the project will be organised through 3 annual conferences alternating with the activities of national working groups (transnationally linked e.g. through conferences, fora). The 1st conference will bring together associated partners, structuring the project knowledge to make it operational for key-actors. After this, national working groups will develop strategies on using the knowledge within school systems, which in turn will be discussed at the 2nd conference. These strategies will be implemented by all these groups. A final conference will disseminate the project to a wider audience. Our dissemination strategy and rigorous quality assurance will ensure the success of the project.
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GRANT AMOUNT: 449,999 €

APPROVED BUDGET: 600,947 €

CONTRACT DURATION: 36 months

Science Holiday Camps in Europe

- DESCRIPTION:** Science camps are one answer to the lack of young people interest in STEM (Science, Technology, Engineering, and Mathematics), trying to engage them in scientific questions and helping them developing a positive attitude towards these fields. Not only the career decisions, but also the development of scientific literacy is the aim of these camps. Being held by many and various organizations, science camps have no common strategy, no continuing financial support nor a scientifically prove for the outcome.
- The project wants to establish a network with three aims: 1. Connect different camp organizers to form a strong connection among European countries and exchange best practice and research on development of these camps. 2. Connect summer camps to local companies with technical and science products as well as regional universities, technical universities and other academic institutions working in the STEM field.
3. Extract practical ideas and research based results from the science camp inquire based programs to bring them to classroom practice in schools located in the science camps regions. The partners have a wide regional range as well as a background from public to private and from universities to non-profit-organizations. They are experienced in science camps, science contests and have all in all thousands of participants per year. The project will be organized through three pan-European conferences, helping to build the network, adjust the strategy of evaluation and form a common understanding of best practice. These results will be spread through regional workshops and offered as models for schools. In parallel, the network wants to foster collaboration among the organizers of science camps, local companies (especially SME), regional universities, and other academic institutions. This is planned to involve stakeholders and to convince local people to support future camps. Interested persons from other countries are invited and will be informed of the results in conferences and on the website.
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- GRANT AMOUNT:** 449,999 €
- APPROVED BUDGET:** 600,001 €
- CONTRACT DURATION:** 36 months

Environmental Education through Enquiry and Technology

- DESCRIPTION:** The GreeNet network aspires to address the increasing necessity to develop an integrative approach in environmental sciences. More specifically, it will collect ground-breaking initiatives in the area of environmental education and green careers counselling, and disseminate relevant good practices. To this end, a European web of teachers will be set up and specially trained through specific educational actions, contests, and summer schools, to develop their competencies to select, adapt and use cutting-edge approaches in environmental school education. The network will take up the results and use them in a way that generates new ideas and innovative solutions, achieving extended awareness-raising on environmental issues. Ultimately, the objective is to help students to become more active and responsible, both locally and globally. This way, the proposed approach shall result in a strong environmental awareness in school communities, leading students to comprehend the significance of protecting the natural environment, as well as the importance of a balanced ecosystem for the orderly operation of human life, thus achieving a major goal of the classroom. Moreover, the focus shall be on the examination of different implications instigated by environment-related aspects, leading to a rather spherical knowledge on the subject. To this line, the project aligns with the recommendations of the High Level Group on Science Education (Rocard, 2007) for increased young peoples' interest in science. This process shall lead to a new approach in motivating, incubating, and accelerating active participation in initiatives for the protection of the environment, directly linked to various school science subjects and to the future choice of career paths.
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- APPROVED BUDGET:** 599,986 €
- CONTRACT DURATION:** 36 months

ICT Ways for Science Classrooms

DESCRIPTION: In the recent years there has been, at European level, an increase in the implementation of Information and Communication Technologies in Education, due to different strategies and policies implemented in several projects since the 80s. It is necessary, in this context, to analyze, reflect on the current situation and produce guidelines pointing towards the improvement of teaching and learning with ICT. In particular, looking at the teaching of Sciences, where ICT tools can replace, in part, expensive laboratories. Thus, this project has as main objective to draw a roadmap of the implementation/use of Information and Communication Technologies in Primary, Secondary and Vocational Schools in order to assess their use and thus design guidelines in order to find best practices of ICT use in teaching-learning processes in the Sciences domain. This will be achieved through an extended discussion of practitioners and decision makers gathered on a Community of Practice supported by virtual and social tools.

The project's expected results are: (1) to provide an inventory of existing ICT in primary and secondary schools in Europe and the existing gaps in software and hardware, in particular in Sciences (2) to show the impact of the introduction of ICT in the classroom for that purpose, (3) to analyze training procedures for teachers in ICT use and to assess the motivation of students and teachers to use ICT in the classroom (4) and to recommended best practices for using ICT in the Sciences classroom.

The realization of this project meets the Digital Agenda 2015, whose focus is to "promote the use of next generation networks for educational communities by providing services and educational content of interest, enhancing the infrastructure and technological equipment in existing public schools" and the Technological Plan for Education that identifies the need for training and certification of teachers for school modernization in Europe

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GRANT AMOUNT: 445,509 €

APPROVED BUDGET: 594,049 €

CONTRACT DURATION: 36 months



Comenius

School education

Compendium 2012

Accompanying Measures

Introducing Gis Use in Education in Several Subjects 2

DESCRIPTION: With iGuess2 we aim to revise and update the original iGuess course developed by a consortium of diverse and experienced partners who are fully committed to the idea, concept, realization and maintenance of a teacher training course on the integration of GIS in several subjects. The main objective of iGuess2 is to revise and update the original iGuess course materials to the latest software, ArcGIS v.10, and to improve the course with new content and exercises that fill the needs that emerged during previous iGuess courses. Secondly, the partners wish to continue their efforts on raising awareness on GIS and its importance and possibilities in education, contributing to alleviating two major impediments to introducing GIS in schools, i.e. knowledge and awareness. Our experience with the iGuess courses showed us that the availability of data, and importing them to a GIS, is the first and one of the most important hurdles that teachers are confronted with when developing their own exercises. Therefore, new exercises and iNotes specifically focussing on importing data, will be developed in iGuess2. The guidelines module will be updated and a new section on available data sources will be added, integrating the iGuess partners' experience about effectiveness of teaching approaches. We want to provide teachers with better support so that they will experience no problems with data and are able to integrate GIS in their classroom. Last, a new module will be included, introducing Web-based digital mapping developments based on the Web-GIS software ArcGIS Online, thereby incorporating the use of Web 2.0 tools for collaboration and publishing and social networking. All course materials will be translated in the languages of the partner countries. The true impact with regards to increasing GIS knowledge and awareness in Europe will be measurable only on the longer term, through the cascade effect initiated by our course members who will act as pioneers, multipliers.

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PARTNERS:

- Innovative Learning Network Ltd, UK
- University of the Aegean (Panepistimio Aigaiou), GR
- Paris Lodron Universität Salzburg, AT
- Sofia University "Sint Kliment Ohridski", BG
- Institution du Sacre-Coeur (Holy Heart Institute), FR
- Duna-Drava Nemzeti Park igazgatóság National Park Directorate, HU
- Olean Webdesign, BE
- University Ghent, BE

GRANT AMOUNT: 148,767 €

APPROVED BUDGET: 198,357 €

CONTRACT DURATION: 12 months

MEETING in Mathematics and Math2Earth: Common goals, common dissemination

DESCRIPTION: The LLP projects "MEETING in Mathematics" and "Bringing Mathematics to Earth" used different methods and different contexts, but they worked toward one common goal: To motivate students' learning of mathematics. Both projects produced very positively evaluated materials in book format that are used in teacher training, mainly in the partner countries of the two projects. All the materials are available online free of charge to everyone, yet it is the books that are mainly sought after and used by training institutions. The projects, however, produced only a comparatively small number of these books, and only few are left, yet the demand is still there. The materials have been used in teacher training and in schools now for several years, resulting in a lot of feedback, that should be used to improve the materials. Also, while a number of institutions use the materials, they are still not that widespread, particularly outside the partner countries, owing to the fact that institutions and stakeholders just do not know about them.

The purpose of this project is threefold:

a) To use the feedback from teachers and teacher trainers to improve the materials, creating a second edition of them

b) To produce a sufficient number of prints of a second edition of the books from MEETING and Math2Earth, and distribute them

c) To inform institutions and stakeholders about the materials by

i) joining existing events in the partner countries (conferences, in-service teacher training, meetings of educators and stakeholders, meetings of policy makers) to present the materials

ii) each partner teaming up with at least one teacher training institution and one school in another LLP country (none of the partner countries) to present the materials at workshops, conferences, teacher training events etc.

By this we want to considerably increase the number of users of the materials and thus the effectiveness of dissemination and exploitation of results of the two past projects.

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- Univerzita Konštantína Filozofa v Nitre, SK
- Università di Pisa, IT
- VIA University College – Lærerruddannelsen i Århus, DK

GRANT AMOUNT: 59,254 €

APPROVED BUDGET: 89,990 €

CONTRACT DURATION: 12 months

Building safe schools for children with rights

DESCRIPTION: Over the past years, violence in schools has occurred with incidents ranging from minor discipline problems, to verbal and physical threats. On the other hand, there is often a lack of readiness of policymakers to address the problem. While an understanding of the phenomenon of violence in schools has progressed in various disciplines, a significant gap on the legal framework and the enforcement of law in schools to guarantee a safe educational environment remains.

The consortium partners join forces to disseminate the products of previous activities. The consortium intends to provide a better understanding of how law influences and might effectively be modified to reduce violence in schools in a given European context.

The objective is to disseminate previous research through an on-line video tutorial, an interactive e-book, a hard copy publication (comparative analysis, synthesis report) about the legal obligation to prevent violence in school as an aspect of education policies to be developed in the best interests of the child, and through an international conference. These outputs will be added to the free on-line course on international and comparative education law of the partners. The ultimate objective is to make violence in schools regarded as a preventable public problem instead of being inevitable.

The short term target group are academics, and professionals working in national inspectorates, in European networks of education providers, school directors and teaching staff, experts in violence and safety in schools, advocacy groups, pupils and student organisations, parental organisations. Further dissemination of the results is expected to take place through the European networks of which representatives will participate in the conference and through teacher training courses of the UNITWIN experts. To support the impact efforts, a European alliance working group will be established.

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- University of Antwerp, BE
- College of Europe, BE

GRANT AMOUNT: 145,029 €

APPROVED BUDGET: 193,374 €

CONTRACT DURATION: 12 months

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