

POVZETKI ODOBRENIH PROJEKTOV Erasmus+



KA2 - STRATEŠKA PARTNERSTVA 2017

Povzetki so kopirani neposredno iz
projektne prijavnice.



KA204 – Projekti SP na področju izobraževanja odraslih

Naslov projekta:	Migrant Mentorship Model (MMM)
Institucija koordinatorica:	ANDRAGOŠKI ZAVOD MARIBOR-LJUDSKA UNIVERZA
Odobrena dotacija:	212.827 €
Trajanje projekta:	24 months
Kontaktna oseba:	Ivan Močnik
Elektronski naslov kontaktne osebe:	ivan.mocnik@azm-lu.si
Povzetek projekta:	
<p>Migrant Mentorship Model (MMM) presents a tailored approach to the teaching of basic skills of literacy, numeracy, ICT and social competences to migrants by addressing the issue from a migrant perspective.</p> <p>MMM is a 2-year project that brings together four partners from Slovenia (Andragoški zavod Maribor-Ljudska univerza and OZARA d.o.o.), Germany (INIBIA???) and Italy (Eurocultura). The partners work in the fields of adult education, VET, occupational integration and social/cultural integration. All have experience with migrants and other disadvantaged groups. The partners work in localities where migrants are present and new approaches can benefit them and those working with them.</p> <p>Migrants arriving in the EU face linguistic, cultural and social obstacles that make their learning and subsequent integration a slow and stressful process. At the same time these new type of learners present a challenge to educators. Especially linguistic obstacles make acquisition of new skills needed for integration a complicated process and even more so in the case of low-skilled or illiterate migrants who represent a significant share of all new migrants. New educational tools and approaches, addressing the needs of both sides must be offered to migrants and educators. We believe that active migrant participation in the creation of teaching tools and strategies can benefit migrants and educators alike.</p> <p>For this reason the Migrant Mentorship Model will train 4 migrant-mentors in each partner country. The mentors will be well integrated migrants with knowledge of basic skills and host-country language as well as major migrant languages. They will transfer their knowledge to other migrants in a 4-month pilot mentoring period and help them achieve basic knowledge of host-country language and other basic skills needed for further learning and integration. As migrants themselves they will be more than teacher to other migrants, they will be mentors. By using migrant languages to explain often abstract concepts related to basic skills they will convey the meaning more directly and efficiently. This is of great importance in the early stages of basic skills learning when migrants lack even the most basic knowledge. They will also be able to put new knowledge in cultural and social context which is hard to understand for new migrants. At the end of the 4-month period participating migrant learners will take part in a 2-month evaluation in the workplace. This will help them test their new basic skills in real life environment.</p> <p>The entire 4-month mentoring process and 2-month evaluation will be closely monitored by a process of guided reflection. Guided reflection will be done by migrant-mentors. They will follow previously determined guidelines to observe key elements of the mentoring and evaluation process regarding cultural, social, linguistic and other aspects. On the basis of the guided reflection the following results will be created:</p>	

1. Migrant Mentorship model teaching plan which will contain recommended standards of knowledge in the area of literacy, numeracy, ICT and social competences and strategies on how to achieve them.

2. Migrant Mentors training curriculum will be a set of guidelines for training of migrant-mentors in the area of literacy, numeracy, ICT and social competences.

3. Guided reflection and tips for educators will contain observations from the guided reflection done by migrant-mentors. It will provide educators working with migrants a unique insight into migrants as learners. It will also contain teaching tips that will allow educators to tailor their teaching to the needs of migrants.

4. Guided reflection and recommendations for employers will contain observations of the guided reflection of the 2-month evaluation in the workplace. This will give employers better understanding of migrants as workers. It will also have recommendation on how to optimally integrate migrants in the workplace.

Apart from the above, Efficiency study evaluation all project activities and results will also be produced.

As the four major products will be produced with heavy involvement of migrant-mentors they will give educators and employers valuable data on how to approach migrants in education and employment - the two major factors in integration. We envisage that the project results will invite educators and employers to re-think and re-evaluate migrants as learners and employees for the benefit of all parties.

Naslov projekta:	Post-YU for Learning Emancipation – Supporting learners on the way to self-realization (PYLE)
Institucija koordinatorica:	BOB, zavod za izobraževanje in kulturne dejavnosti
Odobrena dotacija:	111.200 €
Trajanje projekta:	27 months
Kontaktna oseba:	Metka Bahlen Okoli
Elektronski naslov kontaktne osebe:	metka@zavod-bob.si
Povzetek projekta:	
<p>The Post-YU for Learning Emancipation (PYLE) is a strategic partnership project in the field of adult education primarily aimed for developing new, innovative and complementary tools and models for empowering learners in the region and fostering self-employability among youth in early adulthood. We built cooperation between three partner organizations, Zavod Bob from Slovenia, Volonterski centar Istra from Croatia and CYA Krik from Macedonia, gathered forces and created a project plan to address these important issues. The project duration is 27 months - from September 2017 till November 2019. Our starting point is high unemployment rates of youth in early adulthood (18 to 29 years) in countries of partner organization. In Slovenia it is at 20 %, while in Croatia it has been at 30% and in Macedonia 45 %. In the time of job flexibilization and mostly precarious employments among young people, there are many who come to position when they are being left out and remain long-term unemployed. In this group we find unemployed due to low-skillness, the imbalance between the possibilities on the job market and type of education and as well so called NEETs. The low-skilled, young people with fewer opportunities, are target groups that need supportive and stimulating learning environment and mentoring support. In this regard we aim to improve opportunities for their involvement and access to education.</p> <p>In a strategic partnership in the field of youth a program PDCAE (http://www.zavod-bob.si/wp-content/uploads/2016/08/PDCAE_IntellectualOutput.pdf) was created intended for supporting participants in developing and implementing project ideas that have a potential for participants' self-employments. The pedagogical and methodological basis of the program provides participants with developing basic skills, transversal, soft skills, entrepreneurial skills. Due to specifics and vulnerability of the target group of PDCAE, mentioned above, mentor support in the program is essential. In this regard the PYLE project target group are professionals, adult educators who work with young people in early adulthood: youth workers, social pedagogues, andragogues and pedagogues, psychologists, social workers and others, interested in training for working with unemployed youth. We will animate the unemployed graduates of humanistic studies to get involved and join the training and/or other project activities in all stages of the project. Thus, the activities in this project will focus on two main points:</p> <ul style="list-style-type: none"> - Creating and publishing an informal curriculum for training of mentors for the implementation of PDCAE program that will as well be transferable to other forms of working with the unemployed youth in early adulthood as guidelines and recommendations. We will test and evaluate the training. The curriculum will as well be tested, all partner organizations will implement it with 10 - 12 participants. - Establishing conditions for the PDCAE program and mentor training implementation in countries/regions of partner organizations (negotiations with policy makers, exploring 	

possibilities for providing facilities, funds, raising awareness among different stakeholders).

The partnership aims to introduce approaches that are not appreciated in socio-cultural environments of partner organizations even though practice and research have shown good impacts on many levels. Thus will as well create Pedagogical Outlines for Emancipated Learning and National Recommendations to foster rethinking learning and, especially, adult education. We will put special emphasis on activities that will lead to the sustainability of our project results.

We will maintain and moderate a Knowledge Exchange Base, a web platform, will serve as the main communication tool, addressing different publics/target groups. It will serve as a board for pinning various topic clouds: youth employability, personal success stories, legislation, knowledge exchange etc.. Interested public can use the Base as a meeting point of materials/documents concerning adult and non-formal education, youth work, examples of good practices and PYLE project news. It will also serve the project for publishing intellectual outputs.

In the last two months of the project three Multiplying Events will be organized: in September 2019 in Skopje, Macedonia, and in October 2019 in Pula, Croatia, and in Ljubljana, Slovenia.

Naslov projekta:	Boosting Educators' Competences to do Quality Blended Learning (Quality Blended Learning)
Institucija koordinatorica:	UPI Ljudska univerza Žalec
Odobrena dotacija:	201.059 €
Trajanje projekta:	24 months
Kontaktna oseba:	Tina Baloh
Elektronski naslov kontaktne osebe:	tina.baloh@upi.si
Povzetek projekta:	
<p>Blended learning, sometimes known as hybrid learning, is a teaching and learning model that has a face-to-face class or tutorial component combined with an on-line learning component. Although research suggests that students exposed to blended learning achieve better results as students in traditional face-to-face classes adult education organizations today still mainly offer traditional face-to-face classes. Adult education centers across Europe face common challenges: they deal with diverse (vulnerable) groups of adult learners, among whom many lack basic skills. In addition, adult students face obstacles in their education path such as lack of time due to family and work obligations, poor learning habits, low motivation, financial issues. It is the development and implementation of blended learning courses that can be tremendously helpful for adult education organizations to tackle the aforementioned challenges their students are facing. Consequently, educators working in the field of adult education must increase their understanding of the concept and improve their skills and knowledge about delivery of high quality blended learning.</p> <p>The project Boosting Educators' Competences to do Quality Blended Learning will equip educators with a quality handbook about blended learning and an interactive learning platform (Blended Learning Gym). The handbook (=IO1) will be based on an in-depth analysis of the target group's (=educators) needs and will present a guide in the development process of blended learning programs. It will also include examples of high quality blended learning and guidelines for its implementation. Blended Learning Gym (=IO2) will build on the handbook and is an open interactive learning resource to help educators set up their own blended learning activities. The target group of these main project results is educators (education managers, heads of departments and teachers) who will improve their knowledge and develop skills to set up blended learning activities. In addition to the handbook and the interactive platform a short-term joint staff activity will be carried out in order for teachers to learn from their colleagues who already master the craft of setting up blended learning courses.</p> <p>While developing the handbook and the blended learning gym educators will participate in various ways: they will be interviewed to examine their experience and needs with regard to blended learning, they will provide feedback after the completed training activity, they will help define the structure of the handbook, they will test the blended learning gym platform etc. A group of 14 teachers from 4 partner organizations will participate in the training and an approximate number of 120 educators will be included in these activities.</p> <p>The project results will not be limited to educators participating in the activities as described above. In order to ensure that project results are used widely the partnership will make use of its wide network of stakeholders at local, regional, national and European level. To reach these networks different activities will be undertaken such as setting up the project website and Facebook page, production of newsletters, use of existing</p>	

newsletters within the stakeholders' network, publishing articles, presentations at conferences/meeting within relevant umbrella organizations etc. Just before the end of the project six multiplier events will be held by individual partners with the aim to ensure the use of project main results, i.e. the handbook about blended learning and the interactive learning platform among different stakeholders. One multiplier event will also be held in Brussels to ensure effective dissemination at European level. An approx. number of 1500 stakeholders will be reached outside the partnership. The project results are going to be used after the project completion: the project website where the handbook will be published as well as the interactive learning platform are going to be maintained after the project is finished and accessible free of charge so that educators across Europe working in the field of adult education can use these results to set up their blended learning activities. Further, the results will be incorporated into daily work of partnership organizations and promoted among their current and future colleagues.

Alternativni povzetek projekta:

Naslov projekta:	Izobraževanje za globlje družbeno vključevanje (IGDV)
Institucija koordinatorica:	Znanstveno-raziskovalno združenje za umetnost, kulturne in izobraževalne programe in tehnologijo EPEKA, socialno podjetje
Odobrena dotacija:	110.165 €
Trajanje projekta:	24 months
Kontaktna oseba:	Žiga Dobnikar
Elektronski naslov kontaktne osebe:	dobnikar@epeka.si
Povzetek projekta:	
<p>S projektom "Izobraževanje za globlje družbeno vključevanje" (IGDV) nameravamo vzpostaviti močno mednarodno omrežje institucij, ki se ukvarjajo z izobraževanjem odraslih, posebno tistih, ki prihajajo iz socialno ogroženih skupin. Krovna naloga projekta je socialno vključevanje odraslih, predvsem beguncev in migrantov, v širšo družbo skozi celostne izobraževalne pristope, ki jih bomo v partnerskem konzorciju raziskovali in adaptirali za prenose v različna lokalna okolja. Skozi Evropo se pristopi in strategije spoprijemanja z begunsko krizo precej raziskujejo in ključno se nam zdi, da raziščemo najboljše prakse in možnosti za njihov prenos v specifična lokalna okolja. Tako bomo v projektu usposobili učitelje, ki že posredujejo nekatera osnovna znanja, za aktivno in predvsem učinkovito delo na področju izobraževanja in integracije beguncev in drugih ogroženih skupin v družbo in v končni fazi na trg dela. S tem v mislih smo izoblikovali partnerski konzorcij, ki vključuje organizacije, ki se intenzivno ukvarjajo z ogroženimi skupinami, posebno osebami z mednarodno zaščito, obenem pa imajo močne mreže v lokalnem, regionalnem in nacionalnem okolju, preko katerih bodo k sodelovanju lahko pritegnili številne strokovnjake.</p> <p>IGDV bo v usposabljanja izobraževalnega osebja vključil skupaj 95 strokovnjakov iz Slovenije, Grčije, Bolgarije, Italije, Češke republike, Španije in Velike Britanije, ki se ukvarjajo z begunci oz. izobraževanjem odraslih pripadnikov ogroženih skupin. Usposabljanja (5) bodo temeljila na neformalnih učnih metodah, fleksibilnih izobraževalnih modulih, uporabi IKT, veliki količini terenskega dela in srečanji z relevantnimi deležniki. Program usposabljanj bo dopolnjen z velikim številom vrhunskih diseminacijskih dogodkov, ki bodo vključevali 8 razstav, 3 koncerte, 8 okroglih miz, 6 novinarskih konferenc in 2 delavnici. Diseminacijski dogodki bodo zajeli širok spekter ciljnih skupin, ki segajo od beguncev preko širše javnosti do strokovnjakov in odločevalcev.</p> <p>Cilji IGDV:</p> <ul style="list-style-type: none"> — povečati kapacitete organizacij, ki se ukvarjajo z izobraževanjem odraslih oseb z mednarodno zaščito — povečati in razviti kompetence, znanja, jezikovne in mehke veščine izobraževalnega osebja, ki se ukvarja z izobraževanjem odraslih oseb z mednarodno zaščito in posledično pozitivno vplivati na rezultate izobraževalnih procesov — zbrati in raziskati primere dobrih in inovativnih praks in metod ter preučiti možnosti njihove implementacije v druga lokalna okolja; deliti rezultate med tem širšim krogom deležnikov na lokalnem, nacionalnem in evropskem nivoju s toolkitom — vzpostaviti trajno mrežo organizacij, ki se ukvarjajo z izobraževanjem odraslih in ogroženimi skupinami in skozi mrežo zagotavljati visoko kvaliteto projektov, ki bodo gradili na rezultatih IGDV 	

- spodbujati medsektorsko in interdisciplinarno delovanje
- spodbujati med-kulturni dialog, razumevanje raznolikosti in boj proti diskriminaciji in radikalizaciji v vseh družbenih sferah

S projektom bomo izboljšali kapacitete vključenih organizacij. Povečali bomo evropsko dimenzijo njihovega delovanja in predstavili dobre prakse, ki so bile implementirane na področjih, s katerimi se ukvarjajo. Prav tako bomo podali tudi smernice glede prenosa obravnavanih dobrih praks. S tem bomo naslavljali izzive, s katerimi se organizacije soočajo in podali potencialne rešitve zanje. Ta rezultat ne bo omejen le na vključene partnerske organizacije, ampak se bo preko diseminacijskih dogodkov razširil tudi na druge relevantne deležnike, ki bodo delovali kot multiplikatorji projektnih rezultatov. Ključni oprijemljiv rezultat bo izdelava toolkita, v katerem bodo predstavljene dobre prakse in možnosti njihove implementacije na drugih lokalitetah. Dodan rezultat projektnih aktivnosti bo zvišan nivo med-kulturnega in med-verskega dialoga, lažja integracija beguncev ter povečano razumevanje raznolikosti kot posledica projektnih aktivnosti in diseminacijskih dejavnosti.

Naslov projekta:	SAT (Smart Electronic System for Tracking Apprenticeships)
Institucija koordinatorica:	SKUPNOST VIŠJIH STROKOVNIH ŠOL REPUBLIKE SLOVENIJE
Odobrena dotacija:	223.812 €
Trajanje projekta:	36 months
Kontaktna oseba:	Alicia-Leonor Sauli-Miklavčič
Elektronski naslov kontaktne osebe:	alicia.miklavcic@guest.arnes.si
Povzetek projekta:	
<p>Apprenticeships at PHE level provide opportunities to build up new skills and knowledge both on and off the job. When they are of high quality, apprenticeships promote a smoother transition from school/PHE institution to work for young people, giving them a good start to their working careers. They do so by providing a good mix of basic competences and job-specific skills as well as valuable work experience. In addition, at apprenticeships such as apprenticeships, internships, etc. are usually able to earn a wage, even if small, while studying. Quality apprenticeships can also provide an attractive learning pathway for youth at risk of dropping out early from initial education. Employers also benefit as they get support to identify and train workers while adding to their productive capacity and can still form their future employees. SAT as ICT innovation is enhancing digital competences in all target groups, giving them a management and measurement tool for ensuring quality of apprenticeship. On systemic level SAT provides transparent and comparative data among different countries to support further development of apprenticeship and relation between PHE Institutions and world of work. The project aims for:</p> <ul style="list-style-type: none"> • strengthening cooperation between students / HEI / SMEs during the apprenticeships • Quick, easy and efficient way to track the progress of students • A good overview of the role of the student in the apprenticeships for mentors • Quick and easy ongoing evaluation of student progress at apprenticeships for mentors • Possibility of a quick and effective response of organizers to lack of students' progression • Directly involving the students into quality assessment of the apprenticeship • Keeping the process of apprenticeship progression transparent, comparative and paperless <p>Our QA-transfer, ICT innovation based, data-driven approach to tackling responsiveness to world of work and students is unique, and thus one of the key innovations of the project. The project is sequential:</p> <p>Stage 1: Understand the State of the Art The intention of this activity is to collate, appraise and evaluate evidence surrounding the subject of the output within specific national/regional/international systems.</p> <p>Stage 2: Propose a Management System for Apprenticeships in terms of Indicators and Criteria The consortium will propose specific process-models, as well as relevant indicators and criteria for each of the following processes: placement design, negotiation of the placement agreement, monitoring of placement progress, placement assessment, placement evaluation and certification of learning</p>	

Stage 3: Propose Technological Methods to Strengthen Management of Apprenticeships
Should the processes of apprenticeship-management be conducted entirely manually, it would be extremely time consuming and inefficient, especially were such processes to be conducted at scale. Thus, we will use roadmapping to propose a meta-data standard, ontology and a set of interlocking technologies which would allow for automatic exchange of information between VET institutions, SMEs and students.

Stage 4: Create a Tool-Prototype for Management of Apprenticeships

Based on the work done in Stage 3, the consortium will produce a tool-prototype for use in management of apprenticeships. It will consist of the following components: management of identity, apprenticeship design, recording details of placements, assigning and documenting learning activities during placement, feedback & evaluation, assessment and reporting, database of final credentials.

Stage 5: Develop and Implement a Course on Apprenticeship-Management

Apprenticeship-management isn't only about the tools, but about the competences of the persons involved in management of those apprenticeships. We will design a custom-course for SMEs covering the following topics: key features of apprenticeships, integrating placements into strategic workforce planning, gaining the support of colleagues and senior managers, finding the right provider, drawing up an apprenticeship agreement and employment contract, managing, mentoring and supporting your apprentice, assessing performance, integrating apprentices into your workforce.

Stage 6: Validation seminars and Testing beta tool in Live Environments

Seminars will bring together partners and stakeholders for a half day workshop-style meeting. During the second meetings, a protocol will be applied using a live-case example, and then will subsequently be evaluated based on (a) ability to implement the tool, (b) usefulness of the tool in describing relevant information.

The project will:

- Ensure that learning outcomes which should be achieved through work-based training are achieved
- Improve the quality, transparency and comparability responsiveness and of apprenticeships in PHE
- Improve efficiency of cooperation between WoW and PHE Institutions
- Meet the needs of employers, students and PHE Institutions in the field of ICT support tools

Naslov projekta:	Capitals of Smart Product Development (CASProD)
Institucija koordinatorica:	UNIVERZA V LJUBLJANI
Odobrena dotacija:	259.965 €
Trajanje projekta:	36 months
Kontaktna oseba:	Nikola Vukašinić
Elektronski naslov kontaktne osebe:	nikola.vukasinovic@lecad.fs.uni-lj.si
Povzetek projekta:	
<p>Emerging complexity of modern design and engineering problems and their strong interaction with nature, environment, and society led to the situation where it is no longer sufficient for an engineering professional to be only competent in the narrow field of specific engineering, solving partial engineering problems assigned to him or her. The modern engineer has to understand the whole new product/service development process and foresee all aspects of product's interaction with the environment (cultural, economic, ecological, social, psychological, etc.).</p> <p>Within the concept of Industry 4.0, the transition of mechatronic products towards smart products is key. Whereas the discussion about smart products in the context of digital production is more prominent, the shift towards the paradigm of smart products also suggests that the current way of product development needs to be adapted fundamentally. Like shown within representative studies, there is a consensus among industry experts on changing working processes and contents; new development methods, models and tools. Furthermore, many authors claim that these requirements will even lead to new job roles, comparable to the developments in the field of mechatronics in the 1990's.</p> <p>To our best knowledge, in all project countries, there is no curriculum, specialised on the smart product development, running on any education level and institution. The main goal of this project is thus to develop and accredit an innovative engineering master programme, which will teach students above mentioned trends in theory and practice of smart product development, which will foster development of their transversal skills, including working in multi-disciplinary, multi-national, and multi-cultural environments, helping them to gain real industrial and entrepreneurial experience and making contacts for their future professional careers. A special emphasis will be put on implementation of six design principles into the study programme (commonly recognised Industry 4.0 principles): Interoperability, virtualisation, decentralisation, real-time capability, service orientation, modularity. The integration will be twofold: The curriculum itself will follow these 6 principles, as well as demonstrate and teach students the use of the principles in their design engineering processes.</p> <p>The study programme will be acknowledged and ECTS awarded in all three Programme countries. The students will be able to enrol lessons at any of the three HEI partners and to migrate during their studies.</p> <p>The project itself connects the academic professionals from three universities from three different European countries, all recognised and with rich references from the field industrial and design engineering. In order to achieve the main goal of development and international accreditation of Smart Product Development Master joint master programme, the project partners will perform a series of activities and deliver a set of comprehensive intellectual outputs: Based on preliminary research results they will fully develop the joint Smart Product Development Master programme, which will give</p>	

students cross-university and internationally recognised 120 ECTS; the project partners will run the evaluation and accreditation process of the curriculum in all three involved countries. Based on the accredited programme, they will prepare a full set of necessary teaching and learning materials for the newly developed master programme. Besides this, during the project lifetime they will set-up the programme's ICT infrastructure necessary for the fluent project work and further run of the master programme. ICT infrastructure will among others include the project webpage, a digital classroom, course database and grade-book, the alumni information platform, and a VC infrastructure for communication of all academic and industrial partners and students.

The project itself will involve at least 15 professors and teachers, directly working on this project, approximately the same number of supportive industrial staff, who will not be formally involved in this project but will provide industrial and economics aspects to this project. However, the project is designed to cause a larger long-term impact to broader number of people, including academic staff, students, and industry in the region by delivering an innovative design engineering master programme, which will teach students to recognise their role and responsibilities towards the most challenging design and engineering issues of the modern world. With the interdisciplinary knowledge, given by the programme they will be able to design solutions, which will be sensitive to the increasing problems and challenges of modern global world: environmental issues, sustainability of design, migrations, integration, economic fluctuations, aging population, global ethical issues, etc.

KA219 – Projekti SP med samo šolami

Naslov projekta:	SLAVIT - Slovensko v naravoslovje treh dežel (SLAVIT)
Institucija koordinatorica:	BIOTEHNIŠKI CENTER NAKLO
Odobrena dotacija:	25140 €
Trajanje projekta:	26 months
Kontaktna oseba:	Ana Ambrožič
Elektronski naslov kontaktne osebe:	ana.ambrozic@bc-naklo.si
Povzetek projekta:	<p>Vodstvo in učitelji partnerskih šol so tekom sodelovanja v preteklih letih identificirali nekatere skupne strateške usmeritve in potrebe:</p> <ul style="list-style-type: none"> -kako razviti tako učno okolje v gimnazijskih programih, ki bo omogočalo, da dijaki razvijajo uporabno naravoslovno znanje in kritično mišljenje. -kako v togem gimnazijskem predmetniku organizirati medpredmetno projektno delo. -kako doseči, da učitelj lahko razvije nove šolske prakse -kako bogatiti živi slovenski jezik pri narodni manjšini, kjer se znanje slovenščine pri mladini izgublja, zaposlovalci pa želijo pri svojih zaposlenih znanje slovenščine in tujih jezikov <p>Željo po aktivnejšem pristopu pa nismo zaznali zgolj med pedagoškimi delavci, ampak tudi med dijaki in njihovimi starši (izvedena anketa v Naklem, junij 2016, v Celovcu in Trstu, februar 2017). Rezultati ankete so pokazali:</p> <ul style="list-style-type: none"> -dijaki si želijo zanimiv aktivnih naravoslovnih dejavnosti -več laboratorijskega in terenskega dela -želijo si mednarodnega sodelovanja -zamejski gimnazijci si želijo povezovati z matičnim narodom in obratno -starši pričakujejo, da bodo pripadniki narodnih manjšin s tem izboljšali znanje slovenskega jezika <p>Potreba po izboljšanju naravoslovnih kompetenc in povezovanja manjšinske skupnosti z matično državo pa je bila izražena tudi iz lokalnega in nacionalnega okolja (Kmečka izobraževalna skupnost (AT), Deželni uradi (IT, AT), Ministrstvo za izobraževanje in znanost (SI)).</p> <p>NAMEN projekta je razviti fleksibilno učno okolje, ki bo omogočalo doseganje uporabnih naravoslovnih znanj in bogatiti slovenski jezik v mednarodni manjšini.</p> <p>V projektu imamo dve glavni ciljni skupini: dijaki in učitelji.</p> <p>Pri dijakih želimo poglobiti znanja iz naravoslovja. Predvsem bo v projektu poudarek na medpredmetnem razumevanju naravoslovja, na aktivnih oblikah učenja in timskega delu. Skupaj z naravoslovjem, ki ga bomo poučevali v kontekstu trajnostnega razvoja, bomo razvijali kritično mišljenje, predvsem v trikotniku razumevanja narava – družba - gospodarstvo. Z atraktivnimi vsebinami bomo mlade lažje navduševali za odgovoren odnos do narave in za trajnostni razvoj, ki je ena od ciljev strategije Evropa 2020.</p> <p>Vključenim učiteljem bomo omogočili učenje novih metod in pristopov preko aktivnega sodelovanja na izmenjavah. Vsaka od šol ima neke posebnosti in prednosti, ki jih bodo učitelji na izmenjavi deležni. Spoznavali bodo delo na šolskih poligonih (BC Naklo), raziskovalno delo v drugačnih ekosistemih, raziskovalno delo v inštitutih (Trst) in razumevanje trajnostnega razvoja pokrajine (Celovec).</p>

Hkrati bodo dijaki krepili svoje jezikovne kompetence, tako kompetence sporazumevanja v slovenskem jeziku, kar bo zelo dragoceno za pripadnike narodne manjšine, kot tudi kompetence sporazumevanja v IT, DE, EN.

Glavni rezultati projekta bodo:

-Izvedene tri dvotedenske kratkotrajne aktivnosti učenja za skupino 12 dijakov (+ najmanj 6 vključenih na matični šoli) ter učitelje spremljevalce. Namen aktivnosti je pri dijakih in učiteljih spodbujati projektno in raziskovalno delo, s poudarkom na problemskem načrtovanju, izvajanju in kritičnem evalviranju, ki temelji na realnih konkretnih naravoslovnih problemih (izzivih).

- Praktični vodnik Vključitev aktivnih medpredmetnih pristopov pri poučevanju naravoslovja v gimnazijskih programih s poudarkom na kritičnem mišljenju (smernice za učitelje in vodstvo šol) , v katerem bo predstavljenih 6 najboljših učnih primerov za dvig naravoslovnih kompetenc.

- Slovar naravoslovnih izrazov v 4 jezikih (SI, DE, IT EN)

-Individualne mape učnih dosežkov

Z mednarodnim projektom bomo razvijali tudi sposobnost komuniciranja v maternem jeziku, saj sta vključeni gimnaziji s slovenskim učnim jezikom iz Celovca in Trsta, v katerih se izobražujejo pripadniki slovenske narodne manjšine, kjer slovenski jezik ni več tako živ. S projektom si želimo doseči naslednje glavne učinke:

Dvigniti naravoslovne kompetence dijakov s poudarkom na kritičnem mišljenju

Dvigniti jezikovne kompetence dijakov, z velikim poudarkom na slovenskem jeziku.

Ohraniti in nadgraditi stike med slovenskimi narodnimi manjšinami in matično državo

Nadgraditi metode poučevanja pri učiteljih z večjim poudarkom na naravoslovju in na aktivnih metodah dela ter k dijaku usmerjenem poučevanju s poudarkom na kritičnem mišljenju.

Naslov projekta:	World of Work (WOW)
Institucija koordinatorica:	EKONOMSKA IN TRGOVSKA ŠOLA BREŽICE
Odobrena dotacija:	30.910 €
Trajanje projekta:	24 months
Kontaktna oseba:	Elena Mlakar
Elektronski naslov kontaktne osebe:	elena.mlakar@gmail.com
Povzetek projekta:	<p>"World of Work" is a student and teacher based two-year project addressing the specific objectives of the Europe 2020 Strategy as outlined by European Commissioner Jean-Claude Juncker in his 2014 agenda for Jobs, Growth, Fairness and Democratic Change. The main objective of this partnership is to develop students' skills (both hard and soft) and employability and to develop teachers' ability to teach students these skills. The national coordinators of each school discussed this future project with their students and teachers during the planning phase and we realized all the schools more or less face similar challenges and needs to be addressed. The students commented that they felt unready for the world of work and that they were having hard time in focusing their attention in lessons. They also complained they were expected to focus on just academic success or vocational qualification but they felt unsure of what skills are required at the next level of education or for various professions in the world of work. Besides they had problems making decisions about their future careers. The teachers commented that they didn't know how skills can be taught in the best way in classes and assessing the acquisition of skills was a great challenge for them.</p> <p>The partnership has two primary objectives, one aimed at students and one aimed at teachers:</p> <ol style="list-style-type: none"> 1- Concerning the students; to equip them with both hard and soft skills that can encourage each student to participate effectively and constructively in the workplace and socially both inside and outside their own countries. 2- Concerning the teachers, to strengthen teacher's skills based teaching practice through transnational cooperation and by adopting innovative, effective and new methods and tools in order to bridge the gap between education and employability skills. <p>The target groups and stakeholders of this project are the students and the teachers that participate directly in the project; the other students and teachers of the 6 participating schools; the local business communities such as experts from employment bureaus, chambers of commerce, companies; other schools as local stakeholders; universities; educational authorities; families; and the students and teachers from other schools in Europe.</p> <p>The expected results are both of tangible and non-tangible character. The tangible results are: an e-book (the final product); a toolbox of skills; the project related videos created by the students; a toolbox for teaching and assessment of skills; a collection of lesson plans prepared according to the innovative lesson plan model; a board game; a promotional poster, brochure, video and the project logo; the project website; the teachers' wikispace platform; the e-twinning group; the twinspace project on e-twinning; an innovative product or service based on students' coding experience; the students' professional portfolios; the learning diaries; the online newspapers, two surveys to evaluate the success of the project, the students' blogs and the promotional video. Referring to the non-tangible results, we expect the students will become more creative and enterprising and hold a practical experience in communication and collaboration, critical thinking,</p>

problem solving, decision making, meta cognition, personal learning strategies, citizenship, life (and career) skills, personal and social responsibility, cultural awareness and expression, interpersonal and intercultural skills. Thus, the students will become more motivated to stay at school and continue with a higher education. We also expect an enormous increase in the teachers' skills based teaching practice through transnational cooperation and by adopting innovative, effective and new methods and tools.

During the two year project duration, there will take place 2 transnational meetings and 4 learning/teaching/training activities. The first transnational meeting at the beginning of project will be for planning and preparation purposes while the second will be organized for the evaluation and the sustainability of the project. In each transnational meeting the students will also be involved; and thus all the project meetings will be a unique opportunity for the participating students to explore and be equipped with the skills required in the world of work. There will also take place teacher training alongside with each meeting.

In the long term we aim at recognition of our e-book, the toolbox for teaching and assessment of skills and innovative lesson plan model as teaching materials. The project will also contribute to a well-qualified and highly motivated workforce in Europe while employers will be able to access the workforce with the skills they need. We would like to be an example for similar educational organizations and, if possible, we want to help our colleagues, all school stakeholders and NAs in promoting the Erasmus+ projects about teaching and assessing skills.

Naslov projekta:	A cup of creativity in educational process (CUP)
Institucija koordinatorica:	GIMNAZIJA PTUJ
Odobrena dotacija:	31.050 €
Trajanje projekta:	24 months
Kontaktna oseba:	Aleksandra Pal
Elektronski naslov kontaktne osebe:	aleksandra.pal@siol.net
Povzetek projekta:	
<p>The project brings together schools of secondary education from four European countries: Slovenia, Italy, Greece and Portugal. All the schools express the need to include creativity as a competence, intercultural, linguistic and digital competences in educational process. All partner countries have developed diverse social habits connected with drinking coffee, tea and milk, which serve as the basis for researching and creating. The objectives of the project are: inclusion of creativity in learning and teaching, development of social and intercultural competences and the change of teacher's perception of creativity and its evaluation.</p> <p>In order to achieve the goals, the project includes national and four transnational learning activities in the time period of 24 months. In each initial activity, the students research their local environment. The findings are presented in international groups, where they serve as the starting point for cooperative creative activities – the research of characteristics, habits, culture and economy, and presenting them in educational process. The teachers exchange examples of good practice and include creative approaches in teaching. Thus the methodology follows the pattern: researching/learning – creating – presenting/use of results.</p> <p>During the project, the website is being created, which comprises the project results: an online resource pack of creative material for classroom use, created by the participants, a collection of guidelines for assessment of creative activity, the findings of the international research of beverages drunk from a cup, and a gallery of posters, drawings, paintings, design produced by the participants. Two additional results are a smartphone application, showing the use of beverages as natural remedies and a collection of created cups. The activities and the impact are evaluated with tools created during the project. The expected impact on students is the development of creativity in learning and its transfer to other spheres of their lives; the impact on teachers is the inclusion of creative approaches in their subject syllabus. Parents realise that educational process appreciates students' creative potential. Local cultural organisations, craftsmen and entrepreneurs experience cooperation with an educational institution; their activity is presented to international audience.</p> <p>Creative activities do not end at the project completion: the website remains active and is upgraded into an online collection of examples of creative approaches in education. Schools to which the project results have been disseminated use the material and/or add their own creations.</p>	

Naslov projekta:	Lutka ima dušo (DHS)
Institucija koordinatorica:	OSNOVNA ŠOLA DOBRNA
Odobrena dotacija:	20.325 €
Trajanje projekta:	24 months
Kontaktna oseba:	ksenija ulaga
Elektronski naslov kontaktne osebe:	vodja@vrtec-dobrna.si
Povzetek projekta:	
<p>Že nekaj let na področju EU med populacijo mladih zaznavamo padec naravoslovnih kompetenc in na splošno padec zanimanja za naravoslovje. Cilj projekta je povezati lutko in matematiko ter ob dejavnostih krepiti matematične kompetence otrok starih od treh let do vstopa v šolo že v predšolskem obdobju.</p> <p>V projekt DHS so vključene predšolske institucije iz Norveške, Turčije, Slovenije in Grčije. Udeleženci projekta so strokovni delavci v teh institucijah. Projektni tim šteje 37 članov, vzgojiteljev predšolskih otrok. Projektni partnerji so izbrani posebno skrbno. Vsak od njih ima znanje in izkušnje, ki so nujno potrebne za uspešnost projekta.</p> <p>Države partnerice bodo vsaka v svoji državi pripravile zgodbo, legendo ali pravljico, ki izhaja iz njihovega okolja. Otroci bodo izdelali slikovno pismo izbrane zgodbe ter načrt za izdelavo lutke in poslali otrokom druge države. Vzgojiteljice bodo priložile predlog matematičnih dejavnosti. Z razstavo lutk ob koncu projekta v Grčiji bomo pokazali dela naših otrok skozi projekt, prikazali potek in rezultate projekta.</p> <p>Vse članice projekta bodo s projektnimi aktivnostmi iskale inovativne oblike pristopov v metodiki in didaktiki povezav lutke z matematiko. V te aktivnosti bodo vključevale starše, lokalno skupnost, društva, strokovno javnost, študente in dijake pedagoških smeri izobraževanja in učitelje. Projektne aktivnosti bodo vsebovale lutkovne predstave, delavnice in predavanja za starše, izdelavo muzeja lutk. Če želimo krepiti kompetence otrok, moramo najprej okrepiti kompetence vzgojiteljev. Zato bodo projektne aktivnosti s tematskimi seminarji in izmenjavo izkušenj najprej dvignile znanje, izkušnje in zanimanje za naravoslovje pri vzgojiteljih.</p> <p>Z opolnomočenjem zaposlenega strokovnega osebja v vseh sodelujočih ustanovah, državah v smislu mreženja, izmenjavo dobrih praks, izobraževanja bomo dvignili nivo kvalitete v predšolski vzgoji ter vzpostavili zanimanje zanjo med starši in otroki, ki v institucionalno vzgojo še niso vključeni. Prav tako bomo naglasili pomembnosti in prednosti, ki jih prinaša vključenost otrok v predšolsko ustanovo s stališča socializacije, umetnosti in matematike.</p> <p>Mednarodna raven bo pripomogla k globljemu vpogledu v matematične kompetence vseh sodelujočih, spoznavanje problemov in rešitev na tem področju, popestritev vsebine s krepitvijo lastne identitete in spoznavanjem identitete drugih, sprejemanjem drugačnosti na področju ras, jezika, barve. Prav tako bo prišlo do izmenjave kulturnih in jezikovnih posebnosti sodelujočih držav.</p> <p>Ob koncu projekta pričakujemo inovativne rešitve povezave umetnosti in matematike. Predstavili jih bomo v spletnem priročniku. Priročnik bo vseboval zbirko nalog za razvijanje matematike v vsakdanjem življenju, povezave in predloge dejavnosti za razvijanje matematičnih kompetenc ob animaciji lutke, načrte za didaktična sredstva izdelana iz odpadnih materialov, enostavne računalniške igrice z naravoslovno vsebino ter sklop dejavnosti, ki jih izvajamo v gozdu. Posledično pričakujemo dvig zastopanosti matematičnih aktivnosti tako kvalitativno kot kvantitativno v izvedbenih kurikulah vseh</p>	

sodelujočih ustanov. Priročnik bo dosegljiv na spletni strani projekta in predstavlja trajen in pomemben model za vpeljavo novih didaktičnih pristopov v prakso ter njegova uporaba dviguje zanimanje za matematiko pri otrocih, strokovnim delavcem pa ponuja nekaj predlogov za delo na tem področju. Namenjen bo strokovnim delavcem v predšolski dobi, staršem, študentom, dijakom pedagoških smeri.

Naslov projekta:	MODERN CLASSROOMS MODERN EDUCATION (MCME)
Institucija koordinatorica:	OSNOVNA ŠOLA BELTINCI
Odobrena dotacija:	28.240 €
Trajanje projekta:	24 months
Kontaktna oseba:	Sonja Kepe
Elektronski naslov kontaktne osebe:	erasmus@osbeltinci.si
Povzetek projekta:	
<p>CONTEXT</p> <p>The project was created in response to two basic needs identified at the level of the schools involved - the need to boost students' motivation and consequently their school results and the need to promote intercultural dialogue among people from different countries and backgrounds, in a European context which is now facing great challenges. Therefore, the purpose of this project consists of two apparently distinct directions. On the one hand, we want to get students more involved in their own learning by having them use the computer in their studying, thus improving their results and performance. On the other hand, we want them to experience what it means to be European, to expose them to different ways of thinking, values and beliefs. The partnership includes 5 schools – SI, RO, IT, GR, TR.</p> <p>AIM: to improve students' motivation, involvement and school results and to promote intercultural dialogue</p> <p>OBJECTIVES</p> <p>The objectives we envisage are:</p> <ol style="list-style-type: none"> 1. to involve students in their own learning with a view to attaining better results and becoming more motivated; (at least 40 percent from the target group will improve their school results) 2. to develop students' transversal skills - numeracy, computer literacy, critical and creative thinking, personal and social capability; (at least 30 percent of students will improve these skills) 3. to develop intercultural understanding and acceptance; (at least 60 percent of students will have better knowledge of other cultures) 4. to develop communication skills in English; (the 100 participants, students and teachers, will improve communication skills in English) 5. to promote European values and develop cohesion among European citizens. (measurable by analysing students' and teachers' attitudes to other cultures, as seen in the post-LTTA feedback) <p>MAIN ACTIVITIES</p> <p>C1 - Feb 2018 - IT - Topic: Using software to create fun lessons; Customs and traditions</p> <p>C2 - May 2018 - RO - Topic: Using online tools to create quizzes; Maths</p> <p>C3 - Oct 2018 - GR - Topic: Using online tools to create booktrailers; Literature</p> <p>C4 - March 2019 - SI - Topic: Digital tools for artwork; Religious Studies</p> <p>NUMBER AND PROFILE OF PARTICIPANTS</p>	

64 students aged 11-13 from the 5 schools, selected from the target group of 250. The students come from very diverse backgrounds - urban and rural - and have a variety of ethnic and religious backgrounds, which makes the project even more appealing.

36 teachers of ICT, English, Maths,

METHODOLOGY

The project is designed to cover 5 main areas:

A1. Project management – includes monitoring and evaluation, risk management, financial management, cooperation and communication strategy that will be applied throughout the project. 2 TMs are included, 1 at the beginning, and 1 at the end of the project.

A2. Implementation of activities - involves selection of participants, preparatory training sessions, participation in exchanges

A3. Elaboration of ICT lessons - done prior to the exchanges by each partner institution

A4. Dissemination - dissemination will be a continuous process that involves the sharing of both tangible and intangible results at local, regional, national and international levels, using a variety of channels and addressing school and non-school audiences

A5. Follow-up and sustainability - each school selects a group of teachers to implement the new methods during regular class work. The success is measured comparatively against the results and level of satisfaction of students who learned the same contents without digital instruments. Then another school in each area will be supported to include digital tools during class work in the next year.

RESULTS AND IMPACT

Students will improve knowledge in terms of ICT tools for educational purposes, practical skills related to designing mini-lessons, storytrailers, digital projects, online quizzes, digital artwork, motivation, school results, experience another culture, increase adaptability, self-awareness and awareness of cultural differences which make Europe so diverse, and yet unitary.

Teachers will have the chance to exchange good practices, teaching methods, opinions and will improve English and digital skills, organisational skills, teaching methods and tools.

Schools will promote a positive self-image and become more visible in the community.

They will gain project management experience and will set examples for other schools to apply for projects. They will also become more cohesive and a positive atmosphere will be created among the members.

Naslov projekta:	Experiencing Diversity through Art ()
Institucija koordinatorica:	OSNOVNA ŠOLA BRŠLJIN
Odobrena dotacija:	24.015 €
Trajanje projekta:	24 months
Kontaktna oseba:	Natalija Globevnik
Elektronski naslov kontaktne osebe:	natalija.globevnik@brsljin.si
Povzetek projekta:	
<p>Primary school Bršljin (Slovenia), Zespół Szkoly i Gimnazjum im. Władysława Orkana w Niedzwiedziu (Poland) and Agrupamento de Escolas de Castro Marim (Portugal) established contact via the eTwinning platform and decided for an international cooperation in the two-year project entitled "Experiencing Diversity through Art". The schools have students from different cultures and we respect diversity, so we selected social inclusion as a project priority. Using art as a medium for creative expression, the students will learn about, explore and experience cultural diversity. The theme is migration, so we are interested in literary stories and poems on this theme and the life stories of people who have migrated. We believe that their experiences will help us establish the conditions for successful social integration of students from foreign language environments. The participants of the project are students and core group teachers of each school. The students, aged from 12 to 15, who can communicate in English, and especially the students from foreign language environments will be included. 6 students and 3 teachers from each school will attend the exchanges. We will encourage especially those students who have fewer opportunities for mobility. The international project's aim is to encourage the participants to actively use English and to multilateral use of ICT in communication with the partner schools. The teachers will upgrade their professional development, as the project will require continuous and in-depth performance. We expect that the teachers of the partner schools will exchange teaching methods and experience in working with students, enrich their practice with adding new knowledge into their own teaching, and encourage the active role of students in sharing experiences, reflections and discussions. We expect that this cooperation will not only have an impact on the participants, but also on other students, their parents, other teachers and the local communities of the schools. The two-year project is based on 4 meetings which include the experiential learning, demonstrations, practical work, reproducing and excursions. Between the exchanges, the partner schools are going to carry out the interim activities in which a set of classical methods and RWCT techniques (Reading and Writing for Critical Thinking) will be used. In October 2017, Slovenia is going to host a 3-day meeting for teachers of the partner schools' core teams. We are going to define the programme using the methods of discussion, argument and simulation of social situations. Afterwards, the interim activities will include the research and reading the selected book on migration, creating works of art, short stories and poems on migration, presentation of all three schools and countries, and presentation of stories of students from foreign language environment. In March 2018, Primary school Bršljin is going to organize a five-day meeting of partner schools' students and teachers. Some of the activities are the social evening, attending classes, visiting Novo mesto, learning about the story of the person who has migrated to Slovenia, participating at the "Poetry Night" event, excursion in Slovenia and discovering the Slovenian culture, artists and cultural institutions. The focus of the interim activities from April to September 2018 is writing letters, reading the second book on</p>	

migration, written by national authors of each country, and the book's summary in English. In October 2018, a five-day meeting is going to be in Poland. The students are going to learn about the story of the person who has migrated to Poland, share opinions on books they have read, create a joint theatre play, have an excursion to Zakopane and Witkacy Theatre, learn about the Polish culture and learn a Polish dance. November 2018 to April 2019 interim activities include writing letters, reading poetry on migration, translating the selected poems to English, writing original poems, and creating art poems and kamishibais on migration. The final five-day meeting is going to be in May 2019 in Portugal. The plan is socializing and learning about the story of the person who has migrated to Portugal, presentation of poems, creative poem writing workshop, attending classes, creating the cover for the final publication, excursion to Castro Marim, discovering the Portuguese culture and drawing conclusions about the project. Articles on the progress of the project will be published on the schools' websites and in local media. After the exchanges, we will create an online publication in 4 languages (Slovenian, Portuguese, Polish and English). At the end of the project a printed publication in English will be issued. After the project, we expect to use the students' products, videos and the publications in our work within the curriculum. With publishing on eTwinning we want to raise awareness about migration and the importance of social inclusion despite the cultural differences.

Naslov projekta:	Do you speak Culture? - Appreciate Diversity to integrate culturally diverse students. ()
Institucija koordinatorica:	OSNOVNA ŠOLA GUSTAVA ŠILIHA, VELENJE
Odobrena dotacija:	24.455 €
Trajanje projekta:	24 months
Kontaktna oseba:	Karin Sirovina Dvornik
Elektronski naslov kontaktne osebe:	karin.dvornik@gmail.com
Povzetek projekta:	
<p>The 21st Century has already been defined by the most widespread migration of people into Europe in more than 100 years, coupled with existential threats to our moral, spiritual and cultural conventions. Schools are clearly the only agency through which every young person in our continent can learn how to live side by side, shoulder to shoulder with other young people from different cultural backgrounds and life experiences, young people displaced from their countries of birth for political and economic reasons, reasons outside of their own control. Schools must be a beacon of community cohesion as the very fabric of our future societies depends upon the successful management of new arrivals into our education systems, bringing with them new customs and traditions that enrich our already diverse continent. We need to successfully remove cultural and linguistic barriers for our immigrant communities, promoting community cohesion at the heart of all that we do, after all these are the very values of tolerance, collaboration, innovation and invention that have transformed Europe into the international cultural superpower that it is today. Posing the question 'Do you speak culture?' will give our students the opportunity of appreciating their own cultural identity and understanding that of other peoples, in this equitable way we will promote cultural exchange and mutual understanding in the spirit of cooperation, solidarity and mutual respect.</p> <p>Students will investigate whether and how refugees and economic migrants have retained, their traditions, their customs, their mother tongue in their new homelands and in what way their traditions and customs may have been transformed by their new realities. This exploration will take the form of workshops, on-line platforms and conferences, art work and creative publications, festivals and seminars, a celebration of all that is vibrant and diverse in our school communities.</p> <p>Students from schools in Italy, Great Britain, Romania, Poland, Slovenia and France will have the opportunity to attend four international conferences, each with a focus upon different curriculum areas, additionally there will be two further international meetings for teachers from all six countries to plan and evaluate collaboratively the impact of their work and findings.</p> <p>We believe this project will provide immeasurable opportunities for teachers in all six partner countries to pool their ideas and their resources, to share best practice and increase their repertoire of teaching methods, to upgrade and to deepen skills in this professional field.</p> <p>Moreover, the materials created in the project will be used in language classes and other subjects during subsequent years, ensuring provision for future students learning in a second language in all our schools is permanently transformed to a higher standard. Children from different starting points will properly have the chance to excel at school both academically and socially in spite of the political landscape that has impacted upon their schooling and development thus far.</p>	

We will raise standards, improve outcomes in teaching and learning and forever embed an international dimension into the curriculum that promotes fundamental European values whilst equipping all our young people to live and work successfully in a global society, free from prejudice, free from cultural misunderstandings and free from barriers to learning. Do you speak culture, or do you learn it? Let's find out.

Naslov projekta:	Happy People Will Change the World ()
Institucija koordinatorica:	OSNOVNA ŠOLA KOLEZIJA
Odobrena dotacija:	29.850 €
Trajanje projekta:	26 months
Kontaktna oseba:	Nelly Tiran
Elektronski naslov kontaktne osebe:	nelly.tiran@guest.arnes.si
Povzetek projekta:	<p>The world with its quick and demanding dynamics put all of us into stressful situations daily. People have difficulties to manage life's challenges, they struggle to find joy in every day routines. Scientific researches prove there is more and more depression and other health issues among youngsters, the society is becoming passive and apatic. At the same time school, as a polygon of different social interests, demands of authorities, children's needs, teachers' ideals and expectations, parents' ambitions, ... just reflects the situation in all its complexity. Children are emotionally unequipped, behavioral, concentrational problems, aggression is rising. A dissatisfaction in bigger or smaller extend is present on all parties included – children, teachers and parents - which in Slovenia was demonstrated also by the last Timss and Pirls analysis.</p> <p>With our project we want to react on that. The team consists of 6 primary and secondary schools from 6 countries: Slovenia, Italy, Poland, Spain, Portugal and Latvia. The goal of our project is to increase the levels of happiness about school and life in general in pupils and also in teachers. Happiness of people is somehow put aside and yet we all know that only happy individuals compose a healthy, creative, emphatic and active society. We want to bring new qualities in school to make a step towards it. Happy people strive for personal improvement and lifelong learning, they are more involved citizens, they can literally change the world - for better! - so our title HAPPY PEOPLE WILL CHANGE THE WORLD explains it all.</p> <p>We can't change the reality but we can work on ourselves, equip ourselves with necessary tools and skills to cope with reality and change our perspective and attitude towards the situations around. We see an answer in mindfulness concept which positive effect on well being of practitioners was confirmed by many researches. It approaches to an individual in hollistic way and gives importance to all segments of a human being, paying attention not only to a brain but also to person's body, emotions, feelings, sensations, senses, character qualities ... How can this make us happier?</p> <p>With emotional education we want to teach pupils to recognize the emotions, to accept them and to gain necessary strategies for expressing them in right manner. We will use different media like movies, cartoons, poems to approach the subject and later gain knowledge and tools via discussions, groupwork, peer to peer learning, individual introspection, social games. According to psychologists emotions should be taught in school because this increases interpersonal skills, school performance, self-control, it empowers understanding, empathy, social inclusion which all lead to more satisfaction with ourselves, the surrounding and life in general. With different meditation, breathing and concentration exercises pupils will increase work focus and emotional regulation, they will learn how to be in a moment, how to feel, observe, see, listen, be patient, see the beauty ... which newaged children lack. By different relaxation techniques they will learn how to manage stress. We will implement activities to rise motivation, break the routine and involve body, movement and senses in learning. All activities will strenghten personal</p>

qualities like joy for learning, compassion, curiosity, creativity, ... which again will contribute to a bigger sense of a personal happiness and satisfaction.

The important part of our project is involving teachers in all these processes as participants, target group and carriers of activities because as key factors of all further class actions their happiness is of great importance. If a teacher is happy, miracles happen. They will gain important skills and competences on methodology related to our project topics but through mindfulness practice they will also work on themselves and their happiness, so they will go through their own personal transformation which will bring them more satisfaction about their job, better efficiency, better connection with pupils and more self-compassion.

Creative expressions through art, music, movement, theatre will bring different results (poems, drawings, motivational quotes, international garden, sculptures, motion videos, games, multi-sensory cards, ...) but the most important will be our webpage with all the content and results available to the public and 2 printed brochures, one on the emotional work and other as a collection of all mindfulness, breathing and concentration exercises practised during the project, both also in digital form freely available on the internet.

With this project we will try to build a philosophy of a new modern school. It is only a beginning but new competences, experiences, new connections will certainly push us forward to continue our work in a search for learning environment which will be responsive to the dynamics of time and especially to the needs of all actors involved in education.

Naslov projekta:	Jaz in Ti v Družbi (MY Society)
Institucija koordinatorica:	Osnovna šola Milojke Štrukelj Nova Gorica
Odobrena dotacija:	40.570 €
Trajanje projekta:	36 months
Kontaktna oseba:	Suzana Harej
Elektronski naslov kontaktne osebe:	suzanah@osms.si
Povzetek projekta:	
<p>Triletni projekt Jaz in Ti v Družbi povezuje tri partnerske šole: OŠ Milojke Štrukelj Nova Gorica iz Slovenije, Colegio Villa Fátima iz Španije in PS "Elisaveta Bagriana" iz Bolgarije. Slovenska šola je šola prijaviteljica in hkrati pobudnica za izvedbo tega projekta. Za sodelovanje smo se odločili iz predhodnega dopisovanja, iz katerega smo razbrali, da se soočamo s podobnimi problemi medvrstniškega nasilja in želimo izboljšati lastno delovanje na tem področju, hkrati pa smo začutili pripravljenost za delo in zagnanost za doseg cilja.</p> <p>V projekt bo vključenih približno 130 učencev v starosti od 12 do 15 let ter vodstvo in strokovni delavci partnerskih šol.</p> <p>Želimo pripraviti enoten triletni program z naslovom "Več kot spričevalo", ki bo sestavni del kurikula šole. Uporaben bo za vse šole, ki želijo načrtno izvajati aktivnosti za dvig samopodobe s ciljem zmanjšanja medvrstniškega nasilja. Program bo vseboval delovne liste za učence, priročnik za učitelje in evalvacijske vprašalnike.</p> <p>Cilj našega projekta je usposobiti učitelje z metodo izkustva ter izvesti delavnice in refleksije za učence, s katerimi bi razvijali socialne kompetence za zmanjšanje medvrstniškega nasilja, kar bi zajemalo:</p> <ul style="list-style-type: none"> - spoznavanje in sprejemanje lastnih občutkov, čustev in vrednot, - spoznavanje in sprejemanje medosebnih, medgeneracijskih in kulturnih različnosti, - spoznavanje metod reševanja konfliktov in izražanja negativnih čustev, - razvijanje občutka pripadnosti šolski skupnosti in spodbujanje domoljubja. <p>S projektom želimo izpostaviti potrebo po daljšem času namenjenem izvajanju vzgojnih dejavnosti v oddelčni skupnosti.</p> <p>Iz raziskav smo razbrali, da na zmanjšanje nasilja občutno vpliva stopnja občutka lastne vrednosti pri učencih, le-to pa ima posledično vpliv tudi na izboljšanje učnega uspeha učencev in redno obiskovanje pouka. Zato pričakujemo, da bodo dolgoročni rezultati našega projekta to, da bodo učenci v manjši meri posegali po različnih odvisnostih in bodo odrasli v samostojne in aktivne državljane.</p> <p>Pripravili bomo tudi primerjalno analizo stanja vzgojne problematike in občutka lastne vrednosti med oddelki učencev vključenimi v projekt in učencev iste starosti, ki ne bodo vključeni v projekt.</p> <p>Rezultati projekta bodo javno objavljeni na spletni strani projekta (https://twinspace.etwinning.net/32394/home) in bodo namenjeni uporabi vsem zainteresiranim šolam.</p> <p>V projektu načrtujemo izvedbo treh izmenjav učencev. Učenci bodo na mednarodnih aktivnostih aktivno sodelovali s predstavivami, na delavnicah in timskem delu s sovrstniki iz drugih držav. S tem bodo pridobili na samopodobi in izboljšali aktivno rabo tujega jezika. Izvedli bomo tudi štiri mednarodne dogodke za usposabljanje strokovnih delavcev. Z obiskom in aktivnim sodelovanjem s partnerskimi šolami bomo udeleženci začutili in</p>	

spoznali posebnosti izobraževalnih sistemov in način življenja v različnih kulturah, kar bo vplivalo na našo splošno razgledanost, sposobnost sprejemanja in prilagajanja.

Naslov projekta:	Developing Social Competences of Children with Early Childhood Language Learning ()
Institucija koordinatorica:	OSNOVNA ŠOLA PREŽIHOVEGA VORANCA BISTRICA
Odobrena dotacija:	27.600 €
Trajanje projekta:	24 months
Kontaktna oseba:	Andrej Nemec
Elektronski naslov kontaktne osebe:	andrej.nemec@guest.arnes.si
Povzetek projekta:	<p>Multiculturalism is a challenge of modern time and the education for a multicultural world has to begin at pre-school level, since this period is crucial for moral and value system development at children. Language is a essential for entering a multicultural society. In terms of language, there are both important, the mother tongue and a foreign language. Foreign language enables communication, collaboration and the insight into other cultures, values and erases fear and prejudices towards others. In kindergartens learn children through games, own activity and learning by doing and those are fundamentals for the childs' development in a multicultural society. On those grounds we established a partnership between five countries (Slovenia, Estonia, France, Italy, Bulgaria) who face the same challenges and share the same views and values. We identified those through a questionnaire and with sharing ideas online. Such analysis of present situations in participating countries showed that kindergarten educators don't have sufficient knowledge and skills for activities, which would stimulate early childhood language learning. Futher more, they don't even have specific opportunities for social skills development at their children, which are essential for tolerance and acceptance of other cultures. All partners share serious lacks in early childhood language learning, since there is no systemmatical approach (activities for early childhood language learning are up to individual kindergartens and mostly connected with financial expenses for parents), whereas educators and parents are interested in early childhood language learning and recognize the benefits of such activities and feel the need for such education at their children. Main objectives of our project are:</p> <ul style="list-style-type: none"> - social skills and competences development at children with learning by doing (NTC learning, movement, art, social games, ICT and robotics, math and creativity, singing, learning cards, reading backpack) in indirect interaction with fellow children from different countries, - improving English skills at the kindergarten staff (1st year will be a special focus on English lessons for kindergarten teachers; those lessons will be carried out by school teachers or volunteers for all kindergarten teachers and will be free of charge; 2nd year kindergarten teachers will use that knowledge in direct activities with children and continue their lessons on an advanced level), - multiculturalism promoting with exposure to foreign language and early childhood language learning. <p>Project goal realisation will be assessed by qualitative (formative assessment, recordings, diaries, interviews, ...) and quantitave (English skills, parents' satisfaction with the activities, teaching and learning material, ...) methods. We will involve approximately 1000 participants in the project activities (children, educators, parents, school staff for kindergartens next to schools, representatives of local communities and educational institutions).</p>

Educators will share their experience, prepare learning activities, presentations on teaching methods and apply those teaching methods. As a main product, we will publish an e-manual, which will stimulate the development of social values for an successful social integration and promotion of those values. The written content (songs, descriptions, observations) will be written in English and the native languages.

We see an added value and sustainable impact of our project in providing a model for early childhood foreign language learning in rural areas with limited resources for children and parents, so they have the opportunity to be integrated into today's multicultural society. Further more, we expect that English language learning will become a daily part of the kindergartens' activities with positive sustainable impact on their social skills, multicultural understanding, empathy skills and their improved ability to learn foreign languages in their future school lives and lessons.

Naslov projekta:	Od zrnja do življenja ()
Institucija koordinatorica:	ŠOLSKI CENTER POSTOJNA
Odobrena dotacija:	52.490 €
Trajanje projekta:	36 months
Kontaktna oseba:	Dolores Keš
Elektronski naslov kontaktne osebe:	dolores.kes@scpo.si
Povzetek projekta:	
<p>Projekt, vertikalno, naslavlja tri ključna področja:</p> <ol style="list-style-type: none"> 1. naravoslovje, 2. IKT in 3. podjetništvo. <p>Horizontalno pa se projekt osredotoča na:</p> <ul style="list-style-type: none"> - multidisciplinarnost in - zgodnjo karierno orientacijo. <p>Za vsa tri področja v vertikalni bomo v času projekta izvedli delavnice, ki bodo del teden dni trajajoče mobilnosti za dijake in učitelje. Pred samo izvedbo delavnic, bodo dijaki pridobivali in razvijali svoja strokovna znanja skozi različne predmete programa gimnazije. Delavnice so ciljno usmerjene, s prečno temo "hrana" in posameznimi tematskimi sklopi, ki je obravnavana skozi različne aktivnosti (predvsem poizkuse, eksperimente) znotraj tematskih sklopov pri naravoslovnih predmetih (kemija, fizika, biologija). Področju naravoslovja, ki ga razvijamo skozi vsa tri leta projekta, smo dodali še IKT in podjetništvo. Kompetenco IKT moramo konstanto razvijati, saj se orodja z razvojem tehnologije ves čas spreminjajo, dodatno pa bomo pri dijakih naše šole razvijali specifično področje znotraj IKT, in sicer multimedijo. Podjetniško kompetenco bomo skozi projekt razvijali, vsaj sprva, v konceptu hrane, saj dijaki gimnazijskih programov tovrstnih vsebin, z izjemo izbirnega predmeta ekonomije, nimajo. Predpostavlja se, da bodo dijaki splošnega izobraževanja nadaljevali z izobraževanjem na terciarni ravni, vendar za vse to ne velja, pa delež neuspešnih ni zanemarljiv. Tem dijakom predvsem želimo omogočiti dodatna znanja, ki bi jih morebiti v kasnejšem obdobju uporabili na trgu dela.</p> <p>S prepletenostjo delavnic, različnimi aktivnostmi in prečno temo prehrana, smo si zadali cilj vzpostavitve testnega modela multidisciplinarnosti. Tako za dijake kot učitelje bo to prva izkušnja, ocenjujemo pa, da je potrebna in nujna, zaradi pričakovanih vsebinskih sprememb predmetnika gimnazije. Z vključevanjem strokovnjakov iz trga dela in zunanjih deležnikov v proces projekta, bomo dijakom že v fazi srednješolskega izobraževanja ponudili možnost iskanja različnih opcij za ustvarjanje prihodnje kariere.</p> <p>Cilji projekta:</p> <ul style="list-style-type: none"> - razvoj kompetenc na področju naravoslovja, digitalne pismenosti in podjetništva, - spodbuditi dijake k vključevanju v naravoslovne predmete, - razvijati multidisciplinarnost, - razvijati zgodnjo karierno orientacijo in - razvijati sposobnost priprave strokovnih besedil in kritičnega mišljenja. 	

Naslov projekta:	Z glasbo v življenje (ML)
Institucija koordinatorica:	ZAVOD SV. STANISLAVA za vzgojo, izobraževanje in kulturne dejavnosti
Odobrena dotacija:	45.525 €
Trajanje projekta:	36 months
Kontaktna oseba:	Damijan Močnik
Elektronski naslov kontaktne osebe:	damijan.mocnik@stanislav.si
Povzetek projekta:	
<p>Glasba je eden od pomembnih temeljev evropske kulturne in umetnostne identitete, zato je nujno, da skrbimo za njen razvoj in napredek. Prav na področju srednjega šolstva je glasbena dejavnost močno deficitarna in kot taka potrebuje posebno skrb in animacijo z novimi projekti. Odločili smo se, da s skupnim projektom nadgradimo samostojno delovanje orkestra in zborov na Škofijski klasični gimnaziji in na Glasbeni gimnaziji Frederika Chopina, si dirigenti in drugi učitelji med sabo izmenjamo dobre prakse, se seznanimo z načinom dela v drugi državi, pripravimo dobre koncerte in tako povečamo motivacijo dijakov za sodelovanje v orkestru, izoblikujemo gradivo za uporabo pri delu z orkestrom ali zborom ter razvijemo delavnice za predšolske otroke, ki bi spodbujale ukvarjanje z glasbo in pozitivne učinke le-tega.</p> <p>Oba orkestra in zbor bodo skupaj lahko izvedli tudi zahtevnejše in obsežnejše instrumentalne, vokalne in vokalno-instrumentalne skladbe, ki jih vsak zase ne bi mogli. Gimnaziji sta se obvezali, da bosta po avdicijah na začetku šolskega leta sestavile godalna orkestra in zборе z uravnoteženo zasedbo instrumentov in glasov. Glasbene skupine bodo imele od sredine septembra do začetka marca, ko bo 1. skupno srečanje, redne tedenske vaje, po potrebi tudi izredne. Po koncu 1. srečanja se začnejo priprave za naslednje srečanje in ta cikel traja ves čas projekta. Po 3 letih in evalvaciji projekta sledi pogovor o novih načinih delovanja za kvalitetno rast vseh glasbenih skupin. Po opravljenih avdicijah dirigenti izberejo repertoar za samostojni del nastopa. Dogovorjen je vsebinski okvir samostojnega repertoarja. Skupni del bo v časovnem okviru obsegal 40-50% koncertnega programa in bo izbran takoj, ko bodo dirigenti ugotovili kvalitetno raven svojih zasedb, najkasneje pa do 30. novembra 2017, da se do marca 2018 oba orkestra ter zbor kvalitetno pripravijo. Za 2., 3. in 4. srečanje se skupni repertoar izbere čim prej, najkasneje pa do začetka novega šolskega leta. Orkestra nastopata združena, zbor pa vsakokrat zagotovi šola gostiteljica. Po potrebi (glede na izbran repertoar) bomo k godalnemu orkestru vključili tudi druga glasbila ali oblikovali manjše instrumentalne sestave. Izmenjave dijakov, katerih vrhunec bo skupni koncert, bodo potekale predvidoma spomladi in jeseni. V vmesnem času poteka delo na TwinSpacu, za katerega so v prvi vrsti odgovorni člani novinarsko-kulturne skupine in njihovi mentorji, in dogovarjanje med koordinatorji ter dirigenti. Za kvalitetno in prepričljivo koncertno izvedbo so potrebne intenzivne skupne priprave, zato so le te pomemben del izmenjav. Na njih se vzpostavlja nova dinamika, ko se glasbene skupine zgledujejo druga po drugi in se poskušajo v vseh elementih glasbenega poustvarjanja poenotiti in izpiliti. Zelo pomembno je, da se dijaki spoznajo med sabo, postanejo prijatelji, zato bomo na srečanjih krepili tudi socialne veščine. Člani orkestrrov in drugi sodelujoči dijaki se bodo v času izmenjav seznanili tudi z zgodovino, geografskimi značilnostmi, jezikom in sodobnim življenjskim okoljem gostiteljskega naroda.</p> <p>Dijaki bodo aktivno vključeni v vse faze projekta od načrtovanja, izbire repertoarja, organizacije vaj in nastopov, priprave koncertnih listov, do promocije in širjenja projektnih</p>	

rezultatov. Pri komuniciranju in razširjanju ideje ter rezultatov projekta bomo uporabljali vse možnosti od e-pošte, Skypa, Facebooka, Youtuba, eTwinninga ... V projekt bomo vključili tudi druge umetniške zvrsti: grafično oblikovanje (priprava plakatov, koncertnih listov ipd.), film (snemanje vaj, priprav ter nastopov in izdelava kratkih filmov), likovne delavnice (slikanje ob glasbi – glasbena govorica vzpodbudi likovno ustvarjanje), literarno ustvarjanje (prispevki za revijo dijaško Kažipot). Poleg glasbenikov bodo v projektu sodelovali tudi dijaki novinarsko-kulturne skupine, ki bodo skrbeli za promocijo projekta, razširjenje projektnih rezultatov ter bodo sodelovali tudi na posameznih delavnicah. Od učiteljev bodo v projekt vključeni dirigenti obeh šol ter učitelji glasbe in nekaterih drugih predmetov (kot mentorji dijakom novinarsko-kulturne skupine). Učitelji, vključeni v projekt, bodo imeli dve skupni usposabljanji, na katerih bodo izmenjali dobre prakse in gradiva, prisostvovali pouku na drugi šoli, izvedli učno uro, se udeleževali delavnic ter razvijali delavnice za vrtčevske otroke, namenjene zgodnjemu ukvarjanju z glasbo. Za nemoten potek projekta bosta skrbela koordinatorja ob pomoči drugih vključenih profesorjev. V času trajanja projekta bodo izvedeni 4 mednarodni projektni sestanki, komunikacija pa bo poleg srečanj potekala redno preko elektronske pošte in Skypa. Zaradi zanesljivosti in velike želje po sodelovanju zapletov ne pričakujemo, želimo pa si čim več pozitivnih učinkov.

V okviru projekta bomo pripravili delavnice in gradiva, ki jih bomo delili naprej, kar zagotavlja trajnost projektnih rezultatov. Po koncu projekta pa želimo ohraniti tudi sodelovanje med šolama.

KA201 – Projekti SP na področju splošnega izobraževanja

Naslov projekta:	Three Dimensions of Inquiry in Physics Education (3DIPhE)
Institucija koordinatorica:	UNIVERZA V LJUBLJANI
Odobrena dotacija:	371.288 €
Trajanje projekta:	36 months
Kontaktna oseba:	Mojca Čepič
Elektronski naslov kontaktne osebe:	mojca.cepic@pef.uni-lj.si
Povzetek projekta:	
<p>Pupils recognize the physics as one of the most boring, not understandable, irrelevant and therefore one of the most “hated” subjects across Europe. On the other hand, the physics is the fundament for further studies of science and technology that enrol lower number of students than needs of the society are. The inquiry based learning (IBL) practice, where pupils are actively involved in experimentation and become responsible for construction of own knowledge, improves pupils attitudes and motivation for physics. Therefore, the main goal of 3DIPhE with a long-term effect is an improvement of IBL approach in physics by training the teachers-practitioners in practitioner inquiry (PI).</p> <p>PI is the approach that allows for verification of personal practice teachers believe in as successful, or to find reasons for the lack of success in a different situation. Teachers are trained in collecting evidence, the analysis of this evidence and in drawing conclusions based on material data. Through this process, the physics teacher acquires evidence for the quality of her/his IBL approach in the teaching and learning process in the physics classroom. Such evidence substantiate reasons for application of IBL and offer a moral support to additional work required for this approach. Evidence can be used to persuade authorities at the school and other stakeholders for the benefits of IBL and sometimes to the IBL related expenses. Nevertheless, the teacher that has deeply inquired her/his own practice is more competent than the teacher who does not do any inquiries on her/his actions. The teacher that regularly inquires her/his practice is also more motivated to correct or improve her/his actions. Consequently, we expect that after the 3DIPhE experience, the teacher will use the IBL more frequent, resulting in improved pupils’ attitude toward physics and pupils’ learning outcomes.</p> <p>Several activities in the project lead to this goal. Teachers join professional learning groups (PLG) established in each country. PLGs are under supervision of coaches that help teachers to frame the inquiry problems, decide on modes of collecting evidence, the collected data analysis and in drawing conclusions. The coaches are focused on education and training of teachers to become independent inquirers of their own practice and to use the PI as a regular practice in self-evaluation. The coaches of PLGs are during the transnational training by sharing expertise among partners and in local training transfers of expertise in each partner institution. They are also trained in educational design research (EDR) that provides strategies and procedures for collecting evidence for PI problems, in various approaches to PI and in modes of coaching PLGs, where PI results are planned and discussed through entire life if the project.</p> <p>The outcomes of the projects are manifold. At the beginning of the project the expertise needed for successful implementation of PI by teachers and the consequent continuous improvement of their approaches in teaching physics is dispersed among partners. Some partners are experts in IBL, some in PI, some in coaching PLGs and some in EDR. At the end</p>	

of this project all partners' institutions will have experts in all dimensions of inquiry and this expertise is later used to train and coach the teachers in PI of IBL in physics classroom. Besides, "The Training of Coaches" and "The PI Training" including e-books openly available, will be developed and prepared by the end of the project. The shared expertise and the materials allows partners to implement the training courses for active teachers as well as to offer Erasmus+ KA1 courses beyond 3DIPhE. Partners will consciously include the new expertise to trainings of pre-service and in-service teachers providing the long-term sustainability of 3DIPhE results and their application in school practice.

The projects results are comprised in four intellectual outputs:

a) "The EDR Framework" of design principles for three dimensions of inquiry: the IBL practice in physics, the PI and the inquiry of coaching PLGs process, in a form of a PDF document.

b) "The Training for Coaches" that includes: strategies for coaching PLGs based on the overarching framework provided by EDR.

c) "The PI Training" for physics teachers using IBL with "The PI Guide" as an e-book on strategies for collecting evidence-based on the EDR as well.

d) The set of IBL materials for teaching and learning physics called "Classroom Examples" as a source for a start of PI and reporting good practices examples as an e-book.

Intellectual outputs of 3DIPhE project are the basis for sustainable use of 3DIPhE results after the end of the project. Trainings and the modes of support for teachers and other stakeholders improve the pupils' attitude toward and learning of physics and are transferable to other STEM disciplines at all levels of pre-university education on the long-term scale.

KA202 – Projekti SP na področju poklicnega izobraževanja in usposabljanja

Naslov projekta:	FARming as an employment opportunity for people with Mild Intellectual Disability (FARMID)
Institucija koordinatorica:	BIOTEHNIŠKI CENTER NAKLO
Odobrena dotacija:	278.224 €
Trajanje projekta:	30 months
Kontaktna oseba:	Ana Ambrožič
Elektronski naslov kontaktne osebe:	ana.ambrozič@bc-naklo.si
Povzetek projekta:	<p>Intellectual disability affects about 1% of the population on the EU level (over 5 million people). 85% of them have Mild Intellectual Disability (MID). In Slovenia, People with MID (PMID) have hard time finding a job: currently over 8000 intellectually disabled are registered to Employment centre of Slovenia (Employment centre of Slovenia). Most of them are identified as temporarily unemployable in regular working environment and never get jobs. In Italy, adult PMID are addressed to vocational training/internships and work adaptability, under work guidance services and assisted by social/health services. If the work placements fail and the person is evaluated not fit for work, the most frequent result is family life with daily shelter assisted by social/health services. In Spain, unemployment especially affects people with intellectual disabilities: their employment rate in 2014 was 17.4% being the 68 % of young people with disabilities unemployed. On farm activities has already been identified to have positive effects on inclusion of PMID in terms of social care or therapy, but their potential as suitable working environment for persons with disabilities is still highly underrated.</p> <p>This kind of employments are also supported through EU policies and Strategies (Common Agricultural Policy 14-20, CORK Declaration 2.0, EU 2020) as social entrepreneurship represents a new opportunity for farmers with effect on social inclusion, poverty reduction and economic development in rural areas and it delivers innovative, inclusive and sustainable solutions for current and future societal challenges.</p> <p>The general aim of the project FARMID is to promote employment of people with Mild Intellectual Disabilities (MID) on family farms and thus promoting social inclusion as improving economic situation of family farms.</p> <p>The direct target group of this project are farmers, landowners and rural entrepreneurs as well as farmers' trainers, however indirectly our project aims at improving lives of PMID and their caring families as well.</p> <p>The main objective of the project is to develop new comprehensive training programme and learning materials for farmers, entering in the field of social entrepreneurship on farms, to acquire adequate knowledge, skills and competencies needed for employment and working with people with MID.</p> <p>Project specific objectives are:</p> <ul style="list-style-type: none"> + To present an overview of national legislation in partners' countries concerning social entrepreneurship and possible connection to agricultural sector and to identify possibilities how to establish social enterprise on farms for employment of PMID. + To present cases of best practices in the field of social entrepreneurship & agriculture in Europe and partner countries. + To develop & present special knowledge on how to work with, mentor and train employees with special needs.

+ To develop and implement a training programme for farmers in form of e-learning platform with interactive learning material.

The main results of the project will be:

+Guidelines for social entrepreneurship in rural areas

+Developed of case studies (12), gathering best practices in the field of employment of PMID on farms

+Developed curriculum: Training for sustainable employment of PMID on farms

+Developed contents of the training programme and e-learning platform

The training materials (in English, Slovenian, German, Spanish, Italian and French) will be also uploaded to the Open Education Europa (www.openeducationeuropa.eu) portal and to other OER repositories (such as www.oercommons.org) making them available to an even wider audience

The FARMID consortium is made of the following partners:

BC Naklo (SI): A public educational institution working in these fields: Agriculture, Rural Development, Horticulture, Floristic, Dairying, Nature Preservation, Organic Farming, Stockbreeding and Renewable Energy. They are an important actor within the Slovenian VET system.

GRUNT (SI): It's a non-profit organization with the status of employment centre, founded with the purpose of employing people with disabilities from the countryside who have less opportunities for employment in the local environment.

CHANCEB (AT): It's a non-profit association which main aim is to assist and support old, ill and disabled people so that they can live life to the full. A big part of Chance B is offering services on basis of supported employment: Coaching in schools, Training on the job, Job Assistance, Job Coaching, Consulting-Service.

COAG (ES) & CIA (IT): It's a professional farming organisations

OnP (ES): A project management and project evaluation consulting enterprise

ELO (BE): The European Landowners Organization is a unique federation of national associations from the EU28, which represents the interests of the landowners, land and forest managers and rural entrepreneurs at the European political level.

Naslov projekta:	Boosting EU economy through training of Foreign Direct Investment advisors (Boost EU – FDI advisor)
Institucija koordinatorica:	REPLIKA d.o.o.
Odobrena dotacija:	265.256 €
Trajanje projekta:	26 months
Kontaktna oseba:	Benjamin Leskovec
Elektronski naslov kontaktne osebe:	benjamin.leskovec@replika.si
Povzetek projekta:	
<p>Background of the project:</p> <ul style="list-style-type: none"> - In the last 7 years there has been a significant increase in global foreign direct investment (FDI) inflows (9,7% global GDP) to the total 1,76 trillion USD in 2015. The largest recipients of FDI today are developed countries, which in 2015 received 54% of the global FDI. Most attractive region is Europe with 28,6% of global inward FDI. - Economic sector of business consulting continues to grow steadily, both in terms of number of companies as in terms of revenue generated by the industry. In Slovenia in 2015 more than 9.500 companies were active in the sector, in Croatia 3.300 and in Cyprus over 1.400 companies. - In many years of work with foreigners, we noticed that they are struggling a lot through administrative and legislative procedures in our countries. Due to these obstacles in many cases they decide to invest elsewhere. - There is no training programme that would include all the relevant knowledge, skills and competences that FDI advisor needs to ensure complete support to investors. <p>General objectives of the project:</p> <ul style="list-style-type: none"> • To improve quality and access to vocational education and training • To improve knowledge and skills of employees in relevant consulting companies • To improve employability of other adult learners <p>With the project we want to eliminate the gap between the labour market demand and educational system supply. We will achieve that by reaching the following Specific objects:</p> <ul style="list-style-type: none"> • Development of training programme for "FDI advisor" • Development of training programme for trainers • Development of relevant learning materials • Development of initiatives for National Vocational Qualifications <p>Target groups:</p> <ul style="list-style-type: none"> • Project partners' staff • Mentors/educators in companies, dealing with foreign investors (accountancy, tax consulting firms, financial consulting firms, banks, real estate agencies, lawyers and other relevant companies...) and also public organizations. • Teachers in adult education <p>Final beneficiaries:</p> <ul style="list-style-type: none"> • Employees in companies, dealing with foreign investors • Adult learners <p>In total 495 individuals will be included in project implementation by participating in:</p> <ul style="list-style-type: none"> - detailed training needs analysis - test implementation of the training programmes - multiplier events and press conferences 	

- Individual presentations of project results and their benefits

Project activities:

- Intellectual outputs development
- Dissemination of project results
- Evaluation of project results and impacts
- Project management

Results:

Intellectual outputs:

1. In-depth analysis of educational needs
2. Training programme "FDI advisor"
3. Learning materials for learners (hard and e-form)
4. Training programme for trainers
5. Manual for trainers (hard and e-form)
6. Initiatives for National Vocational Qualification

In each participating country there will also a multiplier event with at least 50 participants.

Within project management the following outputs will be developed:

- Press conferences (1 in each participating country)
- Individual presentation of the project results to media (at least 10 in each participating country)
- At least 20 publications in different media in each participating country
- Individual presentations of project results to the professional public (at least 10 in each participating country)
- Project web pages (1x)
- Publication of project results on relevant platforms (EPALE, portalznanja.com, lynda.com, futurelearn.com...)
- Promotional brochure disseminated to relevant consulting companies and other relevant organizations (5000 in total)
- Evaluation of the project results and impacts (1x)

Methods:

Intellectual outputs will be developed in line with ECVET praxis and national regulations on national vocational qualifications.

Main working methods: questionnaires development, data gathering (online, individual interviews), data analysis, identification of common and different aspects of the educational needs, analysis of the existing literature, individual and team work of the selected partners' experts, theoretical lectures, group discussions, role playing, practical training, outdoor training, use of interactive resources...

Naslov projekta:	Networking for Entrepreneurship (NET-ENT)
Institucija koordinatorica:	ŠOLSKI CENTER NOVA GORICA
Odobrena dotacija:	236.500 €
Trajanje projekta:	24 months
Kontaktna oseba:	Rosana Pahor
Elektronski naslov kontaktne osebe:	rosana.pahor@scng.si
Povzetek projekta:	
<p>Rising unemployment, particularly among young people is a pressing problem faced by all European governments. Increasing employment among young people is an important priority.</p> <p>Due to this fact, as well as because of serious economic crisis in Europe, entrepreneurial spirit and business awareness have become even more important among students. We have found that students in secondary vocational education (and others as well) need to increase their entrepreneurial skills to be able to think about working in their own businesses. On the other hand – to establish a successful company it is necessary to integrate knowledge from different fields in order to achieve the common goal. These are business and marketing skills, industrial and graphic design and manufacture of the product – production. These three fields have to work hand in hand. The reality in partners' school systems is that we have skilled experts in each area – educated in different programs – with no or very random contacts with each other and lack of global knowledge of how to start their own business. In this project we will combine three different fields of school education working together (production, marketing, design) to achieve the common goal of commercial success. The goal is to create high-quality and useful products which are commercially interesting, beautifully designed and have a potential on the market.</p> <p>Of great importance is also the fact that students need current practical knowledge that can be obtained only by experts working in companies. We will develop and upgrade curriculum also by integrating learning from experts working in the business on different areas. We want to include in school education cooperation and integration of different disciplines/programs and inclusion of case study learning from experts on the market with a common goal - to create commercially interesting products. We want this to be included systematically, not just random. That's why we will develop new/upgraded curriculum – NET – ENT (Networking for Entrepreneurship).</p> <p>By Networking we mean:</p> <ul style="list-style-type: none"> - interaction between the different schools, school programs - linking education with the labor market - networking and exchange of experiences from different EU countries (NET – ENT INTERNATIONAL) - establishing networks between students of different programs, which can lead to successful entrepreneurial ideas, at the time of schooling and latter on <p>The future is in teamwork – together everyone achieves more.</p> <p>In order to do this innovative methods in education are needed - new approaches to teaching and learning. Teachers are the ones who can stimulate and encourage students. Therefore we will educate teachers/trainers and experts as well. Teachers will be trained to change their teaching methods and meet with different challenges. They should establish supportive relationship, be professional, inspiring and support students</p>	

throughout the project from the early steps (identifying problems or customers' needs - idea - problem solving) through progress monitoring until the goal is reached. Teachers will no longer appear only in their traditional role but will become mentors/coaches/trainers using innovative methods in the class and including mentors from companies where necessary as well as teachers from other schools/programs. Students will benefit from entrepreneurial learning by developing collaborative planning, by understanding essential integration between different areas/programs to create commercially interesting products and start successful business, as well as essential skills and attitudes such as creativity, initiative, tenacity, teamwork, resilience, understanding of risk and a sense of responsibility (transversal key competences). This entrepreneurial mind-set will help students to put ideas into action and become self-confident in order to meet needs of the real market. It will help them to be more enterprising, competitive and innovative, thus becoming more employable which is crucial in achieving the objectives. Another benefit of participating in this project is to recognize the importance of cooperation between different areas to produce a successful product. Also at the time of schooling they will gain the necessary connections enabling them to open their own micro or small companies easier (early networking). In order to do this we have chosen reliable partners we know very well. Our goal in future is also to create long term partnerships and establish international module which can be used in future also for certified mobilities of students and teachers (NET- ENT INTERNATIONAL). We would like also to successfully implement entrepreneurial skills among students to increase youth employment possibilities and to improve self-employment in EU and networking among students/teachers/experts....

Naslov projekta:	Summer Logistics School (SLS)
Institucija koordinatorica:	UNIVERZA V LJUBLJANI
Odobrena dotacija:	253.310 €
Trajanje projekta:	24 months
Kontaktna oseba:	Patricija Bajec
Elektronski naslov kontaktne osebe:	patricija.bajec@fpp.uni-lj.si
Povzetek projekta:	
<p>Evaluation studies of the Slovene educational system executed during the 1999 and 2009 revealed that VET in logistics is not enough career-oriented, not enough innovative and not enough focused on the development of competences and skills required by the logistics industry. EU and slovenian logistics industry need a workforce, which will be able to respond to developments and rapid technological changes. Changes of VET in logistics are therefore necessary.</p> <p>In order to address the above mentioned problem, the consortium of ten partners was developed. The applicant organisation is Faculty of maritime studies and transport from University of Ljubljana and the partner organisations are Fondazione istituto sui transport e la logistica from Piacenza, Association pour le developpement de la formation professionnelle dans les transport from Paris, Sveuciliste v Zagrebu, Fakultet prometnih znanosti, Šolski center Nova Gorica, Šolski center Celje, Srednja poklicna in strokovna sola Bežigrad v Ljubljani, Istituto di Istruzione Secondaria Superiore "A.Berenini" from Fidenza and I.I.S."D'ARCO-D'ESTE" from Mantova.</p> <p>The aim of the consortium is firstly to analyse the curricula of secondary schools in logistics belonging to the 4th and 5th EQF level in order to identify weaknesses. This will be done during the first activity of the project. During the second activity the training programme will be proposed in order to address the weaknesses. To evaluate the training programme the summer logistics school (SLS) will be organized for VET teachers and students. SLS will be focused on work-based learning, using innovative teaching techniques (case studies, distance learning, simulations games etc.) and up-to-date tools and software solutions that VET institutions in logistics often don't have.</p> <p>The SLS will facilitate the achievement of relevant and high quality skills and competences of all participants. New methods and approaches of teaching will also be promoted, which will give opportunity for professional development of VET teachers in the local as well as in the regional dimensions. The SLS will be focused on the learning through the use of attractive and up-to-date information communication technologies and software solutions that are frequently used in the logistics industry. Special attention will be given not only to topics and tailored skills that are most frequently requested by the logistics industry but also to skills that will be more frequently required in the future. Students need to be skilled for the successful career in the modern knowledge-based society and teachers need to be able to offer them required skills.</p>	