

Sustainability

No description defined

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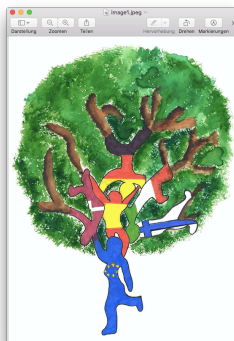
Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Project Title

plastics and prejudice? - sense and sustainability!

Good practice example



Project Coordinator

Organisation Otto-Hahn-Schule

Address Jenfelder Allee 53 , 22043 Hamburg , HAMBURG , DE

Website otto-hahn-schule.de

Project Information

Identifier 2017-1-DE03-KA219-035552

Project Web Site <http://gogreengoeplus.wordpress.com>

Start Date Nov 1, 2017

End Date Jul 31, 2019

EC Contribution 102,585 EUR

Partners Liceo Scientifico e Linguistico di Ceccano (IT) , TURUN YLIOPISTO (FI) , INSTITUTO DE EDUCACIÓN SECUNDARIA SAN ISIDRO (ES) , Frederikssund Gymnasium (DK)

Topics ICT - new technologies - digital competences ; Environment and climate change ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

For two years students, 15-19 years old from Finland, Denmark, Germany, Italy and Spain have worked in a project called „plastics and prejudice?-sense and sustainability!“ and have become active. The frame of their work were the 17 sustainable development goals to be achieved in 2030, given by the UN . So goals like „Responsible consumption“ or „climate action“ were not just words for the students but they faced the challenges of these goals and made their communities think about a more sustainable future and act for a more sustainable future.

In the following we concentrated on topics like: less paper use at school, anti-plastics solutions for water and snacks, fight against food waste in the canteen, growing own vegetables in the school garden, making our own jam and soups and upcycling for a more responsible consumption.

On four international meeting we exchanged experiences and worked together on solutions. This is why we were able to establish sustainable structures and products at our schools during these two years. We started by analysing how many ressources are used in everyday day life and in our school community (for example food waste, paper and plastic waste, consumption in the breaks)

Our biggest success was the action day on the 6th February in Hamburg! We called it the „Day of sustainability“ (the DOS) and by working together with the whole school community of Otto-Hahn-School in workshops like „swap party for accessories“, „Do your own cosmetics“, „climate cinema“, „Dance workshop for women’s rights“, (just to name a few) we were all little activists! This day will be carried out now every year in our schools! We also tried to get more people involved by creating a blog to give tips for a more sustainable lifestyle: <https://gogreengoeplus.wordpress.com>

When you have a closer look at the logo (a tree with a trunk which ressembles a human being and coloured in the colours of the flags of our countries) we have chosen for our project, it becomes clear that these young people tried to find a balance again for the planet earth.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

One World Learning

Good practice example

Project Coordinator

Organisation BirdLife Malta
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Website www.birdlifemalta.org

Project Information

Identifier 2017-1-MT01-KA201-026967
Project Web Site <http://www.owleducation.org>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 275,129.5 EUR
Partners Stichting BirdLife Europe (NL) , MINISTRY FOR EDUCATION AND EMPLOYMENT (MT) , Sociedade Portuguesa para o Estudo das Aves (PT) , Ogólnopolskie Towarzystwo Ochrony Ptaków (PL) , Learning through Landscapes Trust (UK)
Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change ; EU Citizenship, EU awareness and Democracy

Project Summary

The project developed an environmental education programme called One World Learning (OWL) in which we promoted diversity, citizenship, language learning, integrated science, team work and critical thinking in an environmental context for children, youths and adults. The overall aim was to trigger behavioural changes that will lead to inquisitive, empowered, socially inclusive and environmentally responsible individuals and communities.

The project addressed the urgent need for encouraging active citizenship, critical thinking and intercultural exchange across communities in Europe as recognised in the Lisbon Treaty. The resources and events delivered encouraged participants to be active citizens, to think critically about how they can improve their local environments and learn and share knowledge and experiences from other individuals and communities across cultures and countries.

OWL has combined best practice, innovation, research and experience from five environmental NGO's to develop One World Learning into a project which is relevant on a European level and beyond. Through transnational cooperation and exchange between education and training providers and other stakeholders we managed to achieve the following objectives:

1. To strengthen partnerships and networks between European countries in the field of environmental education.
2. To develop an international environmental education programme based on best practice and European standards.
3. To promote positive environmental behaviours, citizenship, critical thinking and innovation in children and youths.
4. To strengthen teacher and leader professional development in the field of environmental education.
5. To promote diversity and intercultural exchange through language learning for children
6. To promote new interests in science learning through opportunities for practical outdoor activities
7. Promote international awareness of the educational and health benefits of learning in the natural environment using both local and international research findings.
8. To connect outdoor learning and social inclusion

The project also addressed national priorities for the year 2017 in the fields:

1. Foreign Language teaching and/or learning
2. Life Skills for Children
3. Applied Learning
4. Science and Technology
5. Alternative Learning programme and initiatives

Project activities impacted 950 people, including 500 children and 450 teaching professionals. After the project has ended it has the potential to impact tens of thousands of children- In Malta for example- we work with around 18,000 children per year who participate in the schools programme which was developed through this project. The network developed is expanding and continuing to influence environmental and educational organisations around the world, impacting children in turn. The partnership consisted of: Birdlife Malta (Lead partner); Maltese Ministry for Education and Employment; Birdlife Europe; OTOP (Polish Society for the Protection of Birds); SPEA (Portuguese Society for the Study of Birds); and Learning Through Landscapes (UK). By working together we shared best practice and learnt from each other to create an environmental education network that will have longer term relevance and reach through Birdlife International.

Year 1 consisted of three transnational meetings. The core themes that were covered included: Introduction, team building, planning and risk management (T1- Malta), communications, branding and engagement planning (T2- Belgium), Intellectual Outputs and defining One World Learning Europe (T3- Poland). This year was mainly focused on development of intellectual outputs 01-05. There was also a learning, teaching, training activity (C1), in which the partnership came together for teacher training in the U.K.

Year 2 focused on the development of digital outputs (06) and the final One World Learning programme (07), all the dissemination events took place this year and there was a final learning, teaching, training event hosted by BirdLife Europe and Central Asia. There were two transnational meetings, one was in the UK and the other took place in Portugal.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Adoption of Sustainable Accounting Practices for Reporting

Good practice example



Project Coordinator

Organisation STAFFORDSHIRE UNIVERSITY
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Website www.staffs.ac.uk

Project Information

Identifier 2017-1-UK01-KA202-036730
Project Web Site <https://report-asaproject.eu/>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 287,654.05 EUR
Partners RUSENSKA TARGOVSKO INDUSTRIALNA KAMARA (BG) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL) , FUNDACION GENERAL UNIVERSIDAD DE GRANADA (ES) , CIVIC COMPUTING LIMITED (UK) , EUROCREA MERCHANT SRL (IT) , VISOKA POSLOVNA SKOLA PAR (HR)
Topics ICT - new technologies - digital competences ; Environment and climate change ; Enterprise, industry and SMEs (incl. entrepreneurship)

Project Summary

BACKGROUND

There are a number of frameworks, standards and protocols to assist companies adopt and implement the sustainability practices. However, those frameworks, standards and protocols can be complex, especially for SMEs, and are designed as “one size fits all” with large enterprises in mind (Tutterow, 2014). SMEs today, lack important knowledge regarding sustainability problems (many SMEs admit to confusion over what sustainability is and which programme to follow to introduce sustainability into their businesses). At the same time accountants need to know more about the principles of sustainability if they are to take an independent proactive approach to their work. Report-ASAP concerns the lack of specific experts and expertise in relation to sustainable accounting and reporting practices and techniques.

OBJECTIVES

- A useful first step to implement sustainability for SMEs.
- Encourage the spread of a CSR culture among SMEs operating in the six EU countries of the partnership.
- Make sustainability easy to implement while delivering business benefits in terms of cost savings, marketing and employee engagement.
- Practical sustainability advice: cover key topics such as energy efficiency, waste and recycling, travel, food, water, health and well-being.
- Develop policies/practices to make it easier for SMEs to adopt sustainable practices in their day to day business.

PARTICIPANTS [7 partners from 6 countries]

The partnership comprises a university actively supporting the up-skilling of SMEs from the region, a software house with significant experience in bespoke web applications, a HEI Foundation which promotes the development of collaboration channels within its socioeconomic environment, a business school and business incubator, a consultancy offering accounting and training services to SMEs, a chamber serving SME members and an educational technology specialist with experience in personalised learning.

ACTIVITIES

- An analysis of the current awareness of target groups in relation to sustainable accounting and the benefits of corporate sustainability practices in terms of cost savings, marketing and employee engagement.
- The design and development of an online training course and supporting tools addressing the missing knowledge and expertise for the adoption of sustainable accounting practices by SMEs.
- The establishment of a framework for the recognition of skills and achievements by learners.
- The validation of the training course through training sessions.
- The dissemination of the training course through multiplier events and its sustainability through the growth of a network of adopters facilitated by a virtual space providing infrastructure, resources and assistance.

METHODOLOGY

- Identify and depict the existing approaches to "Sustainable Accounting" and determine the missing knowledge and skills
- Compare national approaches from a critical viewpoint leading to "Sustainability Reporting Literacy Levels" across participating countries
- Derive a set of recommendations to help even out the "Sustainability Literacy" levels
- Design & Develop a Training Course addressing the identified shortage in knowledge and skills.
- Model the course inside a Learning Motivation Environment (LME)

- Design a dynamic demonstrator to visually explain key concepts of the course.
- Create a virtual space as the single entry point to all outputs and provide the necessary infrastructure to support and grow a network of adopters.

RESULTS

- Set of recommendations for addressing the shortage in knowledge and skills related to sustainable accounting
- Training Course and Trainer's Guide
- Online Delivery Environment and Dynamic Demonstrator
- Open Badges Framework for skills and achievements recognition
- A virtual space providing the necessary infrastructure to support an international network of adopters.

IMPACT

- Increased awareness about Sustainable Accounting practices and reporting systems
- Acquisition of Sustainable Accounting skills.
- Mobility through ECVET provisions and the Skills and Achievements Recognition Framework.
- Improvement of current training opportunities and tools in support of sustainable accounting and reporting practices and techniques.
- Increased trust among investors and consumers.
- Promotion of Sustainable Accounting practices as part of a Corporate Social Responsibility policy.
- Accessible training opportunities of high quality and value.
- Improvement of company image and positive impact on balance sheet.

LONG TERM BENEFITS

The diffusion of the CSR culture among SMEs operating in the six European countries of the partnership. Benefits of sustainability reporting for SMEs include increased appeal to environmentally conscious customers, strengthening relationships with suppliers, positioning their brand as a good corporate citizen, generating greater loyalty and commitment from employees, and reducing operating costs resulting in improved profitability.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

SHEP KAI Staff Mobility (2018-2020)

Good practice example

Project Coordinator

Organisation The Social and Health Education Project Ltd
Address Old Primary School, Ardfoyle Avenue, Ballintemple, , T12 XDH2 CORK ,
South-West (IE) , IE
Website www.socialandhealth.com

Project Information

Identifier 2018-1-IE01-KA104-038638
Start Date Jul 1, 2018
End Date Jun 30, 2020
EC Contribution 34,800 EUR
Topics Environment and climate change ; New innovative curricula/educational
methods/development of training courses ; Health and wellbeing

Project Summary

This project was very successful, though the final shape differed a little from what was planned.

A total of 16 mobilities (involving 14 individuals) to 3 European countries were arranged and completed over a two-year period (1 July 2018 – 30 June 2020). Satisfaction with the training mobilities was very high; the training was of a very high quality; and the project has benefited enormously from being involved in the KA1 project.

In the end, the training was accessed in three European Countries (UK, the Netherlands, and Germany). This represents a smaller range than our previous two KA1 grants.

COVID19 disrupted plans for the final phase of the programme - we made alternative arrangements and supported three personnel to travel to Berlin during the first week of March 2020.

Almost all of the funding has therefore been used - there is a very small underspend.

The number of training days was exceeded (87 instead of 67) and we used fewer travel days (25 instead of 38) - representing excellent value for money. So while we had 3 mobilities fewer than expected - the duration of the training mobilities on average was longer than planned.

The 14 participants will include 2 course coordinators; 3 SHEP Trainers; and 9 SHEP Community Education Tutors involved in the delivery of a variety of SHEP training courses.

The training supported key training needs as follows:

Priority #1 Trainer Capacity Development Environmental Education

Priority #3 Curriculum Development in Social Education

Priority #4 Development of Trainer Competence in Facilitating Experiential Education

Priority #5 Curriculum Development for SHEP's Health & Wellbeing Programme

We had intended to support mobilities in the following areas - but in the end nothing appropriate was found.

Priority #2 Incorporating a stronger European dimension into SHEP human rights/advocacy education programme

Priority #6 Development of competence in Validation of Non-formal Learning (1 mobility)

All of the mobilities, in the end, were training mobilities (high quality, non-accredited training all of which have been identified) involving seven training institutions. Three of these we knew about and were very interested in at time of application and 4 of which are become known to us (and are groups we are interested in liaising with/availing of training again in the future).

We had planned three of the mobilities to be job-shadowing opportunities - these were planned for May/June 2020 and could not proceed.

We had planned one Training Delivery (two days) - which would have been totally new for SHEP - but we were unable to find an appropriate delivery partner.

These were converted to training mobilities instead.

This programme represents a value for money investment in the SHEP training programme which will have far reaching and sustainable impact.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

EVS for social innovation in the Alps

Good practice example

Project Coordinator

Organisation Verein CIPRA International
Address Im Bretscha 22 , 9494 schaan , LI
Website www.cipra.org

Project Information

Identifier 2017-3-LI02-KA105-000053
Start Date Mar 25, 2018
End Date Mar 24, 2020
EC Contribution 18,253.79 EUR
Partners CELJSKI MLADINSKI CENTER, JAVNI ZAVOD ZA MLADINSKO KULTURO, IZOBRAZEVANJE, INFORMIRANJE IN SPORT (SI)
Topics Social dialogue ; Youth (Participation, Youth Work, Youth Policy) ; Environment and climate change

Project Summary

The participation and empowerment of young people in the Alpine region is an important goal for CIPRA. CIPRA not only aims to implement this in projects in the Alpine region, but also to live it as an organisation. Among other things, the European Voluntary Service programme has enabled CIPRA to implement this objective in its own organisation.

We were able to offer two young people from Slovenia the opportunity to gain an insight into the work of an NGO and experience international cooperation work. Through CIPRA's Alpine wide network and various events and workshops in other Alpine countries, the two EVSs people got to know other countries and worked together with people from different backgrounds, languages, cultures and expertise.

Both European volunteers have been involved in various projects in the field of social innovation. Among the topics were youth participation, sustainable lifestyles and diversity. In particular, they worked on the Interreg project "GaYA - Governance and Youth in the Alps" and on the ERASMUS+ project "LOCAL - Low Carbon Alpine Lifestyle". Sustainable lifestyles, save CO2 and start local projects: In the LOCAL project, young people actively participate in political and social life and advocate citizen-oriented climate protection in their communities.

In cooperation with eight partners from five different alpine countries, GaYA aims to increase the quality of democratic processes in the Alpine space by enhancing the involvement of young people in regional governance and by developing new approaches for decision makers.

Based on their personal learning goals of the European volunteers, they got the chance to develop project management skills, deepen the understanding of youth participation and non-formal teaching and learning methods. Moreover, the European volunteers got a thematic insight in sustainability-related topics such as climate change, sustainable lifestyles, biodiversity, sustainable mobility. Both European volunteers got exposed to the dynamic of a multi-cultural working environment that included different languages and cultural habits.

Furthermore, the two European volunteers strengthened the representation of Slovenia in the CIPRA team and therefore added to its multi-culturalism.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

ECVET phase 3, integration, apprenticeships/traineeships, Europass Mobility. Innovative catering with respect to the environment, climate and tradition.

Good practice example

Project Coordinator

Organisation Ester Mosessons gymnasium

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Website www.goteborg.se.estermosessonsgymnasium

Project Information

Identifier	2018-1-SE01-KA102-038823
Start Date	Jun 1, 2018
End Date	May 31, 2020
EC Contribution	189,525 EUR
Partners	STICHTING REGIONAAL OPLEIDINGENCENTRUM VAN AMSTERDAM (NL) , Helsingin kaupunki (FI) , LIGHT ON THE PATH LTD (UK) , IZOBRAZEVALNI CENTER PIRAMIDA MARIBOR (SI) , Lillehammer videregående skole (NO) , Berufsschule für das Bäcker- und Konditorenhandwerk (DE) , Ninukot ltd (IS) , City College Plymouth (UK) , Etiler Mesleki ve Teknik Anadolu Lisesi (TR) , LYCÉE D'HÔTELLERIE ET DE TOURISME DE SAINT QUENTIN EN YVELINES (FR) , Özel Eresin Mesleki ve Teknik Anadolu Lisesi (TR) , Formacion FU SL (ES) , Tallinna Teeninduskool (EE) , VSIA Rigas Turisma un radosas industrijas tehnikums (LV) , VIK Vendéglátó, Turisztikai, Szépművészeti és Üzleti Baptista Középiskola (HU) , Istituto Professionale per i Servizi Alberghieri e della Ristorazione "Luigi Carnacina" (IT) , Berufsschule für das Hotel-, Gaststätten- und Braugewerbe (DE) , SOUTH WEST COLLEGE (UK) , Perho Liiketalousopisto Oy (FI) , Provinciaal Instituut PIVA (BE) , Tartu Kutsehariduskeskus (EE)
Topics	EU Citizenship, EU awareness and Democracy ; Entrepreneurial learning - entrepreneurship education ; Environment and climate change

Project Summary

Ester Mosesson's Culinary school participates in two European networks: CHASE (Consortium of Hospitality and Accommodation Schools in Europe with 18 organisations), which celebrates 27 years of European cooperation. The other network is for schools offering bakery/confectionery and butchery options. We have cooperated with most partners for more than 15 years.

14 teachers will participate in the project. The language and intercultural competences and skills will increase and deepen meeting different cultures and other languages, except English, at the partner schools and in the host countries. The project will contribute to make the participants better members of society with higher tolerance for other cultures, ethnicities and religions, also in the home country. The participants will discover a stronger feeling of belonging to Europe, being an EU citizen. In the project they will be able to discuss integration, democratic values, placements for students, apprenticeship models, school systems, entrepreneurial learning, and reflect on the difficulties students might face in another culture and at a workplace in the host country.

The project will introduce the students to a European labour market to counteract unemployment among young people and to inspire to entrepreneurial learning and work.

Communication language is English, for both students and teachers, which will enhance the language skills. The participants become more interested in learning other languages and about other cultures. The understanding and tolerance towards other cultures increases, even in the home country, which counteracts racism. The students compare their culture and work place culture with the host country, which makes them more aware of pros and cons in both countries. They will be involved in discussions about democratic values; hierarchies, equality, gender equality, integration, and will also be offered lessons in entrepreneurial learning to inspire them to new ideas and show opportunities for starting up their own businesses both in the home country, but also in Europe.

The students get more mature and learn to take responsibility living away from home and solving problems, that might occur. They develop as professionals and will be more employable both at home and in Europe, to a certain extent due to the networks they create themselves with young people at the host school and with people at the placements. The students will also learn about innovative cooking/baking with respect to environment, climate and tradition; more vegetarian, vegan, seasonal and local products.

Our staff enhances their professional skills and competences through discussions in pedagogy with European colleagues. They will teach European students at the host school and test their own pedagogical methods and be inspired to use new ideas and methods from the European colleagues. Discussions are held about innovative catering with respect to environment, climate, and tradition; to teach more about vegetarian, vegan, seasonal, and local products.

The objectives is also to continue quality assurance of the work with ECVET, using MoU, further develop Learning Agreement to increase transparency between school systems when assessing students at the work places.

The management at school participates in the discussions with Europe how to develop competences about ECVET in the organisations.

When the students (20 students in a 2-year project) have been selected in May (their 2nd school year) they begin language, culture, food culture preparations during a few months until departure at the end of Sept. During the placement period in the host country during 5 months, they continue preparations during a month at the host school. Then they begin a 4-month work place period in kitchens or front rooms/service at quality hotels/restaurants, which have been selected by the host schools.

During the induction month they receive language, culture, and food culture preparations, also lessons in entrepreneurial learning together with students at the host schools. They are also offered excursions and study visits related to the project.

The preparations for the 3rd year bakery/confectionery and butchery students (24 students in a 2-year project)

begin a few months before they leave for their host countries. During a month they receive a few days of preparations in a host school before their placement period. They get preparations in language, culture, food culture, entrepreneurial learning, democratic values, and innovative food production with respect to environment, climate, and tradition: more vegetarian, vegan, seasonal and local products, with the students in the host school. Then they begin their placement period for almost 4 weeks, which is of high quality.

Thanks to the project the status raises for our school and our International profile becomes more obvious.

Students from other municipalities apply to our school.

Our own placements are involved in the project.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Blue gold, dark depths : creating an european eco-citizenship

Good practice example



Project Coordinator

Organisation Collège Saint-Exupéry
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Project Information

Identifier	2018-1-FR01-KA229-047945
Project Web Site	https://twinspace.etwinning.net/59400/pages/page/440074
Start Date	Sep 1, 2018
End Date	Aug 31, 2019
EC Contribution	64,120 EUR
Partners	Istituto Comprensivo Statale di Grantorto (IT) , SCOALA GIMNAZIALA MARIA ROSETTI (RO) , AB Parts & Paomees (SE)
Topics	Environment and climate change ; Intercultural/intergenerational education and (lifelong)learning ; Pedagogy and didactics

Project Summary

This plan came from a common wish, from our four schools, to open our pupils to European cultures, offering them an European point of view on their teaching, through a common topic, related to our national syllabus. Some of our pupils only have a local reading of their environment : broadening to European stakes is a token of intellectual opening, maintained curiosity and future wishes.

The main objective is to encourage them to reconsider their habits, and points of reference, sharing the way they learn and what they learn with same aged pupils, culturally, geographically, even socially close.

The objective is also to lead to a similar process with the teaching methods of our educational teams : leaving a strictly local or national approach of the syllabus, observing of course their imperatives, but putting it in relation to the others, ensuring a more practical reading for the pupils, testifying of their practical significance. Because every country teaches similar notions, but not necessarily in the same way, and some ways can be more comprehensive for some of our pupils !

This double objective, thus, to make our pupils more open-minded, in all the meanings of the word, and to propose various interpretative framework for the teachers, setting in context syllabus inherited from historical, national and social habits. Rather than a questioning, it's about an intercultural enrichment, aiming to open our educational traditions with other methods, in order to develop practical tools borrowed from one another, share new ideas and get inspired by other countries' methods.

We are four secondary education schools, with pupils from 11 to 15 (a few are 16). A French school, coordinating, located in Noisy-le-Grand, in Parisian area ; an Italian school, in Grantorto, close to Venice ; a Romanian school, in Bucharest ; and, finally, an international school located in Stockholm, Sweden.

We are already working together in order to organize transnational activities, between our different classes and disciplines. Thus, activities and games gathering transnational teams of same class levels will be registered in a newspaper, keeping their progress up-to-date. European Weeks will be organized in each school to present ambassadors pupils, exposing every step of the projects in their school. Likewise, amongst the educational team, a methodology is adopted : virtual meetings through eTwinning will take place at least twice a month , in order to coordonate the whole activities proposed by each discipline, and to galvanize, if necessary, inspiring ideas coming from other disciplines or other colleagues.

We expect these activities to have a real impact on local liveliness, for each school. It will raise awareness among several hundreds of pupils per school, about European and environmental topics. Thereby, all the pupils' families related to, and the localities around, will hear about practical progresses made through these exchanges. Pupils, families, urban network, but also teachers' team, this project will highlight positively, locally and pragmatically what European cooperation means in everyday life. It will highlight as well a necessary awareness from all of us about natural resources' protection, and aquatic areas' wealth.

In the long-term, and in collaboration with cultural, educational and social associations, this project will present positive results that will arouse immediate interests, entering into a more substantial scale: being aware of one's responsibility and being open to others will no longer be a simple concept but something obvious, a reflex, environmental and civic awareness, and more particularly of a local, national and European civism will be central in the project. At last, development, beyond civism, of interpersonal friendships, cement of a proper European collective project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Agrarian VET mobilities IESVICA

Good practice example

Project Coordinator

Organisation IES VIRGEN DE LA CABEZA
Address CALVARIO, 146 , 23770 MARMOLEJO (JAÉN) , Andalucía , ES
Website www.juntadeandalucia.es

Project Information

Identifier 2017-1-ES01-KA102-036608
Start Date Jun 1, 2017
End Date Feb 28, 2019
EC Contribution 65,654 EUR
Partners EPLEFPA D' ONDES (FR) , Zespol Szkol Centrum Kształcenia Rolniczego im. Jadwigi Dziubinskiej (PL) , Berufsbildende Schulen Gesundheit und Soziales (DE) , EDIA-EMPRESA DE DESENVOLVIMIENTO E INTRA-ESTRUTURAS DO ALQUEVA S.A. (PT) , Kainuun ammattiopisto (FI) , Stichting Nordwin College (NL) , Gostyninsko-Włocławski Park Krajobrazowy (PL) , AgroturystykaBRZOZA (PL) , I.I.S GIUSEPPE GARIBALDI (IT)
Topics Entrepreneurial learning - entrepreneurship education ; Agriculture, forestry and fisheries ; Teaching and learning of foreign languages

Project Summary

Agrarian VET mobilities IESVICA

PARTICIPATING INSTITUTIONS / ORGANIZATIONS:

- SENDING:

1.- IES Virgen de la Cabeza. It is a Spanish Institute of VET, in this project it is organization of sending participants.

-RECEIVING:

1 Stichting Nordwin College. It is a Vocational center of large dimensions and dual FP

2 LEGTA ONDES, Vocational agricultural center of the EDUCAGRI network

3 IIS GIUSEPPE GARIBALDI. It is an agricultural Vocational institute, with attached school residence and agrarian farm.

4 Kainuun ammattiopisto. It is a Vocational center and life long learning of big dimensions

5 EDIA. Portuguese public company of the agricultural sector.

6 Agroturystyka Brzoza. It is a private Polish organization dedicated to agrotourism.

7 Berufsbildende Schulen Gesundheit und Soziales. It is a German Institute of dual vocational training.

8 ZSCK Rolniczego im. Jadwigi Dziubinskiej. It is a Polish Vocational Institute of Agricultural which acts as a host institution with a school residence.

9 Majestic Horses SL PES Horses trading enterprise

10 EARL Morin Dairy farm in France

11 Gartenbaubetrieb Franz Piepel GmbH Container plant nursery enterprise

12 Nuno Miguel Graca Pereira Ecological production

DESCRIPTION OF THE ACTIVITIES OF THE ORGANIZATIONS:

The sending organization:

- Dissemination of the program, for a wide dissemination and degree of participation.
- Fair selection for merits and prior preparation of students.
- Courses: linguistic, prevention of occupational risks and professional training itself.
- Tutoring and document management before mobility.
- Submission of participants with their corresponding tutoring and agreed training program.
- Certification and accreditation after mobility.
- Dissemination of results.
- Implementation of new work and training methodologies.

Host organizations:

- Establish training agreements.
- Welcome of the participants by providing support in terms of the needs they have
- Realization of formative programs of cultural impregnation, linguistic and of labor security.
- Tutorial of the student in the period of practical training.
- Search in your case of companies for the practical training of the participants.
- Certification and issuance of documentation accrediting the training period.

METHODOLOGY USED TO CARRY OUT THE PROJECT

Activities before, during and after mobility. Job tutor in reception centers for each of the participants. These have been responsible for monitoring the students received as well as detailing the training programs in the practical

training companies, adjusted to the generic program agreed between the two centers involved of each participant.

In the participation of the teaching staff as well as the workforce of the center, a fairly extensive training has been achieved, once the mobility has been carried out, talks, colloquiums and explanatory meetings have been held. Those methodologies and work protocols are being implemented, which are considered more appropriate and feasible among those carried out in the mobilities and which may result in an improvement in the training and acquisition of skills of our students.

BRIEF DESCRIPTION OF THE RESULTS, THE INTENDED IMPACT AND DISSEMINATION

Internationalization of the Center and reinforcement of the concerns in the learning of languages of the entire educational community and the improvement of the skills and professional competencies of the participating students.

Increase in the employability of our students and the impact that this training will have on the companies that hire them

Impact at a positive local level, in the area there are a number of companies that have seen their international projection improved thanks to the hiring of technicians with reinforced training and communication skills thanks to the training experience in EU countries as well as direct contact with diverse actors arrived from other countries to the area of influence of the educational center.

At the provincial / regional level also because the area of influence of our center and the high number of companies with which it is related make this project a tool that is potentially useful to these companies.

Dissemination of the results, training and knowledge acquired to the rest of the educational and vocational training community through the use of educational platforms, open door sessions and conferences held for this purpose, publications in agricultural extension magazines, among other informative activities.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

INTernational Experience aRound Regions in wine sector

Good practice example

Project Coordinator

Organisation Istituto Omnicomprensivo "F.lli Agosti"
Address Viale Fratelli Agosti, 7 , 01022 Bagnoregio , Lazio , IT
Website www.istagosti.it

Project Information

Identifier	2017-1-IT01-KA102-005768
Start Date	Oct 1, 2017
End Date	Sep 30, 2019
EC Contribution	734,554 EUR
Partners	Quinta do Vallado - Sociedade Agrícola, Lda (PT) , QUINTA DA MATA FIDALGA - AGRICULTURA E TURISMO RURAL LDA (PT) , MALTA COLLEGE OF ARTS SCIENCE AND TECHNOLOGY (MT) , QUINTA DA LIXA - SOCIEDADE AGRICOLA LDA (PT) , Meridiana Wine Estate Limited (MT) , Rural Development Department (MT) , ADAMASTOR - ASSOCIACAO CULTURAL (PT) , ST ANDREWS FARM AND BUILDING COMPANY LIMITED LIABILITY (MT) , Mgarr Farming Ltd (MT) , Hermes Corporation Ltd (MT) , AMIGOS DE EUROPA LEONARDO DA VINCI (ES) , Bodegas Williams&Humbert S.A.U (ES) , LABAQUA SA (ES) , EARL de La Coume du Roy (FR) , Cap Ulysse (FR) , AECОВI-JEREZ (ES) , A2 Vino y Cultura, S. Coop. And. (ES) , Bordeaux Wine Events (FR) , YeastWine- Wine Solutions, Lda. (PT) , ALFMED (FR) , Luis Caballero S.A. (ES) , BODEGAS CONTRERAS SL (ES) , Quinta de Amares - Vinicultura Lda. (PT)
Topics	Agriculture, forestry and fisheries ; Quality Improvement Institutions and/or methods (incl. school development) ; Recognition, transparency, certification

Project Summary

In line with the objectives of the Europe 2020 Strategy and ET2020, through "InTerra", the consortium, led by the Agricultural VET Institute Fratelli Agosti, Bagnoregio (VT), aims to improve the quality of education and vocational training, giving a European dimension to the educational paths and thus providing the young participants the opportunity to test and improve their skills: professionalism in the specific areas of vocational education (viticulture), cultural knowledge and language preparation. This general objective, in line with the ET2020 strategy is pursued through a mobility experience that consists of a learning mobility internship abroad of 1 month for 132 students/learners (including 20 disabled or with special needs students) and a 3 month internship for 110 recent graduates from the 11 participating VET schools. The training programme includes an internship in selected companies in the viticulture and wine production fields, to acquire knowledge and skills within the sectors and compare the various professional techniques, and activities aimed at the inclusion and integration in the context and for the improvement of language skills and to better know the culture of the hosting country. The main expected results from the project include: the rise of the personal and professional skills of the participants and the promotion of key competencies related to the real exercise of active citizenship; increasing the employment potential of the participants, the introduction of innovative training methods as a complement to existing practices and pathways and the improvement of the educational level of technical and vocational schools, the development of relations between the transnational partners and the promotion of processes of cooperation and exchange of good practices between the partners involved, with a significant impact in improving the educational and vocational guidance.

The construction of a permanent network of transnational public-institutional organisations and not only, therefore, is one of the main objectives of the project and allows the exchange of experiences and best practices at various levels (technical excellence, best practices in educational policies and governance of the system). The Consortium, with this proposal, therefore, aims to give momentum to the internationalization of institutional relations and cooperation at European level. The opportunities for economic and social growth cannot be separated from the desire to create strong interdependence and synergy between educational and training institutions and strong partnerships with local and foreign business realities.

The project is, besides, implemented in an European context considering the European priority and thematic approached such as "ECVET for transparency and recognition of learning outcomes and qualifications". The development of ECVET began in 2002 after the Copenhagen Process emphasizing the need for a credit transfer system for VET. "InTerra" is a project based on the concrete responses to the questions of developing ECVET in the European member States and corresponding to the 2009 EU Recommendations on the establishment of the European Credit system for VET. The project works in particular to realise an European area for Lifelong Learning in the viticulture and wine production sector.

The whole activities are implemented by regarding a strong European perspective which is reflected in all project activities and results. The project aims to increase the knowledge of ECVET and its technical specifications and ensuring that the added value of ECVET is understood and perceived all over Europe.

To represent knowledge, skills and competencies acquired by the participants during the mobility, the Consortium, shall adopt, finally, the OPEN BADGE STANDARD (OBI-Open Badges Infrastructure), which is a technological open source standard, defined by the Mozilla Foundation, to identify, collect and enhance persons' knowledge, skills and competencies. The Open Badges are essential as the labor market and the training systems need more and more dynamic and innovative systems that recognize knowledge, skills, competencies and quality of human capital.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Project Title

Together with nature

Good practice example

Project Coordinator

Organisation Gymnazium, Trutnov, Jiraskovo náměstí 325
Address Jiráskovo náměstí 325 , 541 01 Trutnov , Královéhradecký kraj , CZ
Website www.gymnaziumtu.cz

Project Information

Identifier 2017-1-CZ01-KA219-035520
Project Web Site <https://www.gymnaziumtu.cz/stranka/erasmus-spolecne-prirodou>
Start Date Oct 1, 2017
End Date Dec 31, 2019
EC Contribution 52,380 EUR
Partners Litherland High School (UK)
Topics ICT - new technologies - digital competences ; Environment and climate change ; Natural sciences

Project Summary

The realized project was focused on environmental issues, the protection of nature and equally promoted the international cooperation and the development of communication skills in a foreign language. The main content of the project was focused on the national parks available near the both participating schools. We chose the Giant Mountains National Park (KRNAP) in the Czech Republic and the NP Snowdonia in the UK. During the project we watched and evaluated four areas of interest, the first three have been associated to the assessed national parks and the fourth area was aimed to compare the ecological operation of school buildings of both participating schools. The monitored areas were:

1. The national park nearby – its characteristics, history, geological and geographical conditions, methods of conservation.
2. Coexistence of a man and nature in the national park. Searching for a compromise between an environmental protection and living conditions of people.
3. Protected species of plants and animals in the compared parks, occurrence of endemites and other unique phenomena - searching, observation and identification of natural items directly in the field.
4. Ecological footprint of our school. The characteristics of an ecological operation of my school. Comparison of the situation in both schools. A modern building versus 90 years old building.

The realization was ensured on both sides of the project by teams that were consisted of school pupils and teachers. During the implementation of the project we organized two international workshops of involved teachers. The first took place in November 2017 in Liverpool and the second in May 2019 in Trutnov.

Pupils' work on the project was launched at the end of 2017, when the two schools formed a group of students and teachers who started to deal with individual topics. The work took place not only individually in both schools but also in the form of electronic communication - e-mail, Skype. Gradually, pupils gathered information and material and, using the websites of both national parks, learned about the landscape. The original plan of the project was to use the E-Twinning platform for both communication and sharing of ongoing information. However, as we faced difficulties during this phase in the ability to reconcile the individual work meetings of the pupils of both schools, we preferred to communicate via e-mail or via Skype or different chats. In the context of increasing knowledge of the territory and functioning of the Giant Mountains National Park a discussion was held for a group of Czech pupils, first in March 2018 and then in June with a field trip to the Giant Mountains National Park.

Similarly, pupils from the English school got acquainted with the nature of Snowdonia NP, although the excursion to the area took place later. For October 2018 a short exchange visit to the UK was prepared, which thanks to the cooperation with the KRNAP staff was planned so that we could first make a continuous three-day visit to Snowdonia NP (the starting point in the Plas Tan y Bwlch) and then we travelled to Liverpool, where we could work together with an English partner on partial outputs, sorting and processing photos of other materials. During the stay, we also organized a conference where individual pupil groups presented the information and materials they had gathered so far on particular topics. During their stay in Liverpool, the pupils were accommodated in families, which significantly contributed to learning about the way of life and cultural habits of the people of Great Britain. Staying in the natural language environment also brought a direct confrontation of the current knowledge of English and could become a significant motivation for its further development. In the next stage of implementation, the pupils of both schools worked on the sorting of materials and preparation of documents for the outputs, which were:

An exhibition of photographs from both national parks, a wall calendar, a paper information folder and three wall information panels.

The first of the outputs, the exhibition of photographs, was realized as a part of a short exchange stay of English pupils in the Czech Republic in October 2019, when LHS pupils also visited KRNAP, gained new information and together they participated in the elaboration of the environmental impact assessment of the operation of both partners' school buildings. At the end of 2019, the remaining effort was devoted into the particular implementation

of all planned outputs. It can be stated that we managed to achieve all the essential project goals together during the project implementation. The outputs were spread on both sides not only towards the participants, the schools or families, but also towards the wider public. The project fulfilled the goals of professional, language and international cooperation.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Wild Life

Good practice example

Project Coordinator

Organisation Stichting Cherry International
Address Grachtstraat 71 , 7693 PB Sibculo , Overijssel , NL
Website www.cherryinternationalfoundation.com

Project Information

Identifier 2017-2-NL02-KA105-001786
Start Date Aug 1, 2017
End Date Jul 31, 2018
EC Contribution 32,897.38 EUR
Partners COMITATO D'INTESA TRA LE ASSOCIAZIONI VOLONTARISTICHE DELLA PROVINCIA DI BELLUNO (IT) , Informacijos centras "Kartu Europa" (LT) , Zdruzenie obcanov pre rozvoj aktivit mesta Detva "Aktivne mesto" (SK) , Drustvo Jasa (SI) , COOPCASA - Cooperativa para a acção social e artística, crl (PT) , Asociacion Sociocultural GENTES - Colectivo para la dinamización integral del territorio (ES) , PRAXIS (EL)
Topics Labour market issues incl. career guidance / youth unemployment ; Environment and climate change

Project Summary

Wild Life is a KA1 youth exchange project for programme countries focused on nature & environment preservation and protection while in the meantime enhance the employability skills of the participating participants and partners. The name of the project has two meanings: the first meaning is based on the awareness of how to take responsible care of the environment in our surroundings; the second meaning represents the influence, both negative and positive, that human's actions can have.

The main objective of Wild Life was:

To increase awareness of environment issues on local and regional level in rural areas and thereby increase the employability skills of youngsters

In particular the sub-objectives of Wild Life were:

- Increase the mobility of 41 younger with fewer opportunities
- Increase awareness about environmental problems and implement new practice to contribute to solve them
- Increase participant's employability skills
- Promote entrepreneurship in a sustainable way
- Create and disseminate one video diary for each partner association with results achieved in the exchange and suggestion for future improvement (9 video diaries of 8 days)
- Disseminate & spread 16 'Do It Yourself' videos on how persons can reuse household waste

'Wild Life 2' contained of two activities for 48 mobilities both in Ommen, The Netherlands.

Activity 1, APV.

Dates: 16 + 17 September, 2017

Activity 2, youth exchange

Dates: 19 - 26 October, 2017

The basic element of each activity is to make young people with fewer opportunities more active citizens by creating video diaries and Do It Yourself video tutorials themselves and share best practices and examples. All partners in 'Wild Life' are coming from rural areas where youngsters live in geographical isolation and most of them in poor economic conditions and less chance in formal education. The involved countries in 'Wild Life' are The Netherlands, Portugal, Slovenia, Italy, Lithuania, Greece, Slovakia and Spain.

In the APV we made mainly use of dialogue and debate in sub-groups and give presentations of best practices and experience and case studies.

The method for the exchange are media, interview techniques, research, statistics, presentations, videos, field studies, volunteering and experiencing best practices.

As a result of 'Wild Life' we disseminated and spread one video documentary and 5 Do It Yourself videos on how persons can reuse household waste. These results were spread online and through a presentation in each partners' surrounding. Furthermore other made video's, photo's, reports, statistics, reactions of organisations and learning outcomes will be spread through each partners' website.

The sustainable impact of 'Wild Life' is to increase the awareness of the environment issues on local and regional level in rural areas and to increase the employability of youngsters coming from deprived backgrounds.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

"Cli.c.K" - Climate Change pedagogical Kit for Euro-mediterranean Schools

Good practice example

Project Coordinator

Organisation UNION ASSOCIATION POUR LA PARTICIPATION ET L'ACTION REGIONALE - CENTREMEDITERRENEEN DE L'ENVIRONNEMENT

Address BOULEVARD PAUL PONS 25 , 84800 L ISLE SUR LA SORGUE , FR

Website www.apare-cme.eu

Contact Céline LELIEVRE , +33 490 85 51 15 , direction@apare-cme.eu

Project Information

Identifier 2017-1-FR01-KA201-037289

Project Web Site <http://www.clickforschools.eu/>

Start Date Nov 1, 2017

End Date Apr 30, 2020

EC Contribution 241,178.84 EUR

Partners Osnovna skola Pucisca (HR) , Mesogeiaiko Kentro Perivallontos (EL) , KENTRO PERIVALLONTIKIS EKPAIDEFSIS ARGYROUPOLIS (ARGYROUPOLIS CENTRE FOR ENVIRONMENTAL EDUCATION - ACEE) (EL) , Udruga za otocni razvoj Brac (HR) , Apro Formazione S.c.a.r.l. (IT) , Collège Jean Garcin (FR) , E.R.I.C.A. EDUCAZIONE RICERCA INFORMAZIONE COMUNICAZIONE AMBIENTALE (IT)

Topics Environment and climate change ; Energy and resources ; EU Citizenship, EU awareness and Democracy

Project Summary

The "CLI.C.K FOR SCHOOLS" ("Climate Change Kit for Secondary schools") project is based on a Euro-Mediterranean partnership from 4 countries (France, Italy, Greece, Croatia). It aims to respond to these challenges by offering an educational kit dedicated to climate change in the Euro-Mediterranean region intended for 11-15 year-olds and their teachers. The approach is multidisciplinary and multicultural, it is based on a partnership mobilizing schools (Collège Jean-Garcin, Apro-formazinone, ACEE, Puscica) and organizations specializing in environmental education (UAC, MPK, Udruga Brac, ERICA) to facilitate direct and free access to educational resources.

In order to reach these objectives, the project has implemented a series of complementary actions:

- Development of a diagnostic of existing educational practices and references online for students aged 11 to 15.
- Capitalization of knowledge sheets to provide elements of understanding of climate change to teachers and stakeholders in colleges or educational structures.
- Creation of 24 activity sheets for teachers to facilitate understanding of the challenges of climate change in the Mediterranean region
- Creation of 17 project sheets for teachers and students to adapt and act on a daily basis in the living area of young people.
- Development of 6 thematic educational programs (water, biodiversity, eco-mobility, energy, major natural risks, climate change) which highlight the link between knowledge, activities and projects
- Creation of a digital and interactive game for young people to make them aware, to make them aware of their actions and decisions that could impact the climate and their environment.

This educational kit aims:

- to provide teachers with resources geared towards understanding climate phenomena and challenges in the Mediterranean region,
- to encourage local engagement of students and their international openness
- to provide interactive resources.

The "PLUS" of CLICK FOR SCHOOLS

- Educational resources that identify the effects of climate change on the students' living space
- The concrete enhancement of the students' ability to act on their environment
- Free educational resources based on the achievements of New Information and Communication Technologies
- Highlighting the diversity of geographic contexts: coastal, urban and rural challenges characteristic of Mediterranean regions

The Click for schools website which promotes and capitalizes on educational resources is available in 5 languages (Cr, Eng, Fr, Gr, It): <https://www.clickforschools.eu>

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Green Skills 8

Good practice example

Project Coordinator

Organisation RELEARN SUDERBYN
Address VASTERHEJDE TOFTAVAGEN 211 , 62199 VISBY , Gotlands län , SE
Website www.sudersbyn.se

Project Information

Identifier 2017-3-SE02-KA105-001966
Project Web Site <http://sudersbyn.se>
Start Date Jan 1, 2018
End Date Dec 31, 2019
EC Contribution 54,385 EUR
Partners Interregional youth social movement of support of voluntary initiatives SFERA (RU) , Association Bureau Information Jeunesse (FR) , Stichting UcDean (NL) , Bureau Information Jeunesse de Loir-et-Cher (FR) , ACCIÓN BALEAR (ES) , Fiatalok a Vidékért Egyesület (HU)
Topics Health and wellbeing ; Gender equality / equal opportunities ; Environment and climate change

Project Summary

Green Skills 8 is an EVS project in RELEARN Suderbyn involving 6 volunteers from France, Hungary, Russia, Spain and the Netherlands from 01/04/2018 until 31/03/2019. Volunteers are selected for their high personal motivation and willingness to learn new things.

The main aim of RELEARN Suderbyn is to reach out to the wider society with our principles of sustainable and holistic living coming from the experience in Suderbyn Permaculture Ecovillage, and supported by our national, regional and European ecovillage networks. With the Green Skills Programme we want to offer young people the possibility to experience this way of living with a focus on the social, ecological, economic and cultural dimensions of an ecovillage, and to develop themselves in a more holistic way. Green Skills 8 is about building awareness and reacting constructively to the global environmental challenges faced by society. Lifestyle choices related to climate change will be discussed and practiced throughout the project and hopefully will be brought home to communities spread across Europe and beyond. The project aims to work together with the volunteers to discover new opportunities to create a more sustainable Europe.

The Green Skills Programme offers the volunteers a complete package of healthy sustainable lifestyle and ecovillage life, involving practical tasks performed gender neutrally such as permaculture gardening, organic vegetarian/vegan cooking, ecological building and forestry, as well as all other issues concerning ecovillage life such as community building, conflict resolution, administrative and organisational responsibilities, and collective decision-making. Suderbyn also offers the volunteers a space for more esoteric learning opportunities in various areas such as yoga and meditation, social dancing, wood working and handicrafts. Suderbyn will arrange Swedish classes, either internally or externally.

The main Project Objectives of Green Skills 8 are:

- 1) To offer participatory and relevant informal learning of skills for sustainable living to foster personal, social and professional development, and to improve employment prospects for volunteers;
- 2) To learn through outreach activities how to disseminate the knowledge to a broader audience;
- 3) To provide informal studies in Swedish/English and comparative culture for multilingualism and cross-cultural understanding;
- 4) To develop a feeling of solidarity, tolerance and mutual understanding between European youths facing the same challenges.

Mentoring meetings and reflection time will be offered to the volunteers to deepen their learnings and to adapt the work plan to the needs of the volunteers and the organisation. The competences in the Youthpass will be reviewed and used during these meetings.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for youth

Project Title

Into the Water

Good practice example

Project Coordinator

Organisation Acting for climate
Address Strandgaten 2 , 3159 Melsomvik , Vestfold , NO
Website <http://actingforclimate.world>

Project Information

Identifier 2018-2-NO02-KA205-001307
Start Date Aug 22, 2018
End Date Feb 21, 2020
EC Contribution 84,821 EUR
Partners Acrobaction (DK)
Topics Environment and climate change ; Creativity and culture ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

The project was a collaboration between the youth groups Acting for Climate (NO) and AcrobACTION (DK), on how to work creatively with environmentalism. We exchanged and developed working methods, competence, experience and skills of artistic work on sustainability. We developed workshops to share these tools, and built an international network of youth who want to use their creative skills for democratic participation. We organized and implemented 5 free festivals on sustainability and art, and we created and toured the performance Into the Water in Northern Europe. We toured with the sail ship Hawila, built in 1935, serving as a clear symbol of the importance of our common cultural heritage and its necessity for a sustainable future. We have developed as individuals and as groups; artistically, socially and politically, and have built long-lasting friendships and collaborations between youth across borders.

Our 3 main objectives have been:

Exchange of skills, ideas and working methods between youth

To inspire others to create a more sustainable world

That we as youth groups, together create a performance of high artistic quality

The collaboration consisted of physical meetings between the groups to exchange experience, knowledge, performing skills, inspiration, working methods, and to develop a common method focused on non-formal learning.

This happened throughout a pre project, a creation period, a tour, as well as workshops. We created an artistic vocabulary together, and built a network of youth, artists and environmentalists in Denmark, Norway and internationally. These networks will live on after the end of the project.

We have established a long-lasting collaboration between the two youth groups, and we have already started several new projects together. Both groups are strengthened in own activities. Acting for Climate has been internationally recognized for combining contemporary circus and environmentalism, and AcrobACTION has grown immensely in both active members and activities.

In addition to artistic development, exchange and experience, we have grown and built up strong competence in project management. This came to include the nuances of financial management, project development, festival planning and organizing, and tour planning and management. The target group and participants of the project were members of the youth groups and youth connected to these. Throughout the tour we reached youth and local communities in the different harbors.

A core team of 6 youths have run and led the project, over 100 individuals participated in our trainings and workshops, over 250 people was directly engaged in making the project come to life, and over 8000 people saw the performance and participated in the festivals we held. Documentation, media and social media have given us a digital reach of more than 1200000 people. We have therefore had the possibility to share our experience and the core values of the process with the world in an aim to inspire climate action.

We have:

Created and toured the performance "Into the Water"

Developed and held workshops in connection to the performance

Collected information, knowledge, and inspiration from other youth groups working with the same themes or skills, and built an international network with and between several of these groups

Arranged meetings with other youth groups and individuals who work with climate, environmentalism, sustainability and performing arts, and established a collaboration with several of these groups
Developed a PR strategy, and had media coverage in both local and national media
Compiled 10 advices on how to combine sustainability and art, and created a video to share them
Compiled 10 advices on how youth groups can work creatively with non-formal learning
Developed a common method for creative work. The method is based on the combination of ideas, experience, techniques and skills of the two youth groups, as well as the experience from the workshops we have organised
Created several videos from the project, including a promotional video, a documentational video and an inspirational video, and shared these on social media
Planned and organized the free festival Havnefest for klima in five of the harbors, in collaboration with local youth groups and organizations
Planned the development of the project, including a new tour by sail in 2021 and a world tour 2022-25

We have planned, conducted and evaluated:

4 TPMs in Sandefjord and Copenhagen
8 trainings (LTT Activities) in Oslo, Fyn, Valdres, Kana, Copenhagen, Helsingør, Ålborg, Oslo
3 workshops (LTT Activities) in Kana, Oslo and Copenhagen
Regular meetings on creative research and development of ideas
Inspiration trips to experience art on sustainability
A 7 week long tour in Norway, Denmark and Germany, where we played "Into the Water", held workshops and organized festivals in five of the harbors
Finishing work, sum up, evaluation and documentation of the project

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Clean air curriculum as a bas for clean environment

Good practice example



Project Coordinator

Organisation STOWARZYSZENIE KRAKOWSKI ALARM SMOGGOWY
Address UL. FELICJANEK 10/6 , 31 104 KRAKOW , Małopolskie , PL
Website www.krakowskialarmsmogowy.pl

Project Information

Identifier 2017-1-PL01-KA202-038377
Project Web Site <http://cleanair-project.eu/>
Start Date Dec 31, 2017
End Date Dec 30, 2019
EC Contribution 269,528 EUR
Partners ASOCIACION AGENCIA PROVINCIAL DE LA ENERGIA DE GRANADA (ES) , STOWARZYSZENIE ARID (PL) , New Edu,n.o (SK) , CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA (RO) , Ciste nebe o.p.s. (CZ)
Topics Environment and climate change ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

Project Summary

A large portion of households in EU countries continue using solid fuels (coal and wood) for space heating. In Poland alone the number of single family houses using coal and wood for heating exceeds 4 million buildings. Low quality coal and wood remain the cheapest source of heat energy. They are often mixed with waste, which significantly aggravates the problem and health effects.

As the problem of air pollution concerns all EU countries it required applying a transnational approach including, cooperation between the countries, experience sharing and development of joint measures. Not only because the sources of air pollution and required solutions to the problem are similar, but also because air pollution has a strong transboundary character. Project partners came mainly from one of the most serious European hot spots, i.e. CEE area. Participation of Spain allowed dissemination of project products and results to other parts of the EU, beyond CEE.

The objective of this project was to raise awareness of rural communities in the countries covered by the project about the problem of air pollution, its reasons, health effects and possible solutions that can be taken by inhabitants in order to mitigate the problem and reduce local air pollution. This objective was achieved by providing training for teachers from rural areas in the topic of air pollution and equipping them with education materials that they will use to teach their pupils and students about the problem. The project focused on rural areas due to the fact that public awareness of the problem is much lower among rural communities compared with inhabitants of larger cities. Therefore, the project responded to awareness and education gap that is the most serious within rural areas.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: School Exchange Partnerships

Project Title

STEAM within the classroom: solving ecological problems in collaboration

Good practice example



Project Coordinator

Organisation Juodsiliu Silo gimnazija

Address A. Mickevičiaus g. 9 , LT-14103 Juodšiliai , Vilniaus apskritis , LT

Website www.silas.juodsiliai.lm.lt

Project Information

Identifier 2018-1-LT01-KA229-047013

Start Date Oct 1, 2018

End Date Dec 31, 2019

EC Contribution 57,159.64 EUR

Partners X Liceum Ogólnokształcące im. Komisji Edukacji Narodowej w Krakowie (PL) , Agrupamento de Escolas Boa Água, Sesimbra (PT)

Topics Environment and climate change ; Natural sciences

Project Summary

Every person, irrespective of the country in which he lives, is related to the surrounding environment: air, water, land, and is responsible for the problems encountered in this environment. In the age of science and technology, it becomes clear that the most important ecological problems that emerge are air, water, land pollution. Therefore, already at school pupils must realize that each of us must protect the nature, use its resources wisely and rationally, and start acting from the immediate surroundings.

The goal of the project is to develop the STEAM skills of students in exploring ecological problems.

Objectives:

1. Understand the experiences of the partner countries of the project and enable students to conduct joint research activities.
2. To promote pupils to reveal themselves in social, natural and cultural field, to develop environmental self-awareness
3. Improve foreign language skills and broaden the cultural outlook.

Project participants are from three countries: Lithuania, Portugal and Poland. In all countries, the main target groups are schoolchildren aged 13-17 of main / secondary education institutions.

While carrying out the activities provided in the project, students improved their academic (seeking evidence-based conclusions and decisions, understanding human-induced changes in nature, and taking personal responsibility for preserving the environment) and general competences (communication, social, initiative and creativity). As proved in the evaluation process, after all these activities students' results in English and STEAM improved significantly in comparison to those before the project.

Students created educational film and a poster, improved research, critical thinking, cooperation and creativity, initiative, social competences and lead to better understanding of the environmental issues of each country, students more eager to take personal and social responsibility for protecting the environment. Students not only had the opportunity to study, but also improved their communication skills abroad and increased their cultural awareness.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

Paths of memory

Good practice example



Project Coordinator

Organisation FILOXENIA DIAPOLITISMIKI PERIVALLONTIKI ORGANOSI
Address KRIONERI POLITISTIKI LESCHI , 20200 KORINTHIAS , EL
Website www.filox.org

Project Information

Identifier	2018-2-EL02-KA125-004391
Start Date	Sep 1, 2018
End Date	Jan 31, 2020
EC Contribution	32,444.8 EUR
Partners	Nuorisokeskus Villa Elba (FI) , CENTRUM VOLNEHO CASU STROJARENSKA (SK) , Jugendbildungsstätte Unterfranken (DE) , Vedogiovane Società Cooperativa Sociale (IT) , Education4all e.V. (LU) , Beit Ben Yehuda - International meeting center established by "Action for reconciliation service for peace" LTD (IL) , AYUNTAMIENTO DE MURCIA (ES)
Topics	Rural development and urbanisation ; Cultural heritage/European Year of Cultural Heritage ; Environment and climate change

Project Summary

This project "Paths of memory", which will take place in Kryoneri Korinthia (Greece), consists from two volunteering group projects, involving 6 European programme countries (Italy, Slovakia, Spain, Finland, Luxembourg, Germany) and 1 European partner country (Israel).

The volunteering projects will take place during the 2 periods, first between 1st -31st of October 2018 and the second period during 1st -30th of June 2019, gathering in these 2 Group EVS 28 young volunteers in total, all of them with less opportunities.

The objective of the volunteering projects "Paths of memory", in line with the objectives of the Programme are 'fostering action, practical activities, debate and reflection related to European citizenship and democracy, shared values, common history and culture' and 'bringing Europe closer to its citizens by promoting Europe's values, while preserving the memory of its past'.

The idea of this project is to empower young people and their organisations in terms of Active European Remembrance, social and environmental responsibility.

During those group volunteering activities the volunteers will have the following tasks:

- maintain, cleaning up the environmental footpath guiding to the Karamanos cave;
- building wooden equipment for the footpath (banks, stairs, etc.),
- developing memory points/ panels, constructing signs in environmental footpath;
- developing memory points/outdoor mosaic objects in environmental footpath;
- work on rural and sustainable development and environmental protection, connected with land tourism's development;
- take part in agrotourism activities.
- video documentation of their activities

Through different activities offered to young volunteers and especially those with fewer opportunities, a serious chance to do something new, positive and special in their lives will be given to them. By participating in this project the volunteers will gain more self-confidence, will learn to be more independent, to take responsibility for themselves and the others. This new experience will give them strength, to search for new possibilities in their lives.

All activities will have visible results and impact to the local community. The results are meant to be used by schools and education institutes and in this way, they will have longer term benefits.

The goal of this project is to contribute as example to the sustainable rural development in Greece and Europe and to the memory places and dedicated to all victims of Nazism.

Memory as a cultural Heritage, which needs to be protected, promoted and used as educational tool for the young generation.

Further the project aims to contribute for a sustainable identity within the Greek land tourism. Agrotourism is targeting the upgrading of quality, derived from local farming products and services & helps the development of local economy. The actions will be supported by the Greek Agrotourism Federation-SEAGE (www.agroxenia.net) and local associations and entities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Think Globally, Act Locally!

Good practice example



Project Coordinator

Organisation Zakladna skola, Ul. sv. Michala 42
Address Ul. sv. Michala 42 , 934 01 Levice , Nitriansky kraj , SK
Website www.2zs.edupage.org

Project Information

Identifier 2017-1-SK01-KA219-035397
Project Web Site <https://twinspace.etwinning.net/60967/home>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 50,850 EUR
Partners 2 DIMOTIKO SHOLEIO ZOGRAFOU (EL) , ISTITUTO COMPRENSIVO L. DA VINCI (IT) , Publiczna Szkoła Podstawowa nr 17 im. Przyjaciół Dzieci w Radomiu (PL)
Topics Environment and climate change ; Creativity and culture ; Natural sciences

Project Summary

“Think Globally and Act Locally ” is a project based on the idea of small local activities that analyse local problems and help global direction and sustainable development. We focused on the “butterfly effect” theory, where small things can not only change attitudes towards environmental issues, but can also affect the whole approach. The project involved 4 partner schools from Slovakia, Greece, Poland and Italy. Within the countries of EU, there were 15 willing teachers and 400 pupils aged 6 – 14, who were getting to know each other’s culture, customs with emphasis on environmental issues. Besides the involved teachers and pupils, the Department of Ecology and Environmental Sciences of the Constantine the Philosopher University in Nitra, Tekov Museum and other organizations participated in the project. During the first project year participating schools introduced and presented their project plans in various ways. They measured the ecological footprint of pupils and members of the project team, created environmental calendar, logo and mascot of the project and installed project boards. Coordinating country organized the seminar on the technical terminology used in the project. At the project meeting participants evaluated conceptual maps, created community gardens, observed urban and local problems in the cities and changes of landscapes in historical horizons, searched for endangered animals and plants and created the database of them. They analyzed the temperature measurements of each country and the various environmental impacts associated with the climate change. Literary, artistic and musical work of the involved pupils was presented. During Christmas time, countries exchanged Christmas postcards made by children from recycled material. Various information and communication technologies have been used to process and disseminate information. During the second year national teams dealt with the usage of energy, waste, black dumps and chemical analyzes of water and soil. They organized local environmental excursions, discussions and lectures on various environmental topics. They made the second environmental calendar focused on eco-days, evaluated the final eco footprint and a questionnaire to verify the impact of project activities on changing environmental thinking of pupils. Project teams carried out two educational activities for pupils from Slovakia and Poland, the aim of which was to expand their environmental actions and strategies in order to increase their environmental awareness. Meetings of teachers from participating countries have led to interesting results not only in the environmental but also in the multicultural field. The outcome of the Erasmus + project is Atlas of Environmental Education. The Atlas contains methodologies and outputs from all participating primary schools and the editor is PaedDr. Peter Varga, PhD., Teacher of coordinating country - Slovakia. Significant impact and long term-benefits of the project for other European schools are in the usage of the publication Atlas through the eTwinning portal.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

iFarm Organic

Good practice example

Project Coordinator

Organisation EkoPot, Društvo za sirjenje ekološkega kmetijstva in prostovoljstva
Address Jareninski Dol 2 , 2221 Jarenina , Podravska , SI
Website www.zlate-misli.si
Contact Maja Turinek

Project Information

Identifier 2018-1-SI02-KA125-014623
Project Web Site <http://www.zlate-misli.si/european-solidarity-corps.html>
Start Date May 1, 2018
End Date Dec 31, 2019
EC Contribution 22,136 EUR
Topics Agriculture, forestry and fisheries ; Environment and climate change ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

The purpose of iFarm Organic was the empowerment of individuals with knowledge and practical experience in the field of local, self-sufficient and sustainable way of farming and life. The project has in both phases fulfilled all set goals and even exceeded it. With a structured and pedagogic approach, we developed a farm project with our volunteers, which on one side enabled that we were more than 80% self-sufficient and enabled the possibility of experimental and comparative experience of a functioning organic farm project as an organism.

A1: In 2018 we organized, hosted or co-organized excursions (6), workshops/trainings/lectures (5) and open gate days (3). From which 6 events were held in English or German. In 2018 all in all the project was visited by 360 people. The work and life was brightened by volunteers from all over the world, 28 in total in 2018.

A2: In 2019 we organized, hosted or co-organized excursions (6), workshops/trainings/lectures (7) and open gate days (2). From which 4 were held in English. The farm project was visited by 380 people. As a project we opened the doors more and connected with other organizations in our environment and wider. We participated in the activities of two youth exchanges (both Erasmus + projects) and contributed events (2), which influence youth life now and in the future (Youth for Climate change protest and The rural parliament). Furthermore we hosted youth in a De-growth project, which spend one week in Jarenina and Maribor in a sustainable and sociocratic community. In 2019 we hosted two people on a practica (from Spain and Denmark). Consequently we were limited by space and have hosted only 10 volunteers from European countries on short term basis.

The goals of the project iFarm Organic which were completely fulfilled (A1 and A2) were:

- offer young people and the public an opportunity of experiential and comparison organic farming in theory and practice;
- to strengthen the in-formal note of educational activities in the local community and wider with the organization of workshops, excursions and seminars;
- increase of knowledge and skills in the field of organic farming, sustainable way of life on personal and local level, personal growth with working in a team and the development of a personal project through professional support;
- to increase the number of organic projects in the Podravska region and wider;
- increase the number of similar projects in the EU and the world with the empowerment of volunteers, which after returning to their own local environment form the main cell for development of their own projects or search for similar projects, which can attain a higher potential through the obtained knowledge.

Four volunteers have initiated and realized many personal projects according to their wishes and personal preferences. In 2018 (A1) a volunteer (Lisa) was focused on computer programs, which allow an evaluation of project sustainability (from the viewpoint of agricultural practices, which she got to know in-depth because of this; the use of natural resources; the link with people in a narrow and wide context). The second (Nora) needed the support for the development of her own personal farm project in the future, which received a from with different approaches and can be executed in differently according to the present situation. As a "visual" imprint on the project they have seen the need to make a picnic table. Although it was not planned at the project application there was a need for digital/video knowledge, because the girls wanted to have something to show their family, friends and possible employers. This wish was fulfilled with outside help (Tim Zupančič).

In 2019 (A2) the volunteer (Lukas) was very active outside the project on bike or hiking in Prekmurje, Štajerska and a part of Koroška. For the personal project he formed a document (OrganicWay for outside adventures) in which he described his hike and bike rides and is already of help for the community volunteers. The fourth

volunteer (Jessica) was interested in wild plants. On walks and on the project she was recording wilde plants and got to know them. For having this plants closer she made a raised bed for some of naturally found wild plants. For a common goal the volunteers have felt the need of a outside compost toilet in the orchard and a wooden roof over a terase, which enables all the members of the farm project to have lunch and large gatherings outside even in case of rain. All documents have been put in a booklet form for future use from volunteers.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Wildlife Rescue

Good practice example

Project Coordinator

Organisation Opvangcentrum voor Vogels en Wilde Dieren vzw
Address Nieuwpoortsesteenweg 642 , 8400 Oostende , Prov. West-Vlaanderen , BE
Website www.vogelopvangcentrum.be

Project Information

Identifier 2017-3-BE05-KA105-002257
Start Date Jan 1, 2018
End Date Dec 31, 2019
EC Contribution 23,405 EUR
Partners MITTETULUNDUSUHING CONTINUOUS ACTION (EE) , Jugendwerk der AWO Wuerttemberg e.V. (DE) , HORDALAND FYLKESKOMMUNE (NO) , SEO/BirdLife-Doñana (ES)
Topics International cooperation, international relations, development cooperation ; Environment and climate change

Project Summary

Context/background of the project

Cultural diversity: The "Wildlife Rescue" has been developed as a project that will enable interaction, activism, education and creativity, whilst allowing the volunteer's personal growth and increase her career opportunities in the future. A wildlife hospital is an unusual place with special needs and atmosphere run by mostly volunteers. We want to give not only local but also international volunteers with interests in wildlife rescue the possibility to get unique experiences. An international volunteer can have a different point of view in these matters, which can be refreshing for the local volunteers. Many of our staff and volunteers had in the past good contacts with international organizations and people abroad. This was one of the extra motivations to start with the project. Thus, wildlife hospital will be this project's working location in order to stimulate the resource to a working environment that not only contributes from the volunteer's own interests and knowledge but also allows her personal growth and realization as an active participant. We work with all kinds of different volunteers: students, older people, people with disabilities, EVS-volunteers from different countries, staffmembers, and even people with an alternative punishment. So they get to know all the different layers of people in our population, and so they will understand that our world is a place with a huge cultural diversity.

Global environmental challenges: Due to the growing human population, the pressure on the environment is getting bigger and bigger. That means that in our centre, the number of animals in need is getting higher and higher. Our centre tries to help those animals that have become a victim of human expansion. Due to climate changes, we see a difference in the animals we get. Another problem is also the way people treat animals. We have a lot of problems with Seagulls in the centre of the city. Due to loss of their natural breeding territory, the gulls have moved to the city, and breed there. People don't like it, and try to take the eggs and young gulls away. This is a big problem, where our Rescue Centre is trying to find a solution for. With several campaigns, flyers and activities, we try to tell people why the gulls have moved, and what to do to avoid an overpopulation and problems in the city. Also EVS will deal with this problems, and can help to avoid problems. We try to learn our EVS about the environmental problems in Ostend and the complete country. So they do not only start knowing our culture, but also our vision on the environment and nature.

Inclusion of young people with fewer opportunities: One of the objectives of this project is to promote Inclusion of young people with fewer opportunities. In this project we will give the opportunity to 2 volunteers with fewer opportunities to volunteer in the Wildlife Rescue Centre. Because of European Voluntary Service the 2 volunteers can do this volunteer project; without EVS there is no possibility of getting in contact with our culture and our centre. Travelling is too expensive for the volunteers. They come from a geographical disadvantaged area with a high unemployment rate where they don't get a lot of opportunities.

Summary of the project: 3 long-term and 2 short-term volunteers in the EVS project "Wildlife Rescue" has resulted from the collaboration between the 4 different sending organizations and the Wildlife Rescue Centre Ostend ("Opvangcentrum voor Vogels en Wilde Dieren Oostende").

The "Wildlife Rescue" has been developed as a project that will enable interaction, activism, education and creativity, whilst allowing the volunteer's personal growth and increase her career opportunities in the future. A wildlife hospital is an unusual place with special needs and atmosphere run by mostly volunteers. We want to give not only local but also international volunteers with interests in wildlife rescue the possibility to get unique experiences.

Description: Every season we can offer different groups/species of animals and their related problems. A long-term volunteer will learn all the different techniques to save wildlife casualties.

Summer: rehabilitation of botulism victims, raising orphaned birds and other wildlife.

Autumn: rehabilitation of migrating birds that flew against a window, sick migrating birds and sick hedgehogs

Winter: rehabilitation of oiled birds

Spring: young orphaned wildlife

Results of the project: A better awareness of the troubles nature has to convince, caused by natural or human intervention. Also expanding the worldwide team of trained animal rehab managers.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Strategic partnership in Erasmus Forest

Good practice example



Project Coordinator

Organisation Nadlesnictwo Maskulskie z siedziba w Rucianem - Nidzie
Address Rybacka 1 , 12-220 Ruciane - Nida , Warmińsko-Mazurskie , PL
Website <http://www.maskulinskie.bialystok.lasy.gov.pl>

Project Information

Identifier 2017-1-PL01-KA202-038858
Start Date Sep 1, 2017
End Date Dec 31, 2019
EC Contribution 53,625 EUR
Partners Zespół Szkół Lesnych (PL) , Niedersächsisches Forstliches Bildungszentrum (DE) , ROBIN PEPINIERES EARL (FR)
Topics New innovative curricula/educational methods/development of training courses ; International cooperation, international relations, development cooperation ; Agriculture, forestry and fisheries

Project Summary

Maskuliński Forest District, as a project coordinator, wanted to provide participants in the education process (young people and adults studying in the School of Forestry, university students and trainees) with comparable European qualifications and applies for Erasmus + program for raising of the professional competence of VET's staff. The project partner was Ruciane-Nida European Union Forest Schools and the Robin Pépinières in France and Forest Education Center in Lower Saxony in Germany.

The aim of the project was to include the forest trainers of the Maskulińskie Forest District and the teachers from Forestry School in Ruciane-Nida in vocational training to the European training centers by establishing and maintaining contact with one of the most active organizations acting in vocational education and training in forestry - Robin Pépinières and the Forest Education Center.

The project was designed to shape the appropriate competencies and attitudes of the informal instructors of the profession. The project participant works out a model of vocational training that will be implemented in the Forestry Technical School and the Rucian-Nida Vocational and Continuing Education Center, involving youth and adult education in the field of future employers' needs and modern trends in forest management in the European Union. The aim is also to encourage challenges, develop their skills, broaden their horizons, expertise and knowledge, and spread that knowledge to the widest possible audience of people interested in and pursuing forestry professionals.

Participants in the project were professional foresters who carry out practical education as part of their duties, teachers from the Ruciane-Nida Forest Schools Team and instructors from the Robin Pépinières and Forest Education Center. We organized three stages of raising the competences, in 2017, 2018 and 2019. Eight people participated in each stage of the project. All stages are interconnected and carry out a general program based on the needs of our instructors. The activities include participation in thematically organized classes and presentations of didactic surfaces related to forest management, with particular emphasis on machine harvesting methods. The participants of the project worked up and made public their experience in according to the vocational specialization. Educational methods that can be implemented in Poland adapted and used in professional education.

The result of the project is the improvement of the competence of VET 's instructors, but above all the creation of vocational education programs that take into account the specificities of formal education and employers' demands for the effects of work. Achieving this goal was possible only through the establishment of a strategic partnership between the Maskulińskie Forest District, the Ruciane-Nida Forest Schools Complex, Robin Pépinières and and the Forest Education Center. Participants gained knowledge of the functioning of a professional vocational training education center with pan-European contacts. Instructors connected personal contacts with a group of professional French and German trainers. The project also improved the linguistic competence of trainers involved in education.

International contacts and knowledge of work in another country gave the possibility to introduce European quality in forestry vocational education in the Maskulińskie Forest District and teachers from the Forestry Schools Team in Ruciane-Nida at European level. Thanks to the publicity gained from the experience, all the participant of vocational education in Polish forestry will benefit from the project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

SEED - Sustainable Empowerment through Experiencing Diversity

Good practice example

Project Coordinator

Organisation Kindervereinigung Leipzig e.V.
Address Frohburger Str. 33 c , 04277 Leipzig , SACHSEN , DE
Website <https://kv-leipzig.de>

Project Information

Identifier 2018-1-DE04-KA105-016523
Start Date May 1, 2018
End Date Oct 31, 2019
EC Contribution 26,811.72 EUR
Partners Associação Spin para o Intercâmbio, Formação e Cooperação entre os Povos (PT)
Topics Intercultural/intergenerational education and (lifelong)learning ; Environment and climate change ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

As planned the “wir weit weg “ project started in October 2017 at the Helmholtz Oberschule in Leipzig with the aim to bring together a group of pupils who are not striving for higher education and motivate them to organize their own youth exchange within the project time. The group decided before the application to find a partner organisation in Portugal. So in the end the youth exchange in Portugal was successfully organized in cooperation with Associação Spin.

Beforehand the group leaders and organizers from both sides met during the APV (A1) and got to know each other as it was the first project cooperation between KINDERVEREINIGUNG Leipzig e.V. and Associação Spin.

In the youth exchange in Portugal in June 2018 in the end 11 youngsters from Germany (plus 3 group leaders) and 13 youngsters from Portugal (plus 3 group leaders) met in Lisbon. As the young participants decided beforehand the topic of both youth exchanges was sustainability and healthy lifestyle. Based on this topic the activities focused on sports, movement and teambuilding in the international group. Further the exchanges fostered the self-esteem of the participants be that could present their hood to interested guests or by a talent-show they prepared. The methods implemented were highly interactive and gave the participants the chance to meet and interact with peers and locals, make decisions, think critically develop a sense of responsibility and achievement. The defined goals of the project (empowering youth facing educational, social and economic obstacles, focusing on and developing their abilities using non-formal, participative learning and promoting international mobility) were definitely reached. The big majority of the first exchange group also took part in the second youth exchange in Leipzig in June 2019, which shows that most of the young people were satisfied with the first exchange and were longing for more experiences in this field and to meet their new peers again. The project resulted among other aspects in including disadvantaged young people in international youth exchanges, promoting intercultural competences and tolerance, focusing on the benefits of Erasmus+ programs and non-formal learning methods as well as tackling crucial topics like sustainability and health. The results of the whole project were shared in several networks among youth, parents and public as well as youth work professionals in Germany and Portugal. For example it has also been presented at the 5 years anniversary party of the “wir weit weg” project in Leipzig in November 2019.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

GARDENStoGROW: Urban Horticulture for Innovative and Inclusive Early Childhood Education

Good practice example



Project Coordinator

Organisation MUSEO DEI BAMBINI SOCIETA COOPERATIVA SOCIALE ONLUS
Address VIA FLAMINIA 80 , 00196 ROMA , IT
Website www.mdbr.it

Project Information

Identifier	2017-1-IT02-KA201-036449
Project Web Site	http://www.gardenstogrow.eu/en/
Start Date	Sep 1, 2017
End Date	Feb 29, 2020
EC Contribution	359,295 EUR
Partners	FUNDACIÓN TIERRA INTEGRAL (ES) , ISTITUTO COMPRENSIVO CLAUDIO ABBADO (IT) , UNIVERSITA DEGLI STUDI DI PARMA (IT) , SOUTH WEST COLLEGE (UK) , MUZEIKO FOUNDATION (BG) , STEPS SRL (IT) , Dungannon Primary School (UK) , ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (IT) , Cosmos Kids 1 LTD (BG) , EEI N°1 DE BULLAS - EL CASTELLAR (ES)
Topics	New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; Agriculture, forestry and fisheries

Project Summary

Increasing quality and equity of ECEC services is a priority for all EU countries and can make a strong contribution, through enabling and empowering all children to realise their potential. Urban Horticulture has proved to be a powerful tool for education, socialisation and inclusion and for improving the sense of belonging to the community.

GARDENStoGROW provides ECEC teachers with an innovative teaching methodology, tools and materials to foster inclusive attitudes and key competences acquisition from a very early stage of child development (3-6) through horticulture.

This is made possible thanks to a balanced, transnational and complementary cooperation with pre-primary and primary schools, children's and science museums, STEM centres, universities and local educational authorities. Educational gardens, with an active support and inputs from school teachers and local stakeholders, can become permanent and living learning places for schools, pupils, children and families, where they can meet and learn from each other.

During the entire project duration (30 months) 11 different partners – 4 schools, 2 children's museums, 1 STEM Center, 2 universities, 1 foundation and 1 research centre from Italy, the UK, Spain and Bulgaria – produced 4 IOs:

- IO1 GARDENStoGROW Inventory: a framework of inclusive practices and activities carried out in gardens by ECEC schools in 4 European countries: Italy, the UK, Spain and Bulgaria, identifying skills and competences needed by teachers and ECEC professionals to successfully carry out them (surveys, inventory of educational gardens and creative sessions with teachers);
 - IO2 GARDENStoGROW Methodology Guidelines: technical guidelines for educational gardens, with step-by-step construction and additional technical information, completed by evaluation grids on how to monitor inclusiveness during an educational activity and a set of observation categories to set the basis for an inclusive child-adult relationship;
 - IO3 GARDENStoGROW Educational Materials & Training course: an online course named GARDENStoLEARN, in a dedicated platform – Explora Education – with 3 different modules on how to establish and sustain an educational garden, how to design, develop and manage educational gardens, theory on inclusion, hands-on workshops for early childhood and community, completed by an international training course with the participating organisations, several national events and the creation of pilot gardens in each country;
 - IO4 Learning, Affordable, Inclusive and Open Gardens for Innovative ECEC practices: a pilot gardens catalogue, tips on inclusive education and a set of recommendations, exploring the multiple benefits of educational gardens, providing evidence and seeking links with global, European and national policy priorities.
- The project implemented 7 transnational meetings, 2 learning and teaching activities and several evaluation and communication activities.

GARDENStoGROW involved more than 1,800 participants in the activities and results: ECEC teachers and school leaders, teacher trainers and educators, personnel of children's/Science Museums/STEM Centers and other ECEC teacher training providers; HEIs researchers and students, civil society organisations, pupils and families.

Besides the Intellectual Outputs, the project produced: a project website, communication on social media and partners' websites, a growing community with the involved stakeholders, several recommendations and teaching documents useful for teachers and educators willing to create inclusive educational gardens and hands on workshops.

On a longer term, the project will impact on the quality of the ECEC sector by:

- offering teachers and pupils aged 3-6 the opportunity to enrich their curriculum and competences based on a non formal and hands-on approach and an innovative tool for social inclusion or marginalised pupils, through educational content provided in open format in the learning platform Explora Education;

- improving the capacities of schools of operating in partnerships with key local actors, including children's and science museums, STEM centres, foundations and research centres/universities;
- evaluating in a long term perspective the efficacy and role of extra-curricular hands-on workshops based urban and social horticulture;
- reinforcing cooperation between practice, research and policy.

Thanks to GARDENStoGROW pupils and families, including those at risk of marginalisation, will benefit for better ECEC services, innovative pedagogical activities with motivated teachers. They will find in the pilot gardens a place for socialisation and inclusion and more opportunities for learning and experiencing direct contact with nature.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Innovative Blended Learning Toolkit for the Safe Pest Management of Honeybees

Good practice example



Project Coordinator

Organisation Stredna odborná škola
Address Pod Banošom 80 , 974 11 Banská Bystrica , Banskobystrický kraj , SK
Website www.sosbanbb.sk

Project Information

Identifier 2017-1-SK01-KA202-035299
Project Web Site <https://sosbanbb.edupage.org/text/?text=text/text17&subpage=5>
Start Date Sep 1, 2017
End Date Oct 31, 2019
EC Contribution 161,763.38 EUR
Partners mehrdafon GmbH (AT) , ECODESIGN COMPANY ENGINEERING & MANAGEMENT CONSULTANCY GMBH (AT) , Slovenský zväz včelárov (SK) , CSV, z.s., okresní organizace Zlín (CZ)
Topics New innovative curricula/educational methods/development of training courses ; Agriculture, forestry and fisheries ; Open and distance learning

Project Summary

All European honey bees are highly exposed to various negative stress factors. Our society is witnessing a changing situation for bees that has dramatically worsened their living conditions. As a consequence of the reduction of the bee pasture quality and the increased use of pesticides, either from the side of the farmers or the producers of pesticide-based veterinary drugs, which are steadily increasing, we observe that the colonies are constantly losing their ability to cope with pests and various bee diseases. A new era of problems started and there is a need to start treating the bees in a different way, because if beekeepers and farmers continue constantly to increase the doses of pesticides, honeybees no longer can support them and honey products lose their reputation of natural products „good-for-health“.

The overall project goal was to improve the teaching content in the project partner organizations with a nationwide outreach and to strengthen the competences and professional skills of beekeeping teachers in Austria, Czech Republic and Slovakia. The project coordinator was the Secondary Vocational School Pod Banosom (Slovakia), which is the main educational institution for beekeepers in Slovakia. The Slovak Association of Beekeepers and the Czech Association of Beekeepers, which associate more than 90% of all registered beekeepers in these countries, participated in the project through communication activities during pilot training courses and conferences. The Austrian partner Ecodesign Company GmbH played a unique role in the project as this organization owns the high quality expertise in the new chemical-free treatment methods of bees and also owns the efficient, tested and scientifically approved device, Varroa Controller, which has been applied in Austria for almost 10 years now. The other Austrian project partner Mehrdäfon-Bienenliebe Imkerzentrum GmbH supported the project with experience in vocational dual education system and trainings for not only hobby, but also master beekeepers.

The BLESABEE project helped to increase the competences and skills of teachers involved in the beekeeping vocational education and training in Slovakia, Czech Republic and Austria. The project involved 40 beekeeping teachers and indirectly more than 800 beekeeping trainers and technicians of veterinary doctors and beekeepers in the Czech and Slovak Republics who participated in multiplication events and seminars taking place within the project.

The main outputs and achievements of the project are new educational materials for beekeeping schools and centers available in a form of a new educational website (www.blesabee.online) and a textbook "HOW TO MANAGE AND MAINTAIN HEALTHY BEES", which was awarded by the Gold Medal at the International Congress Apimondia 2019 in Montreal, Canada. This textbook briefly discussed both, the stress factors threatening the bees and the key aspects contributing to their well-being. Moreover, it focuses especially on strategies to keep healthy bees by avoiding chemicals in the bee hives. The interested users can read, watch and share the best beekeeping practices from this textbook for free. The learning material contains QR codes for easy access to short beekeeping training videos and testimonials. The innovative part of the project in relation to other existing beekeeping projects was the process of creation of new course, which brought together scientists and practitioners and which has been expanded from a regional to a global context via international beekeeping congress and competition in Montreal (Canada) Apimondia 2019.

The second output is the approval of new veterinary methods of treatment bees against bee diseases and pests, which were successfully submitted and integrated by the state veterinary authorities into a legal system in the Czech and Slovak Republics. At the same time, a new veterinary device, Varroa Controller, has been certified by the veterinary authorities in both countries, which was necessary for enabling of safe and effective non-chemical treatment of bees.

The third output created within the project is PRACTICAL GUIDE FOR BEEKEEPING INSTRUCTORS, which describes the Austrian beekeeping education system, including the dual vocational system, with particular emphasis on the training of apprentices and beekeeping masters. The guide can serve as an inspiration and blueprint for the next upper education level for beekeepers in Slovakia and the Czech Republic.

To provide sustainability of the project the new funding schemes for education and training were already put at place within the national beekeeping programmes of the EU in Czech and Slovak republic for the years 2019-2021. This project created solid basis for an ongoing cooperation among beekeeping organizations involved, it has significantly increased the number of knowledge exchange among the experts involved and it also established the foundations to extend activities to other European countries.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Let's Play Greener!

Good practice example

Let's Play
Greener

Project Coordinator

Organisation lycee polyvalent Eugène DELACROIX
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FR
Website <http://www.lycee-delacroix-drancy.fr>

Project Information

Identifier 2017-1-FR01-KA219-037298
Project Web Site <http://LetsPlayGreener.com>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 61,200 EUR
Partners Istituto d'Istruzione Secondaria Superiore Ernesto Guala (IT) , Colegiul
National "Ion Luca Caragiale" (RO)
Topics EU Citizenship, EU awareness and Democracy ; New innovative
curricula/educational methods/development of training courses ;
Environment and climate change

Project Summary

CONTEXTE Le projet est porté par trois établissements d'enseignement secondaire : les lycées Eugène Delacroix à Drancy, Ernesto Guala à Bra, Ion Luca Caragiale à Moreni. A la suite de la création de clubs locaux dédiés au développement durable, un partenariat s'est noué pour mener cette réflexion à l'échelle européenne. Chacun de ces établissements a pour enjeu d'investir les programmes d'échanges européens pour offrir davantage d'opportunités, d'ouverture culturelle et linguistique, d'insertion sur le marché de l'emploi, d'empowerment sur la citoyenneté et le numérique à un public scolaire rencontrant des difficultés socio-économiques marquées. Les trois enseignants coordonnateurs ont mûri le projet de 2015 à 2017 avant de le déployer en 2017-19.

OBJECTIFS Ce projet a été porté par l'ambition de créer du collectif, via le numérique, par la création d'un jeu vidéo sur le développement durable. L'équipe pédagogique a tenu ses objectifs d'offrir un programme de création de jeux vidéos articulé à des compétences interdisciplinaires. Pendant deux années, enseignants et apprenants ont ensemble réfléchi sur les enjeux du développement durable, sur les atouts et les limites du cadre législatif européen en matière de défense de l'environnement. Ils se sont interrogés sur leurs propres pratiques interculturelles et ont progressé de façon notable en terme de compétences numériques. Au-delà des apprentissages des élèves, les enseignants aussi ont pratiqué le changement de posture, la pédagogie de projet, la méthode agile. Ce faisant ils ont offerts à leurs apprenants des opportunités de communiquer, de créer, de s'engager, en dépit de situations socio-économiques défavorables : politique de la ville à Drancy, forte migration économique récente en Italie, vieux bassin industriel déprimé en Roumanie.

PARTICIPANTS L'équipe pédagogique a associé 9 enseignants, 5 intervenants extérieurs experts, 80 apprenants directement impliqués et quelques centaines indirectement. Les trois coordonnateurs ont planifié les activités, fait vivre les clubs locaux et coordonnés les travaux des élèves. Les experts : Mourdjén Bari, Anne Lautrou, Nabil Boutemur, Mounswif Darkaoui

ACTIVITES L'ensemble des documents de travail a été posté sur le site web (<https://letsplaygreener.com/course/view.php?id=2>). Nous avons bouclé en deux ans un cycle comprenant 6 jalons (scénario en janvier 2018, prototypes en mars, objectifs pédagogiques en mai, mécanique de jeu en juin, niveaux en décembre, intégration de tous les médias en juin 2019). Pour ce faire nous avons organisé des clubs, selon des modalités choisies localement.

- 5 Game Jams : 48 à 120 heures pour réaliser une démonstration de faisabilité (proof of concept) : Erasmus Days 2017, Drancy 2018, Moreni 2018, Erasmus Days 2018, Bra 2019.
- 3 Meetings transnationaux : à Bra, Moreni, Drancy : management du projet, contrôle avancement,
- Activités de clubs : sur base hebdomadaire, autour de trois challenges : scénario, gameplays, production médias
- Activités de dissémination : rencontre avec les lycéens, avec les décideurs locaux, formations, événements (Made for Europe, 2nd prize for the Website, Educatec-Educacice 2018-19, Turin Global Game Jam (jan. 19).

RESULTATS & IMPACTS- Au plan personnel, pour les élèves, enseignants et experts : une ouverture sans précédent. Interculturalité, mobilité, professionnalité, ouverture. Des élèves avec de moindres opportunités, en rupture avec le rythme scolaire, se sont pleinement intégrés au projet. Sur le plan des compétences : linguistiques, numériques, des pratiques artistiques et professionnelles du jeu vidéo, sur le plan des apprentissages conceptuels sur les mécaniques globales de l'anthropocène : les indicateurs mis en place nous confortent dans l'efficacité du dispositif.

- Les livrables : un site web, l'archive du projet, des brochures multilingues, un MOOC sur la création de jeux vidéos, un jeu vidéo.
- Impacts : Le jeu vidéo n'est plus simplement un loisir : c'est une activité de création. Opportunité pour chacun d'explorer un métier (graphiste, sound designer, level designer, développeur). Le développement durable n'est plus simplement un pensum behavioriste : l'intégration d'objectifs pédagogiques dans les niveaux du jeu, ont permis d'en expliquer les mécaniques complexes. Pédagogie de projets : la scénarisation des activités pédagogiques n'est plus centrée sur le programme mais sur l'élève et ses centres d'intérêt.

BENEFICES A LONG TERME En ce qui concerne la partie française, le travail a été mené conjointement avec la DANE de Créteil. Ce travail permet de renforcer les savoir-faire de l'académie sur le domaine des jeux vidéos et de l'apprentissage. C'est donc un panel d'enseignants plus larges (40 en 2019) qui va pouvoir être formé sur la conduite d'un projet de création de jeux

vidéos. Pour les apprenants, une rencontre organisée pour les Erasmus days 2019 montre leur appétence pour les échanges interculturels.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

I came, I saw... I bike !

Good practice example



Project Coordinator

Organisation OGEC LA SALLE PRINGY
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Contact Monsieur Luca Odiardo

Project Information

Identifier 2017-1-FR01-KA219-037363
Project Web Site <http://www.erasmusvenividibici.com>
Start Date Sep 4, 2017
End Date Sep 3, 2019
EC Contribution 111,035 EUR
Partners Liceul Tehnologic Baia de Fier (RO) , scuola secondaria di 1° grado Dante Alighieri Caserta (IT) , 2o GYMNASIO ALEXANDROUPOLIS (EL)
Topics Teaching and learning of foreign languages ; Environment and climate change ; ICT - new technologies - digital competences

Project Summary

The project entitled "Veni, vidi ... Bici!" took place during the 2017-2018 and 2018-2019 school years and considered the participation of the four partner institutions: La Salle College in Annecy-Pringy (France), in the role of coordinating institution; Scuola Statale of Primo Grado Dante Alighieri in Caserta (Italy), 2nd Gymnasio Alexandroupolis (Greece) and Liceul Tehnologic Baia de Fier (Romania) as partner institutions.

The project was aimed especially at young people between the ages of 11 and 15, who are following the first stage of secondary education. However, in order to broaden the target group of the project and to promote a positive attitude among a larger number of people, awareness-raising activities were also conducted with pupils from primary schools in partner institutions, as well as with their families.

In an international context where the safeguarding of the planet and environmental education become increasingly important issues, the project has set itself the essential objective of raising awareness among students, their families, school staff and local communities to the soft and ecological mobility, especially in connection with the use of the bicycle, no longer regarded as a simple object of leisure, but as a real means of daily transport for the young people.

The initial observation being the traffic jams that occurred every day around the school units, especially at the beginning and end of the day, the project tried to suggest to the students effective and durable alternatives to the car, by providing both the keys for safe driving (learning the rules of the good cyclist, practical application of the standards of good conduct, maintenance activities and repair of a bicycle) and promoting knowledge of already existing structures (e.g.: cycle paths) or requesting for new ones (creation of pedibus, velobus etc.).

The work on the soft mobility, moreover, was an opportunity to allow the pupils to better know their territory from the historical, artistic and natural point of view, as well as to compare the reality in different European countries, by observing the different possible answers to the same environmental theme. The project is part of the logic of an exchange of good practices between the partners, with important spin-offs from the pedagogical, cultural and social points of view: the comparison between school systems, the implementation of shared works and the work meetings between delegations during the weeks dedicated to training and learning activities have made it possible to achieve openness to the world within partner institutions, to develop an awareness of responsible eco-citizens among students and to install innovative pedagogical practices in the service of the acquisition of transversal skills.

The project "Veni, vidi ... Bici!" consisted of two transnational coordination meetings (in France and Greece) as well as four weeks of mixed pupil-teacher mobility, one in each partner country. A total of 168 people (32 teachers, 136 students) participated in international training and learning activities, receiving a certificate of participation and an "Europass mobility" certifying the skills acquired. Each mobility has tried to decline the theme of awareness of soft mobility according to local or national specificities, by allowing young people to discover the different territories and to think about practices useful for protecting the environment and reducing pollution. These experiences have also had considerable impact on the mastery of modern languages, whether it is French (official language of the project), English (language of international communication) or the other languages of the countries concerned, which have been the subject of a first discovery by students and adults.

The partnership project was an opportunity to open the partner school units to the local reality and seek synergies with local development stakeholders (local elected officials, institutions, associations, companies): with them we have intensified contacts and inaugurated a dialogue that will continue in the coming years, with the aim of providing concrete and tailored answers to the problem of travel to the school units.

"Veni, vidi ... Bici!" has been intensely communicated to the general public, like the official channels of the institutions (institutional sites and ENT, social networks etc.), on the media (press, TV or local radios) and, in more detail, on the official website of the project (www.erasmusvenividibici.com), which made it possible to present all the achievements and actions carried out by the teams and illustrate, step by step, the highlights of the peak moments during the partnership.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Augmenting Coalitions for Community in Austria

Good practice example

Project Coordinator

Organisation GLOBAL 2000 UMWELTSCHUTZORGANISATION
Address NEUSTIFTGASSE 36 , 1070 WIEN , AT
Website www.global2000.at

Project Information

Identifier 2018-1-AT01-KA104-039156
Start Date Jun 1, 2018
End Date Aug 31, 2019
EC Contribution 33,580 EUR
Partners Col·lectiu Eco-Actiu (ES)
Topics New innovative curricula/educational methods/development of training courses ; Integration of refugees ; Environment and climate change

Project Summary

Established in 1982, Global 2000 is the leading environmental organization in Austria promoting the protection of the natural world. Our role is to act as catalysts which inspire people to care, and then connect them with learner communities for shared projects and pathways to action.

From 2015/2018 we were one of 23 European Friends of the Earth groups taking part in the 'School of Sustainability' programme, hosting close to 300 events and attracting approximately 3500 participants in Austria. With the programme ending in 2018, we applied for this Erasmus Plus project to take the learning to the next level, with a key strategic focus aimed at coalition building and strengthening our movement. We wanted to build upon the success of key projects such as our 'Umwint' programme that brings refugees and locals together for shared learning. We wanted to keep strengthening the skills of our team of talented staff trainers so they can develop new programmes. We wanted to inspire our engaged network of volunteers with the confidence and competence to step into their leadership capacities. To do this, we needed to bring fresh, innovative approaches that supported our staff to be able to work with complex and challenging group dynamics, and provide them with tools, practices and pathways to help learners stay resourced and resilient.

We chose the Ulex Project as our partner because of their renowned international reputation, and because their programme of training met our core organizational and learner needs.

'Augmenting Coalitions for Community in Austria' objectives were to support our staff to significantly increase their work at local, national and international levels by:

- Increasing our staff's ability to build cross-sector collaborations
- Increasing our staff's long term endurance and capacity to be effective
- Enhancing the inclusivity of our learning environments to welcome diverse learners
- Strengthening staff competence in educational leadership
- Increasing staff's portfolio of trainings with cutting edge resources which increase active citizenship
- Creating community cohesion through active coalitions pushing for progressive change
- Increase participants confidence, commitment and capacities to meet the environmental challenges of these times
- Increase participants' English, Spanish and Catalan competences.

Participants and duration:

Of our applied for 20 participants we were funded for 16 mobilities. These were all community educators through in Global 2000s

'Active Team' training pool. Their work is centred around promoting active citizenship and community engagement across Austria. This project has built upon their skills and experience as educators in wide ranging ways.

Activity Plan:

Educators from Global 2000's committed trainer pool travelled to the Ulex Project in Spain to participate in one of the following trainings between October 2018 and September 2019:

- Regenerative Organising: practical tools to support self-care with strategies for action
- Transformative Collaboration: tools for working with complex group dynamics, to create collaborative learning

spaces

- Catalysing Active Citizenship: practical tools to support cross sector organizing, and build and deepen skills for empowering active and critical citizenship
- Creative Tools for Social Change Training for Trainers: a training for trainers promoting creative arts techniques, games and exercises to support personal and social transformation.
- Transformative Collaboration Training for Trainers: equipping experienced educators with methods and tools to share with others to enhance collaborative learning
- Thinking Diversity Radically: practical tools that honour diversity, embrace pluralism, and enable us to live creatively with difference

Results:

The project was a great success. All 16 mobilities were completed and participants demonstrated a high level of satisfaction with their training. This is evidenced by their EU survey reports and in their evaluation feedback to the participating organisations. The project has significantly enhanced the training skills and abilities of both our experienced trainers, and those who have recently started in their adult education work. Staff report increased confidence, communication skills, facilitation skills and a greater ability to engage with diverse audiences. As an organisation this increases our ability to provide quality climate education to the Austrian public, improving both our education content and our delivery. Moreover, we have as a result of this project, gone on to secure a second round of funding, to build on the experience gained to date and hone our educational and strategic development as part of a movement. We have greatly benefitted from the opportunities to build our wider European network, through the multiple connections made with other educators working in similar fields from across Europe.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Utilization of Renewable Energy Sources in Agricultural Vocational Education

Good practice example

Project Coordinator

Organisation Malopolski Osrodek Doradztwa Rolniczego w Karniowicach
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Website www.modr.pl

Project Information

Identifier 2017-1-PL01-KA202-038301
Project Web Site <http://www.uresa.eu>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 248,667.04 EUR
Partners Balıkesir University (TR) , New Edu,n.o (SK) , agricultural Institute, Stara Zagora (BG) , STOWARZYSZENIE ARID (PL) , CANAKKALE ONSEKIZ MART UNIVERSITESI (TR)
Topics Energy and resources ; Agriculture, forestry and fisheries

Project Summary

Project URESA has been focused on the topics related to producing green energy from renewable resources available in rural areas and possible to acquire from agricultural production.

In Europe, there are a number of different levels of renewable energy sources in rural areas. Western European countries in this respect are much better developed than the countries of Eastern Europe. The subject of agricultural RES plants is developing very fast in Eastern Europe. According to the need analyses conducted before project and noticing this fact during project implementation there is a very strong interest in small plants of agricultural farmers. That's why we have elaborated high quality of the training materials to disseminate knowledge on agricultural RES plants. The project has been dedicated for farmers and residents of rural areas. The project products consist of the curriculum and interactive e-learning course which is available online and consist of the 7 modules on the topics of RES, with the introductory module at the beginning. The structure of the curriculum and the training content gives competences of the professionals from agriculture (farmers) VET teachers of agricultural school on the high level. Training course consists of following modules:

Module 0 - Introduction - basic information about the RES

Module 1 - "Wind energy"

Module 2 - "Water energy"

Module 3 - "Solar energy "

Module 4 - "Geothermal energy "

Module 5 - "Biomass energy"

Module 6 - "Biogas energy"

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Project Title

Plant a tree, plant your future

Good practice example

Project Coordinator

Organisation Materska skola - Óvoda

Address Školská 1260/4 , 982 01 Tornaľa , Banskobystrický kraj , SK

Project Information

Identifier 2017-1-SK01-KA219-035322

Start Date Oct 2, 2017

End Date Oct 1, 2019

EC Contribution 36,650 EUR

Partners Przedszkole nr 66 (PL) , Materska skola Kosticka (CZ)

Topics Environment and climate change ; New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages

Project Summary

Teaching about the environment at all kindergartens, working on smaller school projects (School in Nature, Green Flag, School near to Nature) were done before this project as well. Children are interested in the topic, teachers like working in this field. Because of this we wanted to start transnational cooperation, to follow the good results, compare tasks between kindergartens and then produce a methodical guard with outlines about the environment.

2 kindergartens have never worked on a transnational project before.

Target group is made up by cca 250 children (30 with difficulties) and 40 teachers from 3 kindergartens, cca 250 other participants. Aims: to have/improve knowledge about the environment and its protection; to have/improve knowledge about partner countries; to improve English; to improve ICT skills of teachers. All the aims were fulfilled. We expected improvement of the local environment where children live. We were successful at least on a small scale.

Project was focused on 4 environmental topics - separation and recycling (A6, A9, A13), planting (A10), protection of the environment (A7), energy saving (A8, A11). We did 16 activities altogether during the project, some of them were repeated. We wanted the children to take notice about the environment and understand that it is not a matter of course to have clean air, water, soil, that we must not destroy the nature because like this we destroy our future. Motto of the project: Plant a tree, plant your future. - we must do something for the nature and like this for ourselves as well. We tried to form the consciousness of children, then they can influence their families, friends, the all community. Also guests of other educational institutions and local authorities participated in activities which could change their opinions about the nature.

We planned 3 transnational meetings - in each kindergarten 1. The most important was job-shadowing and outlines which are presented in the guard. We had Erasmus+ Day during each meeting which was visited by public, local authorities and other educational institutions by means of dissemination. Aims of transnational meetings: financial control, timetable control, planning of new activities, job-shadowing, the change of good practice, evaluation of former activities, solutions of possible problems, meeting new teachers, getting to know new cultures.

There was a work team in each kindergarten (manager, disseminator, administrative worker, manager assistant) to work effectively.

We worked "step by step" according to Gantt chart.

We made up questionnaires about the countries and environment for children and employees which were filled in the beginning and end of the project. The results were compared and we found out that the aims of the project were accomplished (improvement of knowledge about other countries and the environment, to improve English and ICT skills for teachers, importance of transnational projects). Other activities were evaluated by form of emojis "like/dislike" which participants threw anonymously to a box. We and the others could judge the activities posted on FB group Plant a tree, plant your future by emojis.

Outputs:

- plants, trees, flowers which we need to keep in future and / or plant more
- a souvenir DVD - all ppt presentations, photos, videos from all the project
- a methodical guard Methodological Booklet - in each kindergarten in printed form, on web sites of kindergartens in digital form, on the Erasmus+ Project Results Platform with free accession. Each kindergarten passed their tried materials, activities, methods and forms of work to partner kindergartens. All 3 kindergartens obtained a valuable book which enriched and will enrich the education of children in the institutions.
- a glossary in English, Slovak, Polish and Czech with everyday words and phrases and vocabulary about the environment in each kindergarten in printed form, on web sites of kindergartens in digital form, on the Erasmus+ Project Results Platform with free accession

We are planning to continue in some activities (paper collecting, planting, etc.) with expenses covered by each

kindergarten.

Dissemination of the project was executed on regional (local media, Erasmus+ corner), national (kindergartens' web pages) and transnational level (FB group, outputs on the Erasmus+ Project Results Platform).

Link to project card: [Show project card](#)

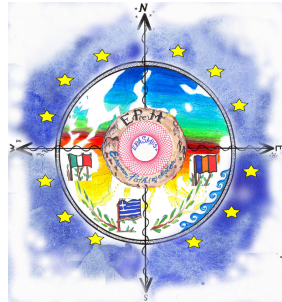
* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

EUROPEAN PATH (e)MOTION

Good practice example



Project Coordinator

Organisation Senior High School of Thesprotiko
Address Θεσπρωτικό , 483 00 Θεσπρωτικό, Δήμου Ζηρού , Ήπειρος (Ipeiros) , EL
Website <http://lyk-thespr.pre.sch.gr/autosch/joomla15/>
Contact Konstantinos Lamprou , kostlamp@yahoo.gr

Project Information

Identifier 2017-1-EL01-KA219-036151
Project Web Site <https://europeanpathemotion.blogspot.gr/>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 72,819.75 EUR
Partners Istituto di Istruzione Superiore "Caminiti - Trimarchi" (IT) , Liceul Teoretic "Aurel Lazar" (RO)
Topics Health and wellbeing ; Environment and climate change ; Integration of refugees

Project Summary

The European Path (e)Motion is a project whose aim is the approach and the promotion of the European paths, that cross our continent, through different views. First of all, the project's objective is to give the opportunity to participants to gain knowledge through the movement in the path. Also, using activities in nature we want them to establish relations with it and change attitudes and values towards it. Thirdly, the humanitarian dimension of the program is of great importance, since it aims at bringing together people of different nationalities and cultures paying attention to the emotion that is cultivated if they walk the common European paths, which unite people. Four schools take part in this project. The Senior High School of Thesprotiko, Greece, the Istituto di Istruzione Superiore "Caminiti - Trimarchi", Italy, the Saarde Educational Foundation, Estonia and the Liceul Teoretic "Aurel Lazar", Romania.

During the project there will be activities which will study the European paths from a geographical point of view, but also through different sciences (geology, biology, physics, chemistry, environmental studies). Also, activities will be conducted about the historic and archaeological paths and their importance. In addition, activities related to the approach of the path through literature and the inclusion of the idea of refugee paths are of great interest. Of course sports activities in nature as well as actions related to the promotion of local products and healthy dieting add great value. Moreover, the activities will cover the psycho - kinetic field resulting in emotional health and euphoria. Finally, students will participate in artistic activities having thus the chance to create inspired works related to the paths. The actions will include blended mobility of school learners and short term exchanges of groups of students.

All the activities of the project will be conducted using innovative approaches that will study the issue of the path cross curricularly and holistically. Specifically the methods of brainstorming, interview, bibliographical research, role playing, drama will be used. The whole project will be based on experiential learning which makes knowledge even more interesting for young learners.

The results expected from the implementation of the project will lead to the contact with nature, away from the passive way of life. This will result in the protection of nature. Also there will be cognitive results as well as linguistic development which is very important for the communication among students. Additionally, results are expected at the emotional level for all participants, who will walk together the common European paths and will thus meet each other putting aside difference and making true the European vision for unity.

The impact of the project doesn't only involve individuals but will be apparent at a social, local, national and transnational level, too. Specifically, our aim is the promotion of the path so as to be used by the modern person for business development in the areas around the path. We also aim to have a strong impact on the educational institutes as far as their educational policy about the environment is concerned. Last but not least the regional and national organizations are important target groups in order to rethink policies towards sustainable development.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Life at the HI Hostels

Good practice example

Project Coordinator

Organisation Farfuglar ses - Hostelling International (HI) Iceland
Address Sundlaugavegur 34 , 105 Reykjavík , IS
Website www.hostel.is
Contact Helena W Óladóttir

Project Information

Identifier 2017-2-IS02-KA105-001749
Start Date Oct 1, 2017
End Date Nov 30, 2018
EC Contribution 7,982 EUR
Partners MI HI For Training And Development (EG)
Topics Environment and climate change ; Social dialogue ; Creativity and culture

Project Summary

Context/Background of project

Farfuglar ses - Hostelling International (HI) Iceland is a non-governmental, non-for-profit membership organization established in 1939. The organization is a member of HI, a global network of Youth Hostel Associations, of over 4000 hostels with members in more than 80 countries. Membership means that the Icelandic hostels fulfill the international standards for HI Hostels.

Since its inception, as stated in its mission, the organization's main goal has been to promote and encourage people of all ages to travel and to increase their knowledge and appreciation of nature and culture. The Hostel network enables young people of different nationalities, cultures and social background to meet informally, share experiences; learn about themselves, each other and their surroundings. Hostels foster a remarkable international awareness about current issues such as environmental issues, sustainable tourism and sustainable development.

Hostelling also has a fundamental, but unofficial, role in the development of young people as future employees in a global market.

Objectives of project

Life at the HI hostels project aims at spreading eco-conscious behavior through visual means like photos, videos and testimonies from travelers in order to reduce the impact on the environment caused by traveling. The objective of the project is to offer visual information-promotion of applied sustainability at the hostels and to emphasize the role of hostelling and youth in sustainable tourism and its contribution to the global movement towards sustainable development.

Number and profile of participants

Life at the HI hostels seeks 1 very motivated and enthusiastic volunteer willing to grow personally and professionally and build strong practical experience in the photo/video field. Volunteer's enthusiasm, creativity and interest to engage with people, and a readiness to work with flexibility in changing or developing situations is essential. Particular interest in environmental issues, in sustainability, culture and responsible traveling are of big advantage. English language skills are essential while ethnic groups, religion, sexual orientation or political opinion are not taken into account.

Previous basic background and interest in photography/video recording are very important plus an open minded and enthusiastic attitude. The project allows the volunteer to gain practical experience in the media/audio/video field, create a comprehensive portfolio, gain a lot of media coverage and create international contacts (bands, guests etc.). All this will greatly help the volunteer in pursuing a carrier in this field.

Description of activities

- collecting testimonies about sustainability, environment and society, e.g. recording interviews with the travelers/guests staying at the hostels, gather their view on the Icelandic nature and sustainability practices noticed at the HI Iceland hostels.
- shooting videos with the regular quality and sustainability practices of the Icelandic hostels, both carried out by guests and staff.
- recording and promoting events, e.g. attending and organizing concerts and workshops at the HI hostels in Reykjavík and Borgarnes, promote local culture and music, panel discussions, workshops and global events such as EarthHour.
- capturing the sustainable vibe at the HI hostels, thus presenting the hostels as a social place of various cultures, where travelers meet and share their experience.
- feeding the social media with images and posts from the actual life at the HI Hostels and sharing the learning

process of the individual, the experience of guests, work of staff and interaction with locals that occurs every day at the hostels.

Potential longer term benefits

All participants in the proposed activities will highly benefit in terms of increased awareness about applied sustainability in the accommodation sector. HI Iceland's sustainable solutions developed throughout the years at the hostels, captured in visual ways will emphasize on the solutions that one person can apply in order to not only travel more responsible but also live a more sustainable life.

The volunteer will have the opportunity to grow personally and professionally by getting the chance to implement his/her vision and ideas. Moreover, the volunteer will have created a complete personal portfolio consisting of short videos, photos and other material for his future career.

We hope Life at the HI hostels project will inspire and motivate other colleagues from the accommodation sector to harmonize their operations with the environment no matter in what part of the world is their hostel located. At the same time, we hope travelers will become more responsible, not only during their trips but at their homes as well in seeking ways to reduce their impact on the planet on a daily basis.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

Enhancing Technological Innovation & Sustainability through Aquaculture, in secondary VET agricultural education (ETISA)

Good practice example

Project Coordinator

Organisation Provinciaal Technisch Instituut
Address Graaf Karel de Goedelaan 7 , 8500 Kortrijk , Prov. West-Vlaanderen , BE
Website www.pti.be

Project Information

Identifier 2018-1-BE02-KA101-046811
Start Date Aug 1, 2018
End Date Nov 30, 2019
EC Contribution 14,980 EUR
Topics Energy and resources ; Environment and climate change ; Agriculture, forestry and fisheries

Project Summary

In August 2018, the Provincial Technical Institute (PTI) participated in an ERASMUS + project, which allowed it to visit various institutions within the EU. The aim of this project was two-part, on the one hand the school wanted to deepen and broaden its knowledge on aquaculture. On the other hand, the school wanted to take steps to establish itself at an international level in order to prepare its students for an open labour market without boundaries.

The KA101 program allowed the PTI to send teachers and staff, associated with the educational objectives of the school, to several countries within the European Union (EU) to gain experience from established institutions. Various staff members, with various positions, took part in this project in order to involve people from different backgrounds in our aquaculture system. On the one hand, the school provided a common link throughout the project by always involving the project leader, i.e. Pannecoucque Nick, in the mobilities. The project leader himself is closely involved in the aquaculture system at school and also teaches the future scientists in the school. He was the perfect link to steer this project in the right direction.

On the other hand, the school's ambition was to involve several staff members in the aquaculture sector in order to reach more students. Desmet Germain and Depuydt Bram are two supervisors who come into contact with our practical students on a daily basis. They also arrange visits to our school and can thus disseminate their knowledge. Vandecasteele Lien and Broidioi Evelyne, on the other hand, are teachers who primarily teach the third grade Biotechnical Sciences. In their theoretical subjects (physics, chemistry, environmental studies, etcetera) they can make use of the practical experiences they have gained during their visit. Finally, Windey Mieke and Debroey Dirk also participated in the project, their added value is rather in the long term. Both of them support the school in disseminating the project to the students and the outside world.

At the end of August 2018, the first learning trip took place in Montpellier, where two colleagues attended the AQUA2018 international conference. During this conference our colleagues followed some (out of hundreds) presentations about aquaculture, with the intention of taking their knowledge back to Kortrijk. The second mobility followed fairly quick, in November 2018 the PTI moved to Almeria, Spain. During their stay they were introduced to the SABANA project of the University of Almeria. Within this project, various institutions are investigating the applicability of microalgae in the biomedical sector, the food sector and others.

The following mobility takes us to a small town located in the Czech Republic, namely Vodňany. Some teachers from the PTI visited the university of České Budějovice and were introduced to the intensive breeding of carp, sturgeon and other freshwater fish in fish ponds. The fourth mobility took place in Norway where the school was introduced to the intensive salmon production. They went through the entire production cycle, from the development of eggs to smolt, to the cultivation in the known nets at sea. A visit was also made to one of the most technological slaughterhouses where fish of 5.5 kg were processed into ready-to-eat fillets.

After a visit to the cold regions of Norway, the school moved south, towards Malta. There they followed a hand-on course on marine biology, given by a professor who works at the University of Malta. The subject matter treated during the course was so interesting that we immediately decided to link it to a subject for writing an integrated test for one of our seniors (GIP). We finish the programme with a visit to Ireland, where people are busy developing a brand new site for aquaculture exclusively. In Ireland people are convinced of the innovative ideas that can arise from our youth, they are therefore fully open to a return visit to interact with our students!

The PTI can look back on a successful KA101 program and draws two important conclusions from this. Firstly,

the school notes that there is greater involvement with regard to the aquaponic system at school. Our seniors biotechnical sciences, for example, venture to measure some important water quality parameters. Furthermore we can conclude that our colleagues have been able to establish good relations, allowing a recurring visit to Malta, the Czech Republic, Norway and Ireland, with a select group of students. Our ambition is to use this KA101 program as a foundation for a further internationalization of our school in order to prepare our students for an open labour market without boundaries.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Community Based Ecology and Conservation 2016

Good practice example

Project Coordinator

Organisation C.L. ADULT EDUCATION & TRAINING LIMITED

Address The Guinness Enterprise Centre (GEC), Taylor's Lane , 8 Dublin , Dublin , IE

Website www.capacityireland.ie

Project Information

Identifier 2017-1-IE01-KA102-025581

Start Date Jun 1, 2017

End Date May 31, 2018

EC Contribution 155,795 EUR

Partners AGENCIA ESTATAL CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (ES) , Ecoeduca (ES) , ECOLOGISTAS EN ACCION (ES) , Third Sector International S. L. (ES)

Topics Rural development and urbanisation ; International cooperation, international relations, development cooperation ; Environment and climate change

Project Summary

CONTEXT

The primary rationale for the CBEC 2017 project is to support VET learners who are undertaking community development qualifications within an ecology or conservation context by providing access to work experience 'mobilities' based in Spain as part of the Erasmus+ programme. Central to the rationale of the project is the importance of engaging with and educating local stakeholder communities to the success of ecology and conservation focused programmes and activities.

The key objectives of the CBEC 2017 Project are to provide vocational and career development benefits for the participants, including:

- Enhanced awareness and understanding of the role of community development within the ecology and conservation sector
- Development of specialist knowledge and practical skills
- Improved employability and workplace skills
- Development of vocational, personal, intercultural and linguistic skills
- Progression into employment and/or further study within the community development, ecology and conservation sectors

The project will also include activities relevant to the European Credit System for Vocational Education and Training (ECVET), as participants will be current learners who will be supported in undertaking assignments during their mobility experiences that will contribute towards units of the qualifications that they are studying

PARTICIPANTS

Participants will be VET learners who are working towards the Level 3 Award in Community Development, accredited by City & Guilds and will either have a background in conservation and ecology or be currently volunteering or working in relevant roles. We anticipate that participants will be typically young people aged 19-23 who have developed some relevant experienced-acquired skills through volunteering or work experience within their local communities and wish to undertake a qualification to further develop and formally recognise these skills. 24 participants will undertake 3-month mobilities to Spain and will travel in 2 groups of 12, with each group supported by an Accompanying Person for the first 2 weeks of their mobilities.

ACTIVITIES

The project is based around partnerships between Capacity Ireland and a group of community focused ecology and conservation organisations in Spain that will act as 'Host Employers', providing work experience placements for project participants. Work placement activities will enable participants to put their skills and knowledge into practice by gaining practical, 'hands on' experience, engaging local communities and working on local ecology and conservation programmes. This will enable them to develop their vocational skills in and gain work experience in order to maximise their opportunities for labour market integration and career progression. Core work experience and learning programmes will be complemented by ongoing language support and a programme of social and cultural activities.

METHODOLOGY

Project methodologies focus on supporting learners to develop experience-acquired skills for their vocational area and learn by working alongside established professionals in their chosen field. We have worked with the project partners on previous, successful Mobility Projects and have well-established methodologies and mechanisms for supporting the training objectives and professional development aspirations of participants from the relevant target groups.

RESULTS

The project will also provide significant beneficial impacts for the participants in terms of labour market integration and career development. Based on our experience of delivering successful Mobility Projects, we expect at least 62.5% thirds of participants (15 out of 24) to move into sustainable employment in their chosen field after completing their Mobility Placement, with a further 21% (5 out of 24) progressing onto further training for Conservation, Ecology or Community Development sectors.

IMPACT

The project will help to build the capacity of partners to participate in transnational activities and European projects in general and the Erasmus Plus programme in particular. The project partners will also work to respond to relevant policies and initiatives. For example, providing training and mobility opportunities with Community Based Ecology and Conservation will enable the project to respond to the focus of the Europe for Citizens programme on encouraging citizens to become actively involved in the process of European integration.

LONGER TERM BENEFITS

Over the medium to long term, evaluation and dissemination activities offer potential to engage with VET

providers and enterprises within Conservation, Ecology and Community Development sectors more widely across the EU and thus inform developments in VET provision at the local, national and European level.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Nonformal and environmental education in region Pootaví

Good practice example

Project Coordinator

Organisation Dum deti a mladeze Horazdovice
Address Mírové náměstí 11 , 341 01 Horažďovice , Plzeňský kraj , CZ
Website <http://www.ddm-hd.cz/>

Project Information

Identifier 2017-2-CZ01-KA105-035767
Start Date Feb 1, 2018
End Date Nov 30, 2019
EC Contribution 16,201 EUR
Partners STOWARZYSZENIE PROJEKTOW MIEDZYNARODOWYCH INPRO (PL)
Topics International cooperation, international relations, development cooperation ; New innovative curricula/educational methods/development of training courses ; Environment and climate change

Project Summary

The project „Nonformal and environmental education in Otava region“ followed our previous international projects focused on over-board cooperation (CZE – GER). Main goal of the project was to intercorporate participants (volunteers) into daily work of our organization. The participants took part in children’s education, mainly research based education, teaching in nature and environmental education. The participants became a valid part of our lecturer team and helped us with educational stays for kids, both with preparation and teaching. Based on their language skills the participants will take part in planning, preparation and realization of multi-language stays (family volunteering workcapm for parents with children). Same as our regular employees the participant had an opportunity to visit other environmental centers and experience the variety of teaching techniques used elsewhere. (stay at Forest kindergarden Remízek, Meeting of environmental education programs at Chaloupky) Thus they gained an overview about ecologically based activities and generally about environmental education realized in Czech Republic.

Since part of our educational programs takes part at educational farm the participants also experienced farm work. They performed basic duties of our farm keepers, such as regular care about vegetable garden and farm animals (feeding, watering, cleaning). Participants learned how to treat animals, how to care about different species kept at our educational farm and they pass those knowledge and skills to children who come to the farm for agricultural educational programs.

Except of environmental education the participants took part in free time activities organized by leisure time center of “DDM Horaždovice”. According to their skills, interest and time capacity they worked as lecturers of different courses going from art, sport, language to handcraft activities. They also visited courses for adults as regular participants and helped with organization of public events held by our organization.

Main benefit of this project for both volunteer participants and our employees can be seen in increase of language skills (daily use of English, possibility to learn a bit of Czech/foreign language), sharing of experience and exchange of international point of view on children’s education. Participants gave us valuable comments about organization of free time activities and environmental education in their home country and they learned how we do it in PROUD. The participants became a true part of local community, mainly thanks to the broad spectrum of free time activities and public events we organize for local people (art workshops, talks, activities for families with children ...). On the other hand meeting and working with a person from different country, with different cultural habits, benefited not only our employees but also all inhabitants of Horažďovice city and the children who took part at stays and programs in PROUD.

As an output of this project we created new educational materials and work sheets which will be used in our educational programs even after the end of the project.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Ceurope 2017-19 on job training for Danish farm students.

Good practice example

Project Coordinator

Organisation Dalum Academy of Agricultural Business Denmark
Address Landbrugsvej 65 , 5260 Odense S , Syddanmark , DK
Website <http://dalumls.dk>

Project Information

Identifier 2017-1-DK01-KA102-034123
Start Date Aug 1, 2017
End Date Jul 31, 2019
EC Contribution 117,784 EUR
Partners Equipepeople Ltd (IE) , Agroskolen Hammerum (DK) , Stichting Uitwisseling en Studiereizen voor het Platteland (NL)
Topics Agriculture, forestry and fisheries ; Intercultural/intergenerational education and (lifelong)learning ; Teaching and learning of foreign languages

Project Summary

Project summary:

Context/background of project;

Dalum Academy of Agricultural Business Denmark is one of the leading agricultural education centres for farmers with an international outlook in Denmark. The international activities and possibilities is an area that we are developing especially for the students on the first step of the education program, the basic course. 3 Erasmus programs are completed in 2014 and 2016 where we offered more students the possibility to go abroad and learn from another culture. This success has been repeated in this particular project and we have further offered 3 and 6 months stay abroad primarily for students attending 1. hovedforløb. We have also had a small number of teachers following the students abroad on the short stays and for developing and implementing the international strategy.

Objectives of project;

The goal for this project has been: Developing the students social and personal skills combined with strengthen their language skills (english), an understanding of another culture and way of life and a strong giving them experience with working on a farm. The project is fulfilling the international ambition about offering VFU (Work Based Learning) as an international possibility for our students and introducing the international element already from the beginning of the education and supporting it further in their second work based period at 1. hovedforløb.

Number and profile of participants;

During the latest two years the student profile has changed together with the legislation for vocational education. Today we can identify 3 main profiles: A.) Ordinary farmer students, B) Combined Upper Secondary School and farmer education (EuX) first year and C) Combined Upper Secondary School and farmer education (EuX) second year

Description of activities;

Our strategy has changed – in accordance with a change in student profile. The international offer has gone from being a special offer for a few excellent students to a mainstream program for all students, as it is now an integrated part of the normal curriculum. The exception is now the student who chooses to do his on-job training at a farm in Denmark. Our students have been to Norway, Belgium and Ireland for the short stay. They have worked with milking cattle, learned to collaborate, seen how other cultures do farming and live. The long term stay in Norway, France and Germany the students worked on the farms and in the spare time they spent it with their colleagues. The project also contains activities for the short term stay in the context of having classes where the students were introduced to the stay and culture.

Methodology to be used in carrying out the project;

The most important characteristic is that on-job-training is now a part of the curriculum. Furthermore, we introduce flexible stays abroad where students can have both a school based stay and an offer of 3 or 6 months during internship. Based on experience we now focus on one professional partner in only one destination country; Ireland, mainly because they offer an extended and professional service, that we have found is essential in order to support our very young students at 15 to 17 years of age during the stay. In Norway we are working with the agricultural college and they help the students during the stay when we are not present. The cooperation is based on a detailed and specific memorandum of understanding (MoU) stating clearly: Responsibilities, Quality assurance, Assessment, and Validation and recognition. For the long term stay the students make the contact themselves based on recommendation from other students.

A short description of the results and impact envisaged

At the first step of the farmer education motivation for learning is the one factor that might determine how good a start you get at your education. VFU is the link to reality and motivation. It is important to support the student in archiving language skills, personal competences and intercultural understanding to an extend that on job training abroad becomes attractive and within reach for each and every student. The potential longer-term benefits for the student is a strong international education. For the trade as such export and international trade are extremely important to Danish Food-Clusters, and consequently language skills and intercultural understanding are basic for farmer education in Denmark. For the single student this might be the door to an international workplace and a lifelong career. It also strengthen their possibilities of getting a job in Denmark because the students show that they are independent in a young age and are able to challenge themselves.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Bioplastics: The Future of Food Packaging?

Good practice example



Project Coordinator

Organisation Augusta-Bender-Schule
Address Schillerstraße 2 , 74821 Mosbach , BADEN-WÜRTTEMBERG , DE
Website www.augusta-bender-schule.de

Project Information

Identifier 2017-1-DE03-KA219-035631
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 107,490 EUR
Partners Fulston Manor school (UK) , 1st Vocational Lyceum of Heraklion Crete (EL) , COLEGIUL NATIONAL CALISTRAT HOGAS (RO)
Topics Entrepreneurial learning - entrepreneurship education ; Natural sciences ; Environment and climate change

Project Summary

Pollution and other environmental issues are a threat to life on earth. Especially plastic packaging causes a lot of damage. A UN study published in 2016 reports that small pieces of plastic bags, bottles etc. get into the oceans and cause a real threat to mankind and marine ecosystems.

It was time to make students aware of these problems and to encourage them to gain more knowledge about how to tackle these problems and find alternatives. Bioplastic packaging for food could be such a solution.

In our project we wanted to:

- get in touch and establish a lasting relationship with regional companies that produce bioplastic food packaging to get insights into the development and needs of this market
- be able to analyse the food packaging market and draw conclusions from this
- develop our own ideas of eco-friendly food packaging, produce and market it virtually
- raise students' awareness regarding environmental issues
- promote cooperation between students from other countries + cultures, thus reduce prejudices + create an awareness for cultural + linguistic diversity
- establish a connection between theoretical curricular knowledge of Chemistry (the components of bioplastics), of Economics (structure of company) and of Languages + practical implementation (creating and promoting own bioplastic products; using knowledge provided by companies)
- establish a strategic partnership between schools, universities and public authorities on a local, regional, national and transnational level
- motivate students + teachers to be an active part of Europe and promote European values
- motivate teachers to try out new teaching methods + find ways to connect theoretical practices with practical + vocational training.

The project was carried out by 4 schools from Germany, Greece, Romania and the United Kingdom.

In each project meeting there were at least 24 high-school students of all educational backgrounds and 8 teachers involved. The teachers teach Nutritional Science, Biology, Biochemistry, English, Literature, Economics, Computer Science, Business Administration, Physics, Mathematics, Social Science. But many more students and teachers of all participating schools were involved in the project (e.g. preparing project meetings, conducting project work etc.; approx. 2000 students and approx. 150 teachers).

The activities were:

- 1 preparatory meeting, 4 project meetings
- production of bioplastic food packaging
- visit to bioplastic production companies
- international workshops
- presentations/brochures/articles etc.
- presentation of results (= bioplastic food packaging and websites, blogs) to a bioplastics company in London
- creation of:
 - own websites and blogs
 - online CLIL exercises
 - eBook (chemical background of production of bioplastics)
 - final CD with all materials
 - magazine about the whole project

Results + longer term benefits:

- The subject "Life Science"
- The teaching and study material on bioplastics (CLIL exercises, experiments).
- Methods to produce bioplastics
- Methods to produce websites + to communicate via blogs and social media
- Methods to enhance teaching and learning processes (for bilingual teaching, peer learning, interdisciplinary teaching)
- The newly introduced computer programs remain available for all students in all countries
- The cooperation between the companies + the schools remains, also between the universities + our schools
- Students' STEM, CLIL, foreign and native language, ICT skills and social competences have improved
- Students know which bioplastic products neighbouring companies produce, get an insight into production processes, the structure of companies, job opportunities in other countries
- Students had the opportunity to visit each other and to work on a mutual product. This strengthened the intercultural competence of students in all participating countries. Students and teachers broadened their horizons and contributed to international understanding and therefore, correspond with European values
- Students are part of a society that is orientated towards technical development
- Students + teachers have found new friends and partner schools within Europe and have abolished prejudices.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Two and a half minutes to midnight - Innovative education approach for addressing the climate change issues in primary schools

Good practice example



Project Coordinator

Organisation Peshtera Municipality

Address 17 Doyranska Epopeya St. , 4550 Peshtera , Пазарджик (Pazardzhik) , BG

Website <http://peshtera.bg>

Project Information

Identifier	2017-1-BG01-KA201-036245
Project Web Site	http://twoandahalfminutes.eu/
Start Date	Nov 1, 2017
End Date	Oct 31, 2019
EC Contribution	135,050 EUR
Partners	REGIONALNA ENERGIINA AGENCIA PAZARDJIK SDRUZENIE - REGIONAL ENERGY AGENCY OF PAZARDJIK REAP (BG) , Osnovna skola Ludbreg (HR) , REGIONALNA ENERGETSKA AGENCIJA SJEVER (HR) , Osnovno uciliste "Krste P. Misirkov"-Orizari (MK) , GRAD LUDBREG (HR) , Komunalno Javno Pretprijatie Vodovod Kochani (MK) , OU Sv.Patriarh Evtimii (BG) , MACEDONIAN GEOTHERMAL ASSOCIATION (MAGA) (MK)
Topics	ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Environment and climate change

Project Summary

In January 2017, the world famous symbol of the moment when irrevocable harm to humanity will be made - the Doomsday clock - was set on two and a half minute to midnight (hypothetical global catastrophe). There are two main issues with influence on increasing level of continuous danger which mankind is facing: the threat of global nuclear war and (since 2007) one of the most pressing issues of our time - the Climate change.

Young generations are crucial target group that need to understand gravity of the present situation with challenges they will have to face (in the very near future) and education process (regardless formal or informal) is the most convenient way to develop real and effective approach towards mitigation of climate change effects.

The main project objective is to develop a new more attractive education approach to implement climate change issue in STEM related school subjects, which will be mix of theoretical (by use of ICT based free on-line available OER) and practical education tools (school experiments) suitable for students in primary schools in Bulgaria, Macedonia and Croatia. The second objective is to establish long-term strategic transnational partnership among representatives of local bodies, civil sector and educational institutions from regions of Peshtera (BG), Kochani (MK) and Ludbreg (Cro).

The project envisages cooperation between 9 partners from 3 countries: Croatia, Bulgaria and Macedonia. Each country is represented by local public bodies (Peshtera Municipality /BG/, KJP Vodovod Kocani /MK/ and Grad Ludbreg /CRO/), NGOs (REAP /BG/, MAGA /MK/ and REAN /CRO/), and primary schools (Sv.Patriarh Evtimii /BG/, Krste P. Misirkov /MK/ and Ludbreg /CRO/).

Local public bodies will be responsible for preparation of document for long-term strategic transnational partnership and organization of the final dissemination events.

NGOs are responsible for development of intellectual outputs; teacher's training on ICT-based education tools and eTwinning networking; as well as dissemination activities.

Primary schools will participate with teachers (who will attend the short-term joint staff training events and will be active members of established teachers' network by the use of eTwinning module); and students (participants in the main long-term teaching assignment).

In the frame of the project are anticipated: 4 transnational PP meetings for project management and coordination; 3 short-term joint staff training events for increasing of teachers' competences and skills to develop own education approach by using of ICT – based educational tools ; Long-term teaching assignments consisted of testing period of new ICT – based education approaches and main learning period with included transnational student's teams competition on the topic "How we can reduce our own footprint"; and 3 national multiplier events.

Foreseen methodology to be used in the short term joint staff training events and long-term teaching assignments will be a mix of theoretical and practical participatory approaches so called "learning by doing" method with use of ICT - based tools.

Expected project results are: Handbook for primary school teachers "How to address climate change issues in STEM related primary school subjects with using of ICT-based educational tools and practical experiments"; Document for Strategic transnational partnership among local public bodies, education institutions and civil sector in development of education process in regions of municipalities of Peshtera, Kochani and Ludbreg; Established teachers network (of minimum 39 teachers members) by use of eTwinning module for transnational cooperation in exchanging of good practices; 9 teachers with increased computer literacy and theoretical and practical skills and competences gained on short term joint staff training events to implement climate change issues in their STEM school subjects; 120 students in the main long-term teaching assignment event with increased skills and competences to face climate change issues; 27 students participants in the transnational competition event (members of 9 transnational students' teams) who will got increased teamwork skills and competences for developing of own theoretical and practical approach for reducing of own carbon footprint; Web site with IOs and best practices from project activities created.

The envisaged impact and long term benefits are: increased teachers' skills and competences as well as increased competences and skills of present and future students generations in PPs primary schools to face the main challenge of humanity - climate change; promotion of new "learning by doing" education approaches, using of ICT based tools and teacher's networking, established transnational cooperation to increase potential for implementation of innovative and best practices in school education; increased overall awareness for necessity of urgent measures for mitigation of climate change effects.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Consortium II EFP CFA régional agricole

Good practice example

Project Coordinator

Organisation CFA REGIONAL DE DARDILLY
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Website www.apprentissage-agricole.net

Project Information

Identifier 2017-1-FR01-KA102-036978
Project Web Site <http://apprentissage-agricole.net/>
Start Date Jun 1, 2017
End Date Jun 30, 2018
EC Contribution 41,958 EUR
Partners Three Rivers District Council (UK) , College of Agriculture, Food and Rural Enterprise (UK) , HAMEEN AMMATTIKORKEAKOULU OY (FI)
Topics Intercultural/intergenerational education and (lifelong)learning ; EU Citizenship, EU awareness and Democracy ; Agriculture, forestry and fisheries

Project Summary

The regional agricultural vocational center manages 20 centers in the Rhône-Alpes territory. Seven years ago, the vocational center started involving its centers in the European mobility projects. We have been organized into a consortium since 2015.

This year, our consortium has gained three new members. The number of mobilities initially planned was almost doubled. We had deposited an application for two years long project. As our European grants substantially decreased, we have taken some measures to keep as many mobilities as possible like :

- Contractualization over one year instead of two
- Vote by the board of directors of a budget on own funds to finance additional mobilities.

Number of mobilities initially planned for 2017-2019 :

- Learners: 154
- Accompanying persons: 37
- Personal: 31

Number of mobilities suggested by the agency after the decrease of funds :

- Learners: 14
- Accompanying persons: 13
- Personal: 12

Number of mobilities finally realized on the 2017-2018 project :

- Learners: 45
- Accompanying persons: 19
- Personal: 2

Eventually, we realized almost the double of mobilities compared with the agency recommendations. We financed part of mobilities on own funds to allow each member to fulfill their mobilities. We had a very proactive policy among the consortium in order not to slow down our ERASMUS + dynamics for more than 7 years.

We used these resources because international mobility is a priority for the center project. It gathered, in a global and concerted way, the masters of apprentices, parents, trainers, school management, sending agencies.

The whole mobilities has also been accompanied by a recognition system of learning skills integrating into the training path. The ECVET approach is an example and should be completed in the next project.

Our project involved learners at 5th and 4th levels (CAPA, BAC PRO and BP), including 32 apprentices and 13 high school students. We had proportionately more girls than we count last years and more 5th level learners. Learners spent 2 or 3 weeks in 6 different countries.

The project also involved two trainers, who went in mobility during 7-day mobility to find out training centers and to meet partner companies in Finland.

Mobility has been thought collegially according to the targeted skills, the seasonality, the innovativeness of the companies and the added value for the participant's employability. We systematically integrated everybody in the creation of activities programs.

All our objectives initially included in the European Development Program had been achieved. We developed the

recognition of mobility, dealt with European citizenship with the participants, lifted the barriers of European mobility, reinforced skills for sustainable development and personal development.

To check the achievement of these results we have set a number of indicators who permitted us to analyze and evaluate our project. With this verified results, we could communicate on our project and enjoyed several expected impacts such as : registration of new apprentices, awareness of our centers, development of new projects and new partnerships, learning new techniques in the center.

Each mobility has been evaluated and valorized. Our quality approach, which we started two years ago, allowed us to formalize protocols and to improve our project. We also built a retroplanning to make even more visible and coherent our mobilities.

Our organization in the consortium is strong and well provided. The coordinator of the project, through a team dedicated to the animation of the consortium, took in charge the administrative aspects and the follow-up of the project to grant time to the different members of the consortium. This available time permitted to the each referent to focus on the qualitative and relational aspects of partnerships and mobility. Therefore, we gained hard skills and boost the consortium identity.

Our internal organization, our political and pedagogical will and our committed ressources permitted us to realize a project of quality exceeding the initial objectives that we had defined. Thus it is reinforcing our ambition to broaden European mobility in our various centers.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Life in, on and with water

Good practice example



BRUNA PAPPADA SA GRARCO

Project Coordinator

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Project Information

Identifier 2017-1-DE03-KA219-035648
Project Web Site <https://twinspace.etwinning.net/53003/home>
Start Date Oct 23, 2017
End Date Oct 22, 2019
EC Contribution 68,020 EUR
Partners Gymnazium Ludovita Stura (SK) , IPS F.S. CABRINI (IT)
Topics Environment and climate change ; Natural sciences

Project Summary

In times of increasingly scarce resources, the pupils working in the Erasmus+ project “Life at, in and with water” were made familiar with the facets of the sensitive substance water as a basis of life for humans, animals and plants. In the course of the exchange program they learned about cultural traditions, regional differences and peculiarities. In the subprojects they worked on the following topics in the context of living with water:

- biological, chemical and physical examinations of water
- groundwater and soft water – resources for life
- Living at and in the water – human influence

The project group’s students of the Weiltalschule Weilmünster acquired scientific competences working on experiments, going on field trips and taking part in the exchange program. In the course of the project the students produced a manual for elective science lessons. Through the dissemination of the material, many students were able to improve their language abilities as well as their scientific skills. The Slovakian students could improve their competences in acquiring the German language by taking part in exchange activities, video conferences, preparation of presentations and through exchange via social media.

The German school drew on the multiple experiences of the partner schools in water- and chemical analysis (training of laboratory assistants in the Italian school, Slovakian upper secondary school) and made them available for the students of the ninth and tenth class in Weilmünster.

During the project significant differences quantity of the water resources in terms of quality and quantity in all three countries became clearly evident. Those differences were prepared and made aware for the school communities in all three partner schools. The topic of the consequences of the summer of 2018, climate change and plastic waste were also addressed. The avoidance of plastic waste and the critical examination of the problem was also addressed in all three schools. During the course of the project the actions of “Fridays for Future” also contributed to raising awareness and sparked discussions.

The results of the Erasmus + Project led to the participation in the energy-saving contest by co2 online. The results of the Erasmus+ projects led to the certification of the Weiltalschule as “Umweltschule des Landes Hessen” by the state of Hesse. A total of 56 people, including nine teachers, participated as travelers in the exchange activities. 3000 people were involved in the project by taking part in the dissemination activities. During the first transnational meeting arrangements concerning responsibilities, deadlines and evaluations were made. Through personal descriptions the students got to know each other and started to communicate over a variety of channels. The students could apply at all schools for the exchange program. At the Italian and Slovakian schools, learning German as a foreign language was a requirement for participating in the program. In the German school the elective course “Erasmus+ project-sciences” with three hours a week was established. The participating students worked intensively on the project for two school years. In the Italian and Slovakian schools study groups with the goal of working on the project were set up. All other students were involved in the project through the dissemination activities. Results of the subprojects were exchanged and differences identified.

The German school took part in a reintroduction project of salmon in the river Weil and took over continuing sponsorships for salmon fishes. All presentations were prepared in German and English by the German students. The students received the Europass mobility as well as the Europass CV which also includes language skills. During the last meeting in Weilmünster a joint project charter was voted on and handed over to the mayors and the government president. A handbook in German as a basis for the elective science course and in multilingual form with Slovakian and Italian translations for the teaching of German as a foreign language is available for Italian and Slovakian school. All results are available on the homepage of the project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Training 4 sustainable Food system development

Good practice example



Project Coordinator

Organisation POUR LA SOLIDARITE ASBL

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Website www.pourlasolidarite.eu

Project Information

Identifier 2017-1-BE01-KA202-024765

Project Web Site <http://trainingforfood.eu>

Start Date Nov 1, 2017

End Date Oct 31, 2019

EC Contribution 219,448.34 EUR

Partners FOR.E.T. (BE) , DIESIS COOP (BE) , KOAN CONSULTING SL (ES) , Fondazione Triulza (IT) , Università della Cucina Mediterranea (IT) , FUNDACIÓN PRIVADA ESCOLA DE RESTAURACIÓ I HOSTALERIA DE BARCELONA (ES)

Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change ; Entrepreneurial learning - entrepreneurship education

Project Summary

The European Erasmus+ project « Training for Sustainable Food Systems Development - T4F » aimed at developing professional trainings based on the development of “green skills” in the food sector, in order to increase the number of jobs linked with an ecological, sustainable and inclusive transition.

Nowadays, the food issue represents a European and International challenge. The food system has a strong impact on the environment: it is the sector with the highest demand of water. A great part of the production is lost and transformed in waste. While the population is growing, the purchasing power of numerous citizens is reduced by the economic and social crisis, and in a context of climatic emergency implying a successful ecological transition and a smart, sustainable and inclusive growth, T4F wants to participate and support the transition as a creator of new jobs.

The target group of the project includes those workers or VET-students, who are part of the food chain management, who intend to develop an expertise in implementing and promoting food value chains in their own working sectors, according to their professional specificities. Developing sustainable skills - or green skills - means integrating societal and environmental issues and concerns into vocational training in the food sector.

Led by a Belgian (POUR LA SOLIDARITÉ-PLS, Diesis.Coop, For.e.t), Italian (Fondazione Triulza, UCMed) and Spanish (Koan Consulting, ESHOB) partnership, the T4F project made it possible to :

- Make an analysis of the current situation of sustainable food training in Europe and define on this basis the T4F training framework.
- Define a learning program for learners.
- Develop a methodological guide for trainers to help them to implement the learning program.
- Create an assessment tool for systematic collection and analysis of information to improve the students' learning. This tool can assess learners' knowledge before and after the training.
- Develop interactive manuals for each of the three tools mentioned above in order to sustain and disseminate our training.
- Organize a training week in Sorrento where Belgian, Spanish and Italian trainees and trainers were able to exchange ideas on the different ways of learning and cooking, and to discover the T4F training.
- Organize 6 events to disseminate the results of the project and to promote T4F training.
- Disseminate information in order to contribute to the dissemination of knowledge on the future transformations of the professional food sector, in particular via a website (www.trainingforfood.eu), a Youtube channel (<https://bit.ly/2RrBRF4>) and social networks.
- Co-construct, with the T4F partnership and stakeholders, policy recommendations for public authorities in order to tackle the issue of training for sustainable food!

Currently, 6 training centers (excluding the T4F VET partners) have already integrated the training into their programs; 83 training centers outside of the project approached T4F partners for information on training; 181 students received the training in their own countries; and 11 trainees and 3 teachers went to Sorrento to attend a week of training where they have learned about sustainability and the Mediterranean diet. Considering the reception of the Horeca sector, the results of the communication campaign and the feedback from the participants at our various events, the T4F project is definitely a great success!

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Searching and balancing contrasts between nature protection and intensive agriculture in different European countries

Good practice example

Project Coordinator

Organisation Stredni skola zahradnicka a zemedelska Antonina Emanuela Komerse, Decin - Libverda, prispevkova organizace

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Website www.libverdadc.cz

Project Information

Identifier 2017-1-CZ01-KA202-035515

Project Web Site <http://www.libverdadc.cz/erasmus/>

Start Date Oct 1, 2017

End Date Sep 30, 2019

EC Contribution 64,370 EUR

Partners Federación de Escuelas Familiares Agrarias de Andalucía Penibética (ES) , Roskilde Technical College (DK)

Topics Agriculture, forestry and fisheries ; Teaching and learning of foreign languages ; Environment and climate change

Project Summary

The idea of this project was based on the previous cooperation of three agricultural secondary schools - the Danish school Landbrugskollen Sjaeland in Høng, the Spanish school EFA El Soto in Chauchina and the Czech school Libverda in Děčín as an applicant organization. The aim of the project was to contribute to meeting the needs of all partner schools: to improve the quality of teaching methods, the transfer of knowledge, skills and competences - both theoretical and practical, and to improve the knowledge of foreign languages.

The project was aimed at finding the contrasts and balance between nature conservation and intensive agricultural production in different European countries. The main objective of the project was to provide students of agricultural secondary schools from the Czech Republic, Spain and Denmark with new experience and knowledge through virtual and educational activities in various national parks and farms.

During the two-year project, we organized three international partners meetings and three five-day training activities, one in each partner country. First, there was a preparatory period in which pupils with teachers from the school organizing upcoming educational activities created presentations and learning materials focused on their country, school, national parks and agriculture in their country. During making these presentations, the pupils cooperated with experts from national parks and farms. These presentations were then sent to partner schools so that their pupils and teachers could prepare for the upcoming educational activities. Then, six students and one teacher from each partner school took part in five-day educational activities, during which students did practical activities in national parks and on farms and learned about the links between the environment, specific activities necessary for nature conservation and agricultural production. Management of national parks and farms where students learned and worked, prepared and managed the program of educational activities.

During educational activities in all partner countries, students had the opportunity to learn about the plant and animal species of ecosystems of different national parks in the Czech Republic (Bohemian Switzerland National Park) and Spain (Sierra Nevada National Park) and in Denmark's protected landscape areas. They carried out specific activities necessary to ensure the protection of nature and the landscape and its sustainability. They learned about damage to national park ecosystems caused by interventions in neighboring fields and agricultural areas and how to minimize them. They also had the opportunity to see different approaches to agricultural production in different countries. Czech and Spanish students had the opportunity to learn about the most modern technologies used in Denmark, which is known for its livestock and pig farming.

During the project period students did virtual activities in English using various communication means such as social networks and mobile phones (Whatsapp, Instagram, Messenger etc.).

The project was attended by students and teachers of agricultural fields. The virtual and preparatory activities of the school organizing educational activities were always attended by pupils from several classes of agricultural branches, only 6 pupils and 1 teacher participated in the training activities abroad. During the whole project period students created groups and communicated through social media in English language.

By participating in this project, pupils have a better understanding of the importance of human activities necessary for nature conservation and sustainable development, as well as the importance of maintaining a balance between nature use and intensive agricultural production. They had the opportunity to look at the topic of their studies in a different context, which in particular can affect pupils in their future business.

We expect to continue working with the staff from the national parks and farms involved in the project. All partner schools will be able to use all presentations created during project activities.

The whole project was carried in English, which was also a great benefit for all participants.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Towards sustainable and energy efficient real estate education and training

Good practice example



Project Coordinator

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Project Information

Identifier 2017-1-FI01-KA202-034760
Project Web Site <http://seererasmus.wordpress.com/>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 103,640.25 EUR
Partners NCOI Opleidingsgroep (NL) , METROPOLIA AMMATTIKORKEAKOULU OY (FI) , EkoFond, n.f. (SK) , TALLINNA TEHNIKAKORGKOOL (EE) , AFBB AKADEMIE FUR BERUFLICHE BILDUNG GMBH (DE)
Topics International cooperation, international relations, development cooperation ; Environment and climate change

Project Summary

Energy efficiency in real estate is in a turning point. The achievements of the project include developing and strengthening transnational networks related to sustainable and energy efficient vocational and professional education. It entails working with diverse groups of individuals and/or organisations to create a common understanding and clear pathway to collective action and impact. The diverse groups included subject matter experts in both energy efficiency and education as well as at vocational education and training (VET) and at universities of applied science levels (HE).

First, the project has identified trends and developments as well as new competence and training needs in the real estate sector that are emerging due to the energy revolution. A needs analysis survey (Intellectual Output 1) was created by the project partners. The survey questionnaire design was a multistage process that required not only the definition of concepts used in different countries but also getting to know, at least to some extent, the energy and environmental mechanisms as well as the responsibilities of real estate professionals in partner countries. As real estate legislation, politics and concepts emphasise different aspects of energy efficient solutions in different countries, this was done at the level of being able to make comparisons between partners. It resulted one identical survey in English, which was subsequently translated into the local languages of the five partner countries. The survey consisted of both multiple choice and open questions for quantitative and qualitative analysis. Altogether 378 answers were received. It is worth noting that the topic of the questionnaire, however, raised a wider interest than the received answers because the number of those who opened the questionnaire or started to answer it without completing all the questions was 1158.

Results of Output1 exceeded the initial expectations including: five language versions of the questionnaire, five national results reports, Three blog writings, Two trade magazine articles, One nationally reviewed seminar paper, One internationally reviewed research paper and conference presentation.

Second, based on the results received from O1, best existing teaching and learning models were gathered responding to the needs in each partner country. Altogether 12 cases were described. They generated new ideas on what kind of training products or qualifications have been developed for professional and further vocational education. The gathered case descriptions were proven teaching models, effective and usable in real estate education. Something that has been experimented by a colleague is most likely easy to adapt.

Learning models presented here are related to working with real life building and real estate projects, content and language integrated learning, and career guidance. Most of them represent study programme or educational course of some sort, but they also include examples of web portal, essay assignment and various models such as: Course on utilization of sustainability and energy efficiency as a marketing tool, Real estate management & appraisal programme in differentiated groups, Future energy use -essay assignment and Content and language integrated learning (CLIL).

Third, an outline of training programme for teachers and other vocational education experts was developed to enhance the transferability of the results. Output3 consists of curriculum for real estate education of sustainability and energy efficiency in existing buildings. The curriculum refines the gathered knowledge (Output1 and Output2) into new modular study programme, supporting the acknowledgement of the know-how of sustainable development and the comparability of professional competence in international networks. This means that the subjects of the courses are what the respondents, ie. those working in the real estate sector consider important. Curriculum consists of five learning modules and short course descriptions that anyone can use when designing vocational, continuing and higher education courses and degrees. The results are summarised in the Excel matrix

including learning modules: 1) Communication and collaboration for energy efficient renovation, 2) Management of renovation process: Condition assessment, 3) Management of renovation process: Project management, 4) Financial issues in the renovation process and 5) Communication and collaboration for energy efficient renovation.

All project results can be found at <https://seererasmus.wordpress.com/>

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only

Project Title

LOVE EVERY DROP

Good practice example



Project Coordinator

Organisation Salcininku r. Eisiskiu Stanislovo Rapolionio gimnazija

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Website www.rapolioniogimnazija.lt

Project Information

Identifier 2017-1-LT01-KA219-035229

Project Web Site <http://www.drops.rapolioniogimnazija.lt/>

Start Date Sep 4, 2017

End Date Jul 3, 2019

EC Contribution 130,270 EUR

Partners Agrupamento de Escolas do Forte da Casa (PT) , IC 29 MIRAGLIA-SOGLIANO (IT) , ISIKLI 60.YIL ORTAOKULU (TR) , Zakladna umelecka skola Stefana Nemetha - Samorinskeho Nemeth - Samorinsky Istvan Muveszeti Alapiskola (SK) , Dunavarsányi Árpád Fejedelem Általános Iskola (HU)

Topics Natural sciences ; Environment and climate change ; Energy and resources

Project Summary

Water is essential for life as well as a vital resource for the economy. Water plays an essential part in regulating our climate. Water and climate are and always have been linked. For these reasons, freshwater is a finite, precious and indispensable resource for sustaining life, ensuring sustainable social welfare and economic prosperity, and a healthy ecosystem. The Love Every Drop project provided an introduction to the importance of water locally and globally and raise awareness of how simple actions can substantially reduce water consumption. The focus was for students to carry out water audits in their schools and homes, as well as of local rivers and lakes. Our aims were as the following: To make students understand the value of clean water in their local environment, to develop their knowledge about the importance of water by analyzing its role in the past, present and future, to enhance responsible attitudes and effective key competences towards the respect of water and our environment, to improve students' language and intercultural knowledge, to make the students from the target group and the community responsible about the problem of water management, to identify solutions concerning the responsible management of environmental problems in general and water in particular, to integrate students in the European society as active participants and potential future decision makers, to promote cooperation between young people from different European countries. Subjects and Problems: 1. the main subject of the project was water preservation. The students need to explain why water has become an endangered natural resource, they found solutions and alternatives for reducing water consumption and they identified alternative water resources. 2. The second main subject was providing European cooperation between students from different countries as active citizens in a common effort to resolve a general problem which affected Europe in the years to come. Approach to achieve the objectives: The approach on this project is made through various strategies, deductive and inductive, focusing on the trainee. Majority activities were active and participative; we used modern methods and digital instruments, educational platforms, virtual work places. Starting with local geographical particularities, but concerning a common problem at a European level, the students worked in international teams with the purpose of harmonizing the suggested solutions. By using brainstorming and student-centered methods, questioning problems, case studies and projects, the students offered concrete solutions to the identified problems. "Love Every Drop" project provided an introduction to the importance of water on both local and global basis. "Love Every Drop" was implemented in 6 schools, focusing on 11-14 years students where they learned from each other and which now serves as a role model for other schools. Teachers gained ideas and tools for an interdisciplinary learning programming on the theme of water. The major impact resided in the fact that the target group became aware of the necessity of a rational and sustained management of the water resources. In this way they became active participants in the process of environmental protection in general and water resources in particular. The development of the project determined the raising of awareness amongst the population when it comes to the responsible management of water. This led to the reduction of water consumption at home and at school, by rationally using the existing resources and by raising the quantity of recycled water.

Our results are: A letter to local authorities as future generations and a charter of the water-conscious citizen, creation of a project website and innovative educational units. Water usage tracking chart: We used the chart to track our daily water use over two days. Water Detectives: participating schools Project's Team responsible for each month worked as water detectives. Every day they check for leaky taps. We monitored our water usage every week by reading the water meter. Exhibition of photographs of different types of irrigation and the landscape surrounding these irrigation systems. Pupils saw themselves as global citizens who can make a difference to the world. Teachers had ideas and tools for an interdisciplinary learning programming on the theme of water. The geographical area covered by the project (Slovakia, Turkey, Italy, Portugal, Hungary and Lithuania) is a large area, crossing Europe both horizontally and vertically. This multi-country partnership intended to offer an added value to the project firstly thanks to the location of the partner country and secondly, to the transnational cooperation as it was planned.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

European Olypics Games

Good practice example



Project Coordinator

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Project Information

Identifier 2017-1-SK01-KA219-035422
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 24,000 EUR
Partners Schulen des bfi Wien (AT) , Strední priemyslová škola chemická Pardubice (CZ) , Györi SZC Haller János Általános Iskolája, Szakgimnáziuma és Szakközépiskolája (HU)
Topics Environment and climate change ; Teaching and learning of foreign languages ; Entrepreneurial learning - entrepreneurship education

Project Summary

The project is the reaction to the necessity of development students' key competences via active learning. It provides an exchange of good practices in the field of experience-based learning and cooperative learning. The contents of the project was devoted to the topics of 1) culture and arts, 2) environment with activities focused on pollution of water sources in the Central Europe, mainly rivers flowing thorough the town where the school is situated, it means Danube, Moravia, Elbe, Chrudimka, 2) business learning connected with application of mathematics and digital skills, 4) sports like a tool to strengthening of fellowship and fair play.

The target group were students of secondary vocational schools. From the total number of 200 students, 101 were direct participants of activities performed by means of Olympic Games. The rest took part in the further project activities as organisational team or audience.

Within the project four international meetings were be organised. They lasted 2 days (3 days with travel day) and they were held like European Olympic Games in disciplines due to the main project topics like a triathlon. Within a CULTURAL OLYMPIC GAMES triathlon was organised in disciplines e-quiz Know the famous art work, food art and artistic representation of historical event or famous personality. We created project logo and used it on T-shirts. ENVIRONMENTAL OLYMPIC GAMES were organised like triathlon in water analysis, geocaching and recycling. BUSINESS OLYMPIC GAMES were held like triathlon in the e-quiz about brands, branding, slogans and logos; trading game and creating an advertising campaign and Pitching. SPORT OLYMPIC GAMES took place like triathlon in floorball with limitations, badminton in regional costumes, relay race in masks. We donated the project shirts and collected shirts to socially excluded citizens, each partner school in their local environment. The next target group were teachers of academic subjects, professional chemical, fire protecting, economic subjects and also subjects focused on services, of f them 20 teachers directly took part in these activities, 16 teachers were part of organisational team and 25 other teachers are using good practice procedures.

Within the project, the workshops of 34 engaged teachers were organised in Bratislava and Vienna. They served like a field for the exchange of good practices and experiences, evaluation of targets and impact of the project, assessment of utilization the project budget and dissemination of results.

The students gained the key competencies via performance of project activities which will enable him/her to utilize educational the whole life educational options, to develop his/her personality whole life, to gain competencies in order to adapt with different social and working situations, to work in teams, to learn to be an active solver of life situations, to learn to decide independently. To live and work with various people, to solve conflicts with respect to of plural values, mutual understanding, tolerance and peace, to respect and tolerate differences of other people, to cooperate with them, not to dominate other people, to behave to others with responsibility, to be authentic personality what he/she wants and this personality manages his/her own life, to be individual, to find the sense of the life, own happiness and identity. They will enable to have ability of self-reflection, autoregulation of behaviour, critical thinking and personal responsibility.

The partnership developed school cooperation from cities that are situated near some of the European rivers. The objective was to build the partnership among school, which have the different studying fields, mainly chemistry, business and services.

The project offers the platform for exchange of good practices and experiences. Thanks to school network we can share experiences from the innovative teaching methods. Within the project due to the networking, the assumption for long-term and successful partnership and increasing the volume of international school cooperation with different focus in the name of European philosophy to connect different groups of people was created.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

EVS: A Promised Rose Garden

Good practice example

Project Coordinator

Organisation Filodasikos Syndesmos Agrou

Address Milou 15 , 4860 Agros , CY

Project Information

Identifier 2018-1-CY02-KA125-001262

Start Date Sep 1, 2018

End Date Jun 30, 2019

EC Contribution 34,197 EUR

Partners SISTEMA UN G LATVIJA (LV) , ASOCIATIA GEYC (RO) , Asociacija "Aktyvus jaunimas" (LT) , ASSOCIAZIONE DI PROMOZIONE SOCIALE KORA (IT) , ASOCIACION BUILDING BRIDGES (ES) , SINDESMOS SISTIMA KAI GENIA (EL)

Topics Youth (Participation, Youth Work, Youth Policy) ; Environment and climate change ; EU Citizenship, EU awareness and Democracy

Project Summary

Between 3/05/19- 02/06/19 Filodasikos Syndesmos Agrou host a group EVS project titled “EVS: A Promised Rose Garden” In the project took part 27 volunteers from 5 different countries who supported the preparations, communications and delivery of the ROSE Festival 2019.

The project organized in Agros (Cyprus), during its famous Festival of Roses and it gave an opportunity to the young people from different countries to realized their common values by creating different works of art and embody in them their own cultural identities and backgrounds. Agros the main centre for the production of the Cypriot rose oil is famous worldwide thanks to this traditional activity that is several centuries long. Rose-picking lasts for about a month (from May to June, depending on weather conditions) and it is done every morning from 5 to 10 o'clock. So the Volunteers supported local people in picking up roses and then making rose products like marmalade, liquer, soaps, candles etc.

Moreover the 27 youngsters work on projects which aimed to create a better life for youngsters, especially for those with fewer chances and those who are having luck of nature and exercise in their daily life. This systematic work along with all the other activities of Filodasikos Syndesmos Agrou and the Rose festival programmed activities able to create a System of unofficial rules that will be adopted by our citizens and change our community to a better way.

In addition through inter-cultural activities the volunteers presented their culture, and through daily life they integrated in the Cypriot society. “EVS: A Promised Rose Garden” had also another meaning as promotes the youth mobility as a tool for the personal development and social change. Volunteers entering into this programme had the opportunity to really engage with Festival development, build relationships with key team members and partners and strengthen event management, planning and coordination skillsets. Volunteers were also be helping to run the event onsite and leaded sub-groups of other volunteers.

The program offered to the local youth a non formal series of methods for good life, inspired by roses and their use. Methods and activities were adapted to modern life, to promote healthy lifestyles, environmental awareness, direct human contact, sport and finally, the good life itself.

The main topics of the project were ecology, environment protection, culture & creativity

Moving in another country means learning and adjust the new knowledge to develop as a person and help the social and daily life development in your community. Through non formal activities our project redefined the habits and the needs of youth in Agros underline the need to respect our environment and our health. This EVS project succeeded to adopt a Green life style in the most trendy way that is beneficial for youth as well as the environment they live in. The volunteers were the example for the whole community as they created events and implement various activities. The rose festival was the best way to support our aims.

Today, more and more often unfortunately we meet young people with serious health disorders based on poor eating habits, such as fast food, and eating food that carry chemicals and have no nutritional value. In combination with a sedentary life-without exercise that today begins even from childhood (the game has been replaced with a video game), the results are alarming! Also the usage of computers is increasing not only in job places but also in youth spare time, developed a addicted relationship.

All above creates youth profile nowadays. Poor diet, no exercise and face book / play station. All these have been linked with multiple health problems, including tumors, cancer, emotional disorders and behavioral problems.

At the same time, the environmental problems of cities (smog, worsening climatic conditions) and the looming depletion of energy reserves of fossil fuels (coal, gas, oil, fissile materials) in conjunction with the ever increasing demand for energy, and the gradual deterioration environmental problems, has led modern society to turn both technical efficiency and the rational use of energy.

“EVS: A Promised Rose Garden” trained 27 volunteers to provide activities to the local youth in order to make common solutions to these problems.

Volunteers working with young people learnt and developed ways to face these challenges that both are beneficial for themselves and the environment! Focus on the Rose festival our project makes what it promises: A Rose Garden!

This project was a short-term, 30 day group EVS which hosted 27 participants from five different countries. The main activities took place at Agros Rose Festival 2019 – one of the biggest festivals in the country on May at which the capacity was approximately 15,000 people,

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Food on Europe's Tables: Regional, National, and International Aspects of Food and Eating Cultures in the Context of the European Integration

Good practice example

Project Coordinator

Organisation Gymnasium An der Stenner
Address Stennerstraße 5 , 58636 Iserlohn , NORDRHEIN-WESTFALEN , DE
Website www.gymnasium-an-der-stenner.de

Project Information

Identifier 2017-1-DE03-KA219-035508
Project Web Site <https://foodoneuropestable.weebly.com/>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 124,510 EUR
Partners Bromma gymnasium (SE) , Escola Secundaria Maria Amália Vaz de Carvalho (PT) , Dublin Dun Laoghaire Education and Training Board (IE) , Etablissement privé sous contrat Sasserno (FR)
Topics Health and wellbeing ; Environment and climate change ; Agriculture, forestry and fisheries

Project Summary

No translation necessary.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Marine Adventures Respecting the Environment

Good practice example

Project Coordinator

Organisation Area Marina Protetta Punta Campanella
Address Via Roma, 29 , 80061 Massa Lubrense (Na) , Campania , IT
Website www.puntacampanella.org

Project Information

Identifier 2017-3-IT03-KA105-012295
Start Date Feb 1, 2018
End Date Jan 31, 2019
EC Contribution 43,875 EUR
Partners CONCORDIA (FR) , CRIJ Réunion (FR) , Associação Spin para o Intercâmbio, Formação e Cooperação entre os Povos (PT) , RADI VIDI PATS (LV) , ASOCIACION LA TIERRA VERDE (ES)
Topics Environment and climate change ; Healthy lifestyle, active ageing ; EU Citizenship, EU awareness and Democracy

Project Summary

THE PROJECT - Marine Adventures Respecting Environment (M.A.R.E.) is a European volunteering project that has enabled the Marine Protected Area Punta Campanella to host youth from various countries since 2013. The volunteers help MPA's staff protect the environment. The 2018 edition will last 9 months and will host 6 volunteers from 5 countries: Réunion (France), Latvia, Germany, Portugal and Spain.

MOST RELEVANT TOPICS - The main topics promoted by the project are: active citizenship, volunteering and social inclusion of the youth, raising awareness about environmental protection, healthy and active lifestyle, eco-sustainable tourism.

CONTEXT - The project takes place along the Sorrento coast, within the territory of the Marine Protected Area "Punta Campanella", a national protected area where there are two Sites of Community Importance. The Park area is widespread, covers six different towns and is highly touristic. The MPA enables the volunteers to work during outdoor activities with professionals in the fields of environmental protection, environmental and marine biology management.

OBJECTIVES – The project's objectives are the volunteers' personal development thanks to human and formative experiences in the field of environmental protection. Volunteers will actively promote Ecotourism and environmental protection thanks to marine and land activities. They will help the Park raise awareness among the local population, schoolchildren, Italian and foreign tourists about environmental protection (for example consequences of our individual actions on common goods) through environmental education for children and adults. They will contribute to environmental protection also monitoring the flora and fauna of the Park. As a consequence, the volunteers will constantly live close to nature, learn to value the benefits of a healthy lifestyle in which physical exercise and a healthy diet are daily matters.

ACTIVITIES AND METHODS: The project aims at creating concrete examples of sustainable eco-touristic practices in the highly touristic area where the Marine Protected Area "Punta Campanella" is located. The international volunteers and the Park's staff will work side by side in the Park's regular activities and support it mostly in one area inside the Park – the Ieranto Bay – where decreasing the environmental impact of mass tourism is an absolute priority. The prolonged stay of a group of active and well-visible young volunteers will create a more effective interface between the Park's regular staff and the local population, especially the youth. Volunteers will engage and coordinate eco-tourism outdoor activities - from light trekking to aquatic sports – which are being offered to tourists in order to promote ecological explorations of the area. They will also operate in the most remote areas of the Park and promote active citizenship and inclusive social interactions while supporting eco-touristic projects and events. The volunteers will deal with the local marine culture built by long-time fishermen whose lives have revolved around the sea. Moreover the volunteers will organize workshops of environmental education for children and the students of local schools. The park's experts will assist them in that task.

Activities and experiences will be designed so that the volunteers learn by doing thanks to non-formal and informal learning approaches.

Therefore, they will actively participate in their EVS experience. The volunteers' initiatives and suggestions will be valued and problems that may arise will be coped with through problem solving methods.

RESULTS - The project will have a positive impact on the volunteers: they will develop new competences and strengthen their willingness to be active citizens. "Not only this project enabled me to learn another language, I also had the opportunity to discover other cultures, to learn new skills ... to reflect on what I want to do ... to learn ... to grow." S. Lacombe (M.A.R.E. 2013). Thanks to their involvement, the volunteers will unequivocally show the population, the media and tourists the EU's commitment towards the youth and environmental protection, and will be examples to follow.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Développement des compétences pratiques et des savoir-faire des métiers équins, de la production agricole en circuit court et du tourisme rural pour diminuer le décrochage prématuré des élèves.

Good practice example

Project Coordinator

Organisation Dél-Alföld - Európai Unió Gazdasági, Kulturális, Oktatási, Integrációs Együttműködést Koordináló Közhasznú Egyesület

Address rue Vasarteri 23 , 5500 Gyomaendrőd , HU

Website www.delalfoldeu.hu

Project Information

Identifier 2017-1-HU01-KA102-035229

Start Date Sep 1, 2017

End Date Aug 31, 2019

EC Contribution 262,932 EUR

Partners Consorzio Agriturismo Mantovano Verdi Terre d'Aqua (IT) , LYCEE LES VERGERS (FR) , Zespol Szkol Centrum Kształcenia Rolniczego im.Wincentego Witosa (PL) , Europejskie Centrum Kształcenia i Wychowania OHP w Roskoszy (PL) , EPLEFPA EDGARD PISANI (FR)

Topics Early School Leaving / combating failure in education ; Agriculture, forestry and fisheries ; International cooperation, international relations, development cooperation

Project Summary

Le programme opérationnel du Sud-Est de la Hongrie et son analyse SWOT constatent le nombre insuffisant des exploitations efficaces et la manque de la coopération dans le secteur du tourisme. La fuite des professionnels, décrochage prématuré, niveau de vie dans les régions en retard qui est sous - moyen national, les fermes isolées, le niveau insuffisant de la santé de la population caractérisent cette région. La priorité de ce programme consiste à utiliser les attractions locales pour aider le fonctionnement des entrepreneurs qui proposent aux touristes des programmes annuels. Cet objectif s'intègre dans le programme du développement rural du pays dont la priorité III prévoit l'augmentation des emplois se basant sur la richesse naturelle et culturelle de la région. La restructuration de la formation professionnelle envisage de former des jeunes et des adultes ayant des compétences innovatives et correspon

Les partenaires participant dans le program sont: 6 établissements de la formation professionnell sous la toutelle du Ministère de l'Agriculture et l'Association Équine de département de Békés. Ces partenaires ont un but commun: la formation équine et tous les services liés au métier, obtenir et transmettre des nouvelles compétences aux étudiants.

Ces partenaires sont regroupés dans l'Association civique au but lucratif „Sud-Est de la Hongrie – Union Européenne” qui a le but de réunir et sensibiliser le réseau des établissements de la formation, PME, la sphère civile, les municipalités et les communautés des communes.

Cette association a organisé leur participation au Salon d'Agriculture à Paris en 2007, la présentation des produits équins et alimentaires au public (y sont créés des liens avec des partenaires polonais et français); en 2007 – 2008 des Hongrois se sont présentés à la Foire agricole à Gonzaga (liens avec partenaire italien du projet). L'Association hongroise organise régulièrement des stages des étudiants français chez PME hongroise. Les étudiants arrivent dans le cadre du projet Erasmus + et travaillent ensemble avec leurs homologues hongrois.

La durée du projet est deux ans, les bénéficiaires du projet jeunes et adultes - veulent se perfectionner dans les métiers équins et agrotouristiques. Ils veulent étudier les modules de ces métier et leurs réalisation aux lieux du stage français, italien et polonais.

Les partenaires d'accueil: en France – LEGTA de Tulle Naves et Lycée les Vergers qui enseignent les métiers équins du niveau CAP au BPJEPS. Les partenaires accueillent 10 formateurs hongrois, et 28 élèves, leurs places aux fermes agricoles, leur présentent en réalité les modules du métier guide du pays et leurs réalisation par la formation des apprentis. (voire Programme du travail en France). En Italie – partenaire d'accueil Consorzio Agriturismo Mantovano qui organise le stage des Hongrois aux fermes d'accueil des touristes équins et leur présente les spécialités locales et l'utilisation des attractions du pays pour assurer un accueil efficace. Le partenaire d'accueil s'engage de l'organiser du stage pour 10 bénéficiaires. En Pologne, les partenaires du projet: Le Centre Roskosz accueil 14 étudiants et 12 adultes dans le domaine du tourisme rural; le Lycée professionnel de Janow Podlaski accueil 56 jeunes et 18 adultes Hongrois avec le Haras de Janow . Le lycée présente la structuration du métier guide du pays et les principes de l'organisation du stage des étudiants, le Haras – la préparation des chevaux aux itinéraires, l'accord des programmes avec des organisations agro-touristiques (voir Programmes du travail). Les compétences des partenaires d'accueil et leurs savoir – faire correspondent à celles des partenaires hongrois.

Les bénéficiaires seront logés séparément chez les partenaires d'accueil. Ceux qui accueillent leurs compétences correspondent aux attentes des Hongrois et aux savoir – faire que les bénéficiaires veulent obtenir. Les Hongrois travailleront sur le lieu du stage car ils vivront dans une exploitation – ils alimenteront des animaux, accueilleront des hôtesses, pratiqueront des langues professionnelles de leurs métiers. Un tuteur, dans chaque organisme d'accueil, va suivre le déroulement du séjour et va aider à résoudre des problèmes quotidiens. A la retour, les bénéficiaires vont évaluer le stage et vont examiner les démarches effectuées. Le projet sera évaluer dans sa continuité, l'activité de la diffusion sera faite aux différents niveaux (voir Annexes).

Les résultats attendus du projet: les savoir – faire innovatifs des formateurs par voie d'apprentis, l'amélioration du niveau de la formation professionnelle, le renforcement du réseau éducatif et professionnel agricole. Le partenariat créé dans le cadre du projet européen va motiver des participants à créer le partenariat durable, et à participer aux appels de la Communauté européenne sous la coordination des institutions civiques, le renforcement de la réforme de la formation professionnelle par apprentis en Hongrie.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Project based learning for a sustainable future

Good practice example

Project Coordinator

Organisation Belvedere College S.J.
Address 6 Great Denmark St. Dublin 1 , Dublin , IE
Website www.belvederecollege.ie

Project Information

Identifier 2017-1-IE01-KA219-025669
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 45,074.56 EUR
Partners Gymnasium Ochsenhausen (DE)
Topics Energy and resources ; Environment and climate change ; New innovative curricula/educational methods/development of training courses

Project Summary

The Erasmus+ project "Project based learning for a sustainable future" will connect two internationally recognised sustainability projects in Ireland and Germany. Under the Erasmus+ project Belvedere College and Gymnasium Ochsenhausen will share teaching and learning practice whilst developing a seven week teaching module for each host project in addition to individual lessons plans directly linked to curriculum teaching. Students and teachers will also work together to design a project website that will facilitate the real time monitoring of data variables related to the generation and storage of renewable energy by the two host projects. This website will also contain relevant teaching material and a forum for students to exchange ideas about project development. Hands-on experience of partner projects will be facilitated during two student exchanges when students will learn about each others work and develop ideas about other potential sustainability initiatives. It is expected that the project will contribute to the broader debate as to how schools respond to the challenges and opportunities connected to climate change through dissemination activities within the school community and by promoting awareness of the project outside the partner schools. In the longer term, the two partner schools will aim to develop further links to other European and international schools that are developing responses to the environmental challenges that face the planet as a whole.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

EVS - Activity Assistant at UWC Red Cross Nordic

Good practice example

Project Coordinator

Organisation Røde Kors Nordisk United World College
Address Haugland , 6968 Flekke , Sogn og Fjordane , NO
Website www.uwcrn.no

Project Information

Identifier 2018-1-NO02-KA125-001144
Start Date Aug 1, 2018
End Date Jan 31, 2020
EC Contribution 12,201 EUR
Partners THE BRITISH RED CROSS SOCIETY ROYAL CHARTER (UK)
Topics Environment and climate change ; Recognition (non-formal and informal learning/credits) ; Access for disadvantaged

Project Summary

At the UWC Red Cross Nordic a volunteer from the United Kingdom will spend approximately 12 months living and working in an international environment. The objective being to provide a European youth the opportunity for work experience in a diverse cultural environment. The volunteer will work mainly with the Outdoor department and camp school, but will also be involved in various projects and activities throughout the College for youths and in the local community. Main tasks will be assisting employed staff in running activities for the camp school and assisting and running activities for students at the UWC RCN. The volunteer will also participate actively in College events (e.g. college meetings, cafes, shows, excursions, UWC Day, Project-Based Learning Weeks, Global Concerns Days etc.).

Volunteers at UWC RCN are asked to contribute in a meaningful way to the residential life - an essential component of a United World Colleges - of the school during their stay at the College.

We offer the volunteer at UWC Red Cross Nordic a unique experience of getting to know a small community from the inside, both from the perspective of the College, from the social activities in the local community and together with other EVS volunteers both at the College and based in Dale. The volunteer will gain much experience that will be of use for the volunteer in a future employment situation. This will encourage the development of skills and competence in organizing activities, social skills, cultural skills, presentation skills, language skills, sport skills. The project will encourage the volunteer to get involved in many activities and will enable the volunteer to become more independent. These diverse experiences will also enhance the level of detail of skills the volunteer has demonstrated, in the final report and letter of reference provided by the College.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Working towards more environment-friendly ways, especially in the city

Good practice example

Project Coordinator

Organisation Asparagus-l'empreinte nature
Address 7 rue de plante , 95100 Argenteuil , Île de France , FR
Website asparagusnature.fr

Project Information

Identifier 2018-1-FR01-KA104-047274
Start Date Oct 21, 2018
End Date Oct 20, 2019
EC Contribution 10,936 EUR
Topics Research and innovation ; Environment and climate change ; Natural sciences

Project Summary

The Asparagus - l'empreinte nature association took advantage of this stay to broaden its skills in the fields it has been developing since its creation. In terms of biodiversity, the association was able to benefit from the advice of the Natural History Museum team, in particular its educational unit and that of the Umweltkeller Nature Centre at the Weinberghaus. Their pedagogical approaches, based on sensory experience, aim to attract adults to the natural sciences through games for children but also through work camps organised for families and associations, for example gardeners' associations, city teachers, etc. The members of the association greatly appreciated the richness of the actions of their multidisciplinary teams (ornithology, entomology, botany, dendrology, etc.). They design programmes for school teaching teams that too often favour extracurricular activities related to culture, theatre and computer science to the detriment of those that encourage children to immerse themselves in nature. However, nature animators and researchers propose original actions to the teams, such as night-time immersion in nature and field projects such as the installation of swallow nesting boxes to relocate birds that had found refuge in abandoned buildings that were destined for demolition. The general public's blatant lack of knowledge of botany was reported by a Dessau herbalist. The plant world is, however, the basis of life. Asparagus' concerns about pesticides and the size of farms are shared by beekeepers and farmers in Dessau Rosslau. The highly effective demonstration equipment for Mr. Rüdiger's schoolchildren, who runs an educational apiary, will be an excellent source of inspiration for the beekeeper in Asparagus. Already motivated to promote organic farming, the association's members will use the lessons learned during this internship to reshape the content and format of future nature outings.

The Dessau Natural History Museum organizes nature outings for migrants. Asparagus will consider this possibility of expanding its audience by regularly opening the doors of its pedagogical garden thanks to a grant from the State. The team of this used one regularly collaborates with students to create educational material. This idea will be taken up and implemented by Asparagus. A young student, who joined the association, was entrusted with the organization of a nature outing and a school workshop.

The exchanges and press briefing organised with ADFC (the German Cyclists' Federation) reinforced the members present in the need to promote cycling on their territory as a fully-fledged ecological mode of transport. This meeting made it possible to develop arguments to further encourage decision-makers to leave a significant place in cities for cycling. A nice and original idea has emerged, that of planning a bicycle path between the two twin cities of Argenteuil and Dessau Rosslau.

The working session with the "consumer centre" in Dessau, an association promoting responsible consumption (health, cost, fight against fraud, promotion of seasonal cuisine) made it possible to alert the association's volunteers to the dangers of over-processed food. They therefore decided to take action to raise awareness among low-income families of the importance of having access to quality nutrition. One of the participants in the internship has since created an organic, local and bulk store. Asparagus will also hold workshops to reduce food waste, cook in season, promote local products and eliminate plastic and aluminium packaging. It will be inspired by the "consumer centre" that has created game kits for teenagers. This approach has the advantage of avoiding lengthy explanations by using the senses and humour.

A city with a very industrial past can offer to its inhabitants quality facilities and this is what Dessau has done by rehabilitating a highly polluted industrial wasteland in order to build the Federal Environment Agency. Asparagus will use this successful example of urban reconversion to convince the region's decision-makers to promote local environmental flagships for the benefit of its inhabitants and biodiversity: the Argenteuil plain, particularly with its good land that is too little cultivated, but also the banks of the Seine painted by Claude Monet and unfortunately inaccessible to the inhabitants because of a four-lane highway along the river that acts as an impassable barrier. Thanks to the experience of the Pro Elbe association, Asparagus will have learned to use the economic argument to encourage local leaders to choose to enhance the natural heritage. It is better to invest in future-oriented tourism infrastructure than to endlessly replicate industrial models from the past.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

CliMates - together for the better

Good practice example



Project Coordinator

Organisation Benedikt Maria Werkmeister Gymnasium

Address Karl-Bonhoeffer-Straße 14 , 73450 Neresheim ,
BADEN-WÜRTTEMBERG , DE

Website <http://www.werkmeister-gymnasium.de/index.php>

Project Information

Identifier 2017-1-DE03-KA219-035678

Project Web Site <http://climateserasmus.wordpress.com/>

Start Date Sep 11, 2017

End Date Aug 10, 2019

EC Contribution 159,390 EUR

Partners Pärnu Kuninga Tänavä Põhikool (EE) , Budapest XIII. Kerületi Ady Endre Gimnázium (HU) , Collège Edouard GLISSANT (FR) , IES San Juan de la Rambla (ES)

Topics ICT - new technologies - digital competences ; Environment and climate change ; New innovative curricula/educational methods/development of training courses

Project Summary

Global change in climate and biodiversity – which effects does it have and how can it be countered?

As this change affects different regions in different ways, this project involved schools that are located in climatically and geographically diverse regions: Tenerife and Martinique, geographically belonging to Africa and America, with a plentitude of endemic species, a rural town in Southern Germany, a big city (Budapest) and, far north, a town by the Baltic Sea in Estonia. By assessing the status quo of the geological and biological situations in these regions, we found out how climate change affects different parts of Europe (and the world) and how each individual can act responsibly and sustainably in order to curb the change or its effects.

An important part of the project was the construction of a motivating app ("ClimApp"). This is a GPS based, interactive scavenger hunt (a kind of geocaching combined with a multiple choice quiz) and relates knowledge about environmental issues to the students' local environment and everyday lives. A first basic version of the app was constructed in two international workshops during the first year of the project and afterwards students and teachers kept improving it until it worked without any problems at every school. At the same time, at each school students and teachers identified points of interest (POIs) in their local surroundings which can be related to the topics of climate change, sustainability and/or biodiversity and integrated them into a route which can be traversed with the help of the app. At each POI, the display of your mobile gives you some information and you are asked a multiple-choice question.

All schools were visited by their international partners. During these visits, the "ClimApp" routes were traversed by the international groups and various activities related to the topic were carried out, among them at least one in which the students gave an active, "hands-on" contribution to sustainable development. At the end of the last meeting (in Germany) the project was presented to members of the European Parliament in Strasbourg.

The long-lasting effects of the project are ensured through the implementation of a transnational interdisciplinary spiral curriculum. This includes the traversing of the "ClimApp" route, which can also be used by other schools, as well as a lasting cooperation between the project partners: In form 7 (or 8) students from students from four of the partner schools get to know each other by exchanging information in their English lessons. Two years later (year 9 or 10), students have learned a lot about climate change, sustainability and biodiversity. Each November, they exchange views and information on these topics with students from the partner schools. This includes watching videos about environmental issues in each partner country that were created during the project, asking questions to the partner school students and answering the others' questions in one-minute-videos. Furthermore, at each school 2 - 5 students per year are appointed "climate ambassadors". These teach younger students an "energy puzzlehunt" established in all schools and help to initiate and foster activities that enhance sustainable behaviour in the school society.

We have managed to reach our aims of raising environmental awareness, increasing the attractiveness of science subjects, improving foreign language abilities and skills and of promoting intercultural competence, European integration, transfer of best practice, cooperation between teachers and media competence in the ICT sector. Furthermore, in the course of the project the German and the Estonian partner schools started a process that finally resulted in getting eco-certificates. In the Martinican partner school, which had never taken part in an international project before, the project motivated teachers to start five more Erasmus+ projects.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for youth

Project Title

Eco Circle

Good practice example

Project Coordinator

Organisation Ecological Future Education
Address Skolas iela 1-12 , LV-4401 Gulbene, Gulbenes nov. , Vidzeme , LV
Website www.efe.lv

Project Information

Identifier 2017-3-LV02-KA205-001893
Start Date Feb 1, 2018
End Date Apr 30, 2019
EC Contribution 33,280 EUR
Partners Balkanska Agenciya za Ustoychivo Razvitie (BG) , plasticfood project
centro culturale ed artistico (IT) , Asociatia InitiativaCetatenilorSeniori
(RO)
Topics Environment and climate change ; Creativity and culture

Project Summary

The project presents circular economy as an environmentally friendly future solution from various aspects. The final result of the project – Eco Circle Handbook – offers information regarding circular economy from various perspectives and introduces the reader with circular economy, explains what it is and how it is implemented in real life in various countries.

The context of the project is a long-term environmental change achieved through sustainable actions by implementing innovative youth work practices focused on creativity, innovation and modernization. Through the exchange of good practices in the field of circular economy, the aim of the project was to empower youth workers by explaining what the circular economy is and why it is necessary. By empowering youth workers with skills and knowledge in the field of circular economy, the project helped to inform youth about circular economy and recycling, to improve youth skills and competences in green thinking and to raise social responsibility.

Eco Circle objectives were to enhance knowledge in youth work in the field of circular economy – to provide materials, good practices; to promote active participation of young people with fewer opportunities in society; to strengthen cooperation and networking between organizations.

The profile of participants was practitioners – staff active in education and training, youth workers, experts, specialists, professionals, young people with fewer opportunities. Youth workers and young people with fewer opportunities were involved in blended learning activities.

The main result of the project was the development of the Eco Circle Handbook in English, Latvian, Bulgarian, Italian, and Romanian languages. In addition, Eco Circle Facebook page was created to share up to date information about environmental topics and innovations.

The potential long-term benefits – positive impact at the local and national level was and will be noticed by creating an environmentally friendly society. The added value is critical thinking, decreasing the consumption of plastic, raised awareness of environmental protection in Europe. We expect that green daily practice and creation of strong network will be possible in environmental protection by actively involving youth.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

Volunteering for Healthy Lifestyle

Good practice example

Project Coordinator

Organisation Fundacja Kreatywnej Przestrzeni i Rozwoju CampoSfera
Address Klimontów 31 , 28-340 Sędziszów Klimontów , Świętokrzyskie , PL
Website www.camposfera.pl

Project Information

Identifier 2018-1-PL01-KA125-050302
Start Date Jul 1, 2018
End Date Sep 30, 2018
EC Contribution 13,228 EUR
Partners SERVICE CIVIL INTERNATIONAL BRANCHE FRANCAISE (FR) , YOUNET (IT) , Coordinadora Infantil y Juvenil de Tiempo Libre de Vallecas (ES) , Asociación Mojo de Caña (ES) , Asociatia Pro Vobis - Centrul National de Resurse pentru Voluntariat (RO) , ProAtlântico - Associação Juvenil (PT)
Topics Environment and climate change ; Health and wellbeing ; Agriculture, forestry and fisheries

Project Summary

The "Volunteering for Healthy Lifestyle" was a short-term volunteering project, in which 12 volunteers from 5 countries took part. The project lasted 5 weeks from 30/07/2012 to 2/09/2018. The project involved people with fewer opportunities and special needs, such as: economic and social obstacles, people with limited social skills, people with mild disorders such as anxiety, depression, people in a non-stabilized life situation, from difficult environments, from rural areas and with a poorly developed network of services.

Project goals:

1. Building a positive image of the Świętokrzyskie region among young people from abroad;
2. Building an active society, aware of the importance of a healthy lifestyle;
3. Making the local community aware of the possibilities offered by the EC programs;
4. Building a positive image of F. CampoSfera and youth activity programs offered by the EC
5. Creating good practices that promote volunteering among young people from the EU, in particular among young people with fewer opportunities.

Actions:

Volunteers completed a number of activities that contributed to the achievement of goals. The activities were much more intense than initially planned. They consisted of: organization of the festivities in Klimontów and Kije, help in organizing the festival in Sędziszów, help in the implementation of the festival "The Back and Beyond", canoeing and narrow-gauge railway ride, first aid training. All activities were secured by very professional coordination and group building process.

The results were achieved, which allowed to develop key competences among the volunteers. The local community could feel a lot of support from volunteers.

The good quality of the project is confirmed by the fact that two volunteers, one week after they finished the activities, returned to Świętokrzyskie for a long-term volunteering project.

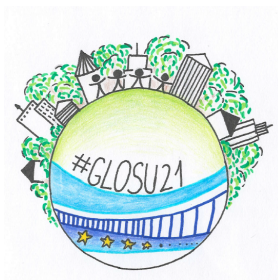
Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Challenges of 21st century: globalisation and sustainability

Good practice example



Project Coordinator

Organisation Gymnasium Lüneburger Heide
Address Schützenstr. 3 , 21406 Melbeck , NIEDERSACHSEN , DE
Website www.glh.de

Project Information

Identifier 2017-1-DE03-KA219-035723
Project Web Site <http://www.glosu21.eu>
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 96,595 EUR
Partners Ogres 1. vidusskola (LV) , Agrupamento Vertical de Escolas da Sé (PT) , Institut Torre Vicens (ES)
Topics Overcoming skills mismatches (basic/transversal) ; ICT - new technologies - digital competences ; Environment and climate change

Project Summary

Various national and European studies - like "Developing Key Competences at School in Europe" and "Science Education in Europe" of the Eurydice network - show that basic key competences (languages, maths, sciences) as well as transversal skills (ICT, entrepreneurship) of students are poorly developed and that the national differences in students' education are great.

The agenda Europe 2020 demands among others to raise the employment rate, to increase the share of population having completed tertiary education, to enhance the performance of education systems, to reinforce the international attractiveness of Europe's higher education, to foster digital competence and the sense of initiative and entrepreneurship at school and to raise energy efficiency and to controvert poverty and social marginalisation.

In our project students investigated different topics in the contexts of globalisation and sustainability. Nowadays both, globalisation and sustainability are important aspects in the human co-existence. A peaceful human co-existence requires comparable necessities of life. For reaching these aims we have to improve social inclusion as well as basic and transversal skills and the critical thinking especially in environmental and cultural aspects of our students in order to become well educated and social competent EU citizens. In these contexts we had a look at materials circles of consumer products, the problems of plastics in environment, the using of water, food waste, typical crafts, technology in our life, energy and Shakespeare's canon. For mostly students use different kinds of new media in their daily life we used ICT tools to make these issues more attractive for students. Besides, by using these digital methods we improved the acceptance and integration of digital media in schools by students and staff.

We collaborated with different stakeholders concerning global learning and sustainability, universities, waste disposal plants, etc..

During the project we developed products which were published on the projects homepage, the etwinning twinspace and as OER as far as possible. Such as

- surveys about globalisation and sustainability, and European identity
- presentations about the educational systems and the influence of globalisation on employment and entrepreneurship
- media-based educational trails for the material circles of consumer products
- e-book of graphic short novels about globalisation and sustainability
- a presentation and experimental instructions about plastics (use, recycling, perils, ..)
- media-based learner-centred pedagogical approaches concerning plastics, energy
- presentations about water (water consumption, water scarcity,..), country-typical handcrafts, technology in our life
- video of scenes of Shakespeares plays
- brochures about food waste
- infographic about the future of technology in education
- models of bioclimatic buildings

The four partner schools are on secondary level and the participant students at the age of 13 to 17. Altogether, about 600 students took part in the project. 68 students and about 30 teachers participated in the mobilities.

The main objectives of the project were:

- to strengthen basic and transversal skills using innovative and learner-centered pedagogical approaches,
- to foster the development of social and intercultural competences
- to raise social and ecological awareness
- to improve media literacy
- to foster critical thinking in the environmental and cultural context
- to foster the interaction with diversity

- to foster the skills of changing perspectives
- to enhance digital integration in learning and teaching and
- to promote entrepreneurship education.

Using methodologies like IBL, CLIL and PBL we fostered self-educated learning. We worked in transnational students' and teachers' groups and due to the different aspects of sustainability and globalisation we used interdisciplinary approaches to increase the attractiveness for students.

As mentioned in the "Youth on the move" concept one of the main aims is to enhance the international attractiveness of Europe's higher education institutions and to improve the employment situation of young people. Therefore students learnt about the possibilities the European community offers to them.

The longer term benefits of the project were

- higher inclusion of social disadvantaged persons
- higher awareness of ecological and global aspects
- higher ability of critical thinking especially in sustainable and global contexts
- higher motivation of students and staff by using innovative methods
- enhanced digital integration in teaching and learning
- more independent work of students
- increasing interest of students in education and entrepreneurship

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Learning for real

Good practice example

Project Coordinator

Organisation Svalöfs gymnasium
Address Rönnebergsvägen 8 , 26822 Svalöv , Skåne län , SE
Website www.svalov.se

Project Information

Identifier 2017-1-SE01-KA102-034230
Start Date Oct 20, 2017
End Date Oct 19, 2019
EC Contribution 48,278 EUR
Partners TEMIS education/Barce (ES) , Temis International Education (IE) , IEC TEMIS (ES) , APLICAPROPOSTA LDA (PT)
Topics Transport and mobility ; Enterprise, industry and SMEs (incl. entrepreneurship) ; Agriculture, forestry and fisheries

Project Summary

Our goals of this project were, as defined in our application: It is important that students see more of the world around them in order to be able to create competitive products and services later in their professional lives and also to adapt their experiences to European demands and standards. We want to improve their innovation abilities, strengthen their competence, their employability in a mobile world, where competition no longer recognize any geographical, cultural, economic or linguistic barriers. We want to improve our students' confidence, which will contribute to their personal development. Though this project we want to broaden their horizons and their international perspectives. The professional world is international and though sending vocational students in their third year on Natural resource use and on Vehicle and transport industry on placement periods abroad we want to give them the opportunity to develop their creativity, their quality awareness and their entrepreneurship at the same time as we acknowledge the European dimension and the global perspective. Our students should feel that the whole of Europe and the world outside is their future labour market. We also want to show the importance of language skills in future contact with employers at home and abroad. To see similarities and differences between cultures is an important experience, both on a professional and a private level. The more we can influence students' way of regarding the unacquainted, the more we open up their view on the world outside. To do a placement period at a place where you do not fully understand the language spoken is a useful experience, to see that rules and regulations are different is an important aspect but also to detect differences in company structure compared to the Swedish rather decentralized one. To meet young people in their everyday working life give our students the insight that wherever we are in the world, we are rather similar, in spite of all the differences provided by outside economic and social conditions.

Southwest Scania is a region with high youth unemployment and with many second and third generation immigrants and the project is a way to meet the unemployment trough increased mobility and improved knowledge about EU and what EU has to offer young people in Svalöv. For Svalöv it means a great deal to be able to keep education on a high level, counteract the segregation between the Swedish born and immigrants, to offer our students a future without unemployment, and to counteract the disappearance of students to the big cities Lund, Malmö and Helsingborg.

The experiences that our students carry home form the basis for future teaching and placements on a local level. Students who have been abroad also bring enhanced skills and a broader international perspective, which is a welcome contribution at a future employment in a local company or elsewhere, which in turn adds to the competitiveness of Swedish enterprise.

All the vocational programmes have placement periods in their curricula. The placement periods abroad for our students is our main goal and the project we apply most money for but also our staff is important if we want to accomplish what the school impinges. Though the international cooperation we want to develop the competence, capacity and the sense for integration of our staff. The teachers are expected to improve the teaching quality in school through feedback, validation (ECVET, Europass) and dissemination/in service training among colleagues. Thanks to job shadowing/observation our staff gets the opportunity to ameliorate contacts, enhance the quality of the placement, develop and strengthen the cooperation at the same time as our staff can develop their personal sense of quality, their creativity, their picture of the European dimension through experience exchange regarding modern use of ICT in the cooperation, solutions to early school leaving, EU for young people and as a future labour market, an international standard on placement for vocational students, how to get young people interested in vocational school education, work abroad, development of the placement periods and the cooperation between theory and placement periods.

All this we think we have accomplished to a high level at Svalöv upper secondary school and we are satisfied with the result. Unfortunately we didn't succeed in making our partners in Eire and Barcelona agreeable to our students, the reason being they got on far too well with our partner in Tenerife. Apart from that, everything has run as planned, concerning the project as such.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Knowing the Rural Europe with Erasmus +

Good practice example

Project Coordinator

Organisation FEDERACION EFA GALICIA
Address PUENTE DE SAN LAZARO 11A, 1D , 15703 SANTIAGO DE COMPOSTELA , Galicia , ES
Website www.efagalicia.org

Project Information

Identifier 2018-1-ES01-KA102-048984
Start Date Jul 1, 2018
End Date Jun 30, 2019
EC Contribution 53,714 EUR
Partners EPLEFPA Mirande-Riscle (FR) , MFR du Jovinien (FR) , CFA Maison Familiale de Vendée, Antenne des métiers de l'alimentation et de la restauration (FR)
Topics Labour market issues incl. career guidance / youth unemployment ; Quality Improvement Institutions and/or methods (incl. school development) ; Agriculture, forestry and fisheries

Project Summary

PROJECT (CERES) " Knowing the Rural Europe with Erasmus +"

CONTEXT

The project CERES, developed under the program ERASMUS + will centre on two activities, on the one hand students' mobility for the accomplishment of practices on companies on France, and on the other hand, mobility of personnel in formation presenting as organizing center and partner of sending, Federation EFA Galicia, placed in Puente de San Lazaro 11A-1ºD, 15703 - on Santiago de Compostela, province of Coruña (Spain). The practices will realize in the regions of Pays De La Loire and Midi-Pyrenees, with the participation with a view as equivalent partner to reception of MFR de Jouviene -Villevallier-Bourgogne-(France-Conté), the MFR Saint Michel Mont Mercure the Vendee (Pays De La Loire) and Mirande Valentées LPA (Midi-Pyrénées).

NUMBER AND PROFILE OF THE PARTICIPANTS

Activity A1 - Mobility for practices in companies for 25 students (15 boys and 10 girls) - of CFGM of Agricultural Productions (15 students), Panification, Confectionary and Confectionery (7) and Commercial Activities (3). With ages between 16 and 32 years that already have some theoretical - practical knowledge. Most are from of the rural environment which makes the mobility more attractive and necessary. Though none has special needs, it of them will be necessary that three teachers accompany them because there are a high number of minors.

Activity A2-In this activity there will take part two teachers related to the formation and mobility of the pupils. People who realize the activity of mobility will realize a stay of 3 days to study the methodologies of work at the center of reception and at the same time to discover the environment at which the above mentioned center is employed. His principal aim is to obtain methodologies and good educational practices to later incorporate them into the curricular project of the center.

METHODOLOGY

The following steps are followed:

- Creation of the Committee of Mobility.
- Preparation of the project.
- Preparation of the students.
- Accomplishment of the selection of the student's and the teachers.
- Preparation of the documentation (agreements, insurances, reports, tasks and cards of evaluation)
- Accomplishment of the stay.
- Summary of information for the evaluation of the project and of the pupils.
- Day of conclusions (in the center of sending).

RESULTS AND FORESEEN IMPACT

Activity A1-It is expected that the pupils reach a major professional level in his sector. That they are capable of investigating and adopting applicable mechanisms of functioning in his professional future. That they can manage to create his own company or to be employed for foreign account at his sector. That increases the level in a European language and that it increases his professional dimension. It is to be hoped that the educational center strengthens the relation with European centers, to be able to incorporate methodologies into our educational program.

Activity A2-It is expected that the mobility of personnel reverberates positively in the organization of the center and of the future activities of mobility. Also it is to be hoped that the people involved in the mobility obtain a few capacities and attitudes for the attainment of the aims marked in the current and future Erasmus + projects, serving as a guide to form other teachers in this type of activities and to increase the participation of other

teachers in future projects.

POSSIBLE LONG-TERM BENEFITS

Activity A1-In the long term it will serve in order that the pupil forms an impression of his project for the future, comparing with other models that he has known in the period in practices. Also it will serve as reference to the beginning of his labor activity and as possible source of inspiration in the accomplishment of his own project in life.

Activity A2-In the long term will be useful to improve the formative program of the center of sending and reception, at the same time as a European dimension is acquired in the formation at a teaching level.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

ECO-Minded ENTREPRENEUR

Good practice example

Project Coordinator

Organisation PEWOBE GEMEINNUTZIGE SOZIALE BETREUUNGSGESELLSCHAFT
MBH FRANKFURT/ODER

Address GROSSE ODERSTRASSE 29 , 15230 FRANKFURT ODER ,
BRANDENBURG , DE

Website www.pewobe-ffo.de

Project Information

Identifier 2018-2-DE04-KA105-016731

Start Date Aug 1, 2018

End Date May 31, 2019

EC Contribution 17,278 EUR

Partners STUDENT-YOUTH COUNCIL NON-ENTREPREUNARIAL
(NON-COMMERCIAL) (GE) , Associazione Culturale di Promozione
Sociale Gentle Giant (IT) , Civic Organization "Development and Initiative"
(UA) , Today Art Initiative (AM) , Fundacja Sempre a Frente (PL)

Topics EU Citizenship, EU awareness and Democracy ; Environment and climate
change ; Social entrepreneurship / social innovation

Project Summary

The project "ECO-Minded ENTREPRENEUR" was an international project. Project was divided with 2 parts, APV that has been 9th - 11th of September, 2018 in Kobuleti, Georgia, which aimed to provide leaders with necessary skills and give information on organizational issues, to become familiar with all stages of the project starting from the preparation to evaluation.

The YE, which took place in Kobuleti between 09 of October - 17 of October 2018, where 30 youngsters have met and discussed environmental issues and exchanged experiences.

We wanted to implement the project because in the world the environmental problems remain as one of the main issues. Despite the fact that there are many projects addressing environmental problems, especially recycling, still it is not enough and still people who live in deplorable conditions need support and involvement in solving environmental issue, which are harmful effects of human activities on the biophysical environment. The statistics from the World Health Organization shows every year air pollution kills about 6.5 million people worldwide- linked to everything from lung cancer to heart disease to strokes. During 9 days, 30 young people from different countries gathered and worked in international teams on four main thematic areas:

- To show the various tools of how to be an active part of society;
- To discuss and search ways how to reduce environmental pollution, reuse and recycle materials;
- To spread European values: Democracy, solidarity, gender equality, mutual understanding, cooperation and tolerance.

OBJECTIVES:

The project aimed to bring together young people and youth workers from Germany, Georgia, Poland, Italy, Ukraine and Armenia in order to discuss environmental problems. The workshops and study sessions have been conducted at the hotel; some part of activities such as performance took place in open air.

The YE aims:

- To provide participants with the necessary skills, knowledge and attitudes on inclusion of young people in activities which is connected to environmental issues;
- To share experience and examples of good and bad practices by methods of non-formal education and learning from each other;
- Share German best practices in the field of protection of environment;
- The purpose of this project is to make awareness of youth about pollution;
- To spread the information among young people how to prevent pollution;
- To share opinions, approaches, experience and information on environmental situation and issues among participating countries;
- Promoting healthy lifestyle activities for young people, in terms of environmental protection;
- To raise awareness about recycling through artistic activities and workshops among young people;
- Empower young people in active citizenship taking responsibility in their countries and participating in decision-making process regarding the protection of the environment;

NUMBER AND PROFILE OF THE PARTICIPANTS

There have been 30 participants in the project. Each organization has send five participants. The partners have managed the selection of the youngsters with deep motivation and willingness to be active in the society. Partner organizations have ensured that the participants of the project have brought knowledge and skills after

completion of the project.

DESCRIPTION OF THE ACTIVITY AND METHODOLOGY

The activities have been implemented with non-formal education methods during the exchange such as: group works, role plays, simulation games, brainstorming, team building games, workshops, debates, presentations, cultural evenings, the main line was Forum Theatre. In addition, the main activity performance took place outdoor.

RESULT

In order to improve active participation, leadership skills and youth initiatives there has been a space for self-organized workshops in the open space format, so all the participants could both conduct the workshops by themselves. During the project, participants had the chance to create working groups, to present ideas for future projects about active participation in their local community. In order to efficiently succeed in combating the environmental protection and achieve above-mentioned activities participants did create agendas and planned activities they wanted to implement in their countries. Participants did gain new knowledge, skills and attitudes to improve their local youth work and the quality of their actions and organizational/network strategies. The YE has been dedicated to find out solutions to environmental problems with young people.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Wider Horizon - Víðari sjóndeildarhringur

Good practice example

Project Coordinator

Organisation LANDBUNADARHASKOLI ISLANDS
Address HVANNEYRI , IS311 BORGARNES , IS
Website <http://www.lbhi.is/>

Project Information

Identifier 2017-1-IS01-KA102-026498
Start Date Jun 1, 2017
End Date May 31, 2019
EC Contribution 29,789 EUR
Partners Hadlow College (UK) , Biotehniski center Naklo (SI) , HANSENBERG (DK) , Voss vidaregåande skule (NO)
Topics Environment and climate change ; International cooperation, international relations, development cooperation ; Agriculture, forestry and fisheries

Project Summary

Participants in the project Wider Horizon are both students and staff at the Vocational Programme in Agriculture at the Agricultural University of Iceland. Students in the first of their two year vocational programme in agriculture are obliged to take three months traineeships period at a farm. Through this project the students can apply to take three weeks of their training period at a Scandinavian farm. Teachers and staff at the Vocational Programme in Agriculture can either participate in monitoring of the student traineeships abroad or participate in a staff training programme at Hadlow University College in Kent.

The main objectives for the participants is to enlarge the horizon, both for students and staff. For students the objectives is to give them a change to learn how agriculture is practiced in our neighboring countries, to learn new best practices, to gain an insight into new culture and society, to become more competent in a foreign language and to strengthen them as participants in a democratic society. The main objectives for teachers and staff is to learn how agriculture in a changing world is addressed in other agricultural schools, to learn best practices in environmental issues and sustainable use of land and to discuss subject matters with colleagues and reflect on their own subjects and teaching at home, since AUI is the only agricultural school in Iceland it is vital for AUI's staff to meet with colleagues in other countries.

For each year of the project 6 students will go on mobility and take three week long period on a farm either in Norway or Denmark through the vocational partners of the project. Two teachers will follow the student groups abroad at the beginning of the training period. Coordinators at hosting schools will monitor the training period on behalf of the project. Project manager will be in close contact with the students during their mobility and they will keep a blog and diary throughout their mobility period.

AUI's aim is to strengthen staff at the Vocational Agricultural Programme as well as on university level. By participating in a mobility training programme to Hadlow, the four staff members will become more aware of innovation in agriculture in an international context, such as how environmental issues and sustainable use of land is addressed in UK. Participants will evaluate their experience of the mobility and report to colleagues.

It is hoped that long term benefits for the students will be that they are better skilled and independent, have a broader view on agriculture, that they can both apply for work in another country after graduation to gain further experience and/or implement their knowledge and experience from abroad into their farming in Iceland in the future.

In regard of teachers and staff long term benefit might be better knowledge on agriculture in international context, reflection on new experience and implementation of new ideas into own teaching at AUI. Therefore the teachers and staff will be more skilled to participate in revision of international strategy at AUI. A happy teacher with new ideas will provide higher quality in teaching at AUI in the future.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Growing Opportunities for Nature Conservation

Good practice example

Project Coordinator

Organisation Scottish Wildlife Trust
Address 110 Commercial Street , EH6 6NF Edinburgh , Eastern Scotland , UK
Website www.swt.org.uk

Project Information

Identifier 2017-3-UK01-KA105-046374
Start Date Jan 1, 2018
End Date Jun 30, 2019
EC Contribution 91,332 EUR
Partners Maison de l'Europe de Lot-et-Garonne (FR) , ADRET (Agence de développement Rural Europe et Territoires) (FR) , UNIVERSIDAD DE ALICANTE (ES) , Börzsöny-Duna-Ipoly Vidékfejlesztési Egyesület (HU)
Topics Environment and climate change ; Labour market issues incl. career guidance / youth unemployment ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

CONTEXT/BACKGROUND

The Scottish Wildlife Trust manages over 120 nature reserves in Scotland. Our network of regionally based Reserve Project Officers work with local volunteers to undertake practical conservation work on these sites, protecting a diverse range of biodiversity and ensuring safe access for visitors to enjoy greenspaces and the wildlife they host.

This project gave 14 young people (66% female, 33% male, aged 19-30 with average age of 24) from 3 countries (50% Spain, 36% France & 14% Hungary) the opportunity to learn by doing on our nature reserves in 4 different regions of Scotland locations (West, South West, North East & North). The on-the-job training they received was non-formal and learner-centred, with activities being tailored where possible to meet their interests and needs. The selection process where possible identified volunteers facing fewer opportunities or obstacles in their career journey and at the start of the project, 50% of volunteers were unemployed. Our placements were all designed to last 12 months with the average duration being 8 months and 5 volunteers staying 12 months.

OBJECTIVES

- To boost the knowledge, skills, transcultural awareness and employability of young people interested in a career in conservation by providing meaningful training and worthwhile work experience relevant to their job interests and academic background.
- To support European volunteers to protect biodiversity on the Scottish Wildlife Trust's network of nature reserves and encourage them to apply the conservation skills gained in their future careers
- To disseminate learning and raise awareness of the impact of volunteer involvement through a range of channels, including social media, print media and the Erasmus + Project Results Platform

ACTIVITIES

Our EVS volunteers worked on 56 of our nature reserves, representing nearly 50% of our total holdings and undertook 51 different tasks in 2 broad categories: maintaining infrastructure and habitat management. They worked on all our different habitats including uplands, woodland, grassland, coastal dunes, peat bogs. Notable tasks undertaken included; building sand martin banks and planting juniper in Ayrshire, peat bog restoration in South Scotland, species surveys in North Scotland.

4 volunteers undertook a personal project which included; bat surveys, small mammal surveys and setting up a tree regeneration monitoring project.

All volunteers received Lantra brushcutter training, 2 volunteers received first aid training and 2 undertook chainsaw training.

2 volunteers gave presentations about their placements to a local community group and 1 volunteer spoke at a Scottish bat workers conference about her project. The project got 2 mentions in our Trust magazine which goes to around 26,000 households and 3 volunteers wrote a total of 7 blogs which were posted online.

4 volunteers spent a residential week on Handa island, working with the ranger undertaking visitor management duties and 2 volunteers also spent time on the Isle of Eigg working with another Scottish Wildlife Trust ranger.

IMPACT ON PARTICIPANTS

We conducted a pre & post placement assessment with each volunteer to assess motivations and skill levels. Key motivations before the project were: to learn about the environment, seeing wildlife & improving English. Post placement, volunteers felt the most rewarding aspects were: a chance to develop cultural/life experiences, explore a new country and to gain self confidence. We measured a number of specific skills pre & post placement and across all skills there was an increase ranging between 6% - 50%. Some notable increases in skill levels were: fitness +38%, use of tools +48%, knowledge of habitats +43%, knowledge about Scottish Wildlife Trust +49%, knowledge of Scotland +50%.

Before the project, 50% of volunteers were unemployed, 17% had just finished studying, 8% were volunteering & 25% had been working. We conducted a follow up volunteer survey in July 2019 and 50% had found work, 17% were volunteering, 16% studying and 16% were still looking for work.

A couple of quotes from our volunteers: "...I am so grateful because of the opportunity with the Trust. I loved my placement and it put me on the right track where I wanted to be". "You made my year incredibly more interesting and I won't forget this" "You feel that your time, work and efforts matter"

We believe our project had a high impact on our volunteers.

IMPACT ON ORGANISATIONS

Our volunteers delivered 10,633 hours over 1,519 days of work on our nature reserves which helped us manage our nature reserves to our required standard and helped our progress towards broader organisational targets. We enjoyed the cross cultural opportunities EVS brings. 2 volunteers wrote new EVS promotional material which we used to promote our next EVS project to potential volunteers.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Fix Don't Replace

Good practice example

Project Coordinator

Organisation Jaunatnes attistibas un sadarbības multikulturala apvienība
Address Tinuzu 6-2 , LV-1021 Rīga , Rīga , LV
Website www.jasma.lv

Project Information

Identifier 2018-2-LV02-KA105-002238
Start Date Aug 1, 2018
End Date Feb 28, 2019
EC Contribution 18,088.09 EUR
Partners see why (CY) , ANAZITITES THEATROU (EL) , ASOCIATIA HAIR REDIVIVUS BUZAU (RO) , HEureka Generator (PL)
Topics Environment and climate change ; Creativity and culture ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Nowadays we can often see that people prefer to buy new shiny things to replace the ones they have, usable or broken. People often don't bother to fix or even research if new life can be brought to a broken things. This develops unhealthy consumerism and influences the way of thinking about not only daily life, but also relationships with friends, family and even the society as a whole.

To begin changing this everyday behavior and attitude, 30 young people from Greece, Cyprus, Romania, Poland and Latvia have met in October 2018 to develop everyday skills through workshops and research on consumerism and sustainability, exchanging knowledge how to fix things and sharing experience from their countries. Practical skills developed in this project were transferred to interpersonal attitude toward relationship with their friends/family via open space discussion about personal challenges and after that through simulation activities, to their civic engagement. A public "Fix café" was be organized at the end of the exchange to display that attitude to consumerism and broken relationships can be changed.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

Know, Feel, Act! Clean Waters! (Know, Feel, Act! Stop Marine Litter)

Good practice example

Project Coordinator

Organisation SMC Senglea Primary
Address 4, Triq il-Ħabs I-Antik, , ISL 1031 Isla , Malta , MT
Website <http://smc.senglea.skola.edu.mt>

Project Information

Identifier 2018-1-MT01-KA101-038369
Start Date Jun 1, 2018
End Date May 31, 2019
EC Contribution 33,530 EUR
Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change ; Pedagogy and didactics

Project Summary

IN A NUTSHELL:

This project intends to develop the competences of a number of staff on meaningfully designing, implementing, and evaluating educational interventions, based on the principles of Education for Sustainable Development (ESD), giving emphasis on two current topics: 1) marine litter management, and, 2) non conventional water resources.

BACKGROUND ON ESD:

Education for Sustainable Development (ESD) is all about participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. ESD is an "umbrella" type of education that developing skills, important not only for the school environment, but constitute life skills, which are crucial for tomorrow's responsible and active European citizens, like respect, critical and future thinking and participation in decision making. Since 2013

it was agreed to integrate ESD in the European School system, with a cross-curriculum approach in line with European and international documents.

OUTLINE - COURSE DESCRIPTION:

Our staff will take part in a structured train-the-trainer course (hosted in Athens, Greece) where, teachers and trainers from European schools and educational institutions will share and capitalise their experiences in ESD, in formal as well as in non-formal education and build on their professional development. The week-long course combines short theoretic sessions and a lot of workshops, field visits, interactive hands-on, and group-work sessions. It includes a common "core" instruction focusing on ESD, the "Whole Institute Approach" (WIA) within the Sustainable Development Goals (SDGs) , followed by two specializations: (1) on marine litter education and (2) on education on non-conventional-water-resources. Both these topics are treated as "vehicles" to address various sustainability challenges (i.e. relating to the dominant, in many cases, over consuming paradigm and the single-use-item culture; circular economy and life cycle approach; recycling and up-cycling processes, wise management of natural resources; etc) and how the European young students perceive and respond on these challenges, through their daily lives choices.

The course will also shed light to how Education for Sustainable Development is applied within the Greek formal system (primary & secondary schools, Centres of Environmental Education-CEEs) as well as, within the non-formal system (Non Governmental Organisations-NGOs, Museums and Research Centres). The course participants, coming from many European countries, during the entire week will add value in the course content by bringing in experiences from their countries.

The tangible outcome of the week long course, the educational resources developed by the trainees themselves, will be uploaded online, and disseminated through all appropriate channels.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Berufliches Handeln/Berufliche Tätigkeit von landwirtschaftlichen Auszubildenden in Frankreich

Good practice example

Project Coordinator

Organisation Staatliche Berufsschule III Kempten
Address Wiesstraße 32 , 87435 Kempten , BAYERN , DE
Website www.bs3-kempten.de

Project Information

Identifier 2017-1-DE02-KA102-003766
Start Date Jun 1, 2017
End Date May 31, 2019
EC Contribution 75,168 EUR
Partners Maison Familiale Rurale de l'Hippodrome (FR)
Topics Agriculture, forestry and fisheries ; EU Citizenship, EU awareness and Democracy ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Background of the project:

The public vocational college in Kempten, Germany (Berufsschule III, Kempten) would like to offer internships for all our students in other European countries.

A close and friendly contact with the Lycee de Pommerit Jaudy in Brittany, France, the institution La Garrotxa in Olot, Spain and the MFR de l'Hippodrome in Craon, France is extremely useful and helpful to realize this project. From 2015 to 2019 we already organized internships in Kempten for about 30 students from Craon. As a result, we decided to develop this contact further and to send our students to Craon. Mrs Virgine Bergua, leader of this project at the French college, thankfully volunteered to organize suitable work placements and a cultural programme for our students. A win-win situation for both colleges.

Aims of this project:

The public vocational college in Kempten, Germany (Berufsschule III, Kempten) started a student's exchange with other European vocational colleges in 2018.

Since 2013 our agricultural department I has been in close contact with the Lycee de Pommerit Jaudy. Exchange visits of complete forms took place, which were supported by the German-French organization for children. We organized 143 work placements in our area for the students from Olot and Craon that are supported by the Erasmus+ programme. As a part of our school development process, we founded a project group with the name "Europe". Its first aim was to organize an exchange visit to the vocational college in Craon for our students. The main reason for choosing this vocational college for an exchange visit was that Craon is Buchenberg's (a village near Kempten) twin town. Furthermore, our administrative district Swabia has got a partnership with the Department Mayenne.

Number of participants /profile

60 students successfully completed the project within the two years (from 11 March to 26 March 2018 and from 31 March to 15 April 2019). All students were apprentices from our agricultural department at Berufsschule III Kempten. 14 students were in their year of vocational preparation (BGJ), 8 students in their first year of our "dual education system", 33 students in the second year of training and 5 students in the so called placement year, which has to be completed one year after the completion of their vocational training.

Activities:

Principal Hans Etzler, Karl Liebherr, leader of this project and Konrad Huger, from the Association of the Friends of Buchenberg/Craon visited the MFR in Craon from 17 December to 19 December 2017, as it was the students' first stay in Craon. We talked about the possible dates for the work placements and the organization of visits. A memorandum of understanding was made. Two weeks before the visit to Craon, a day to prepare and to inform all participants about the language, culture and the procedure was carried out in 2018 and in 2019. The two flows took place from 11 March to 26 March 2018 and from 31 March to 15 April 2019. During both stays we were invited to the mayor's reception. After this, the hosts picked up our students. Each student worked in an agricultural enterprise for 12 days. The four tutors visited all the enterprises in teams of two. Mr Etzler visited Craon both years for one week to build up good relations with the different enterprises. At the end of the 12-days work placements, the hosts brought the students back to the MFR, where a farewell speech ended this return

day. In the evening the cultural programme was started: the students went to Saint Malo in 2018 and to Bayeux in 2019. On Sunday they made a sightseeing tour in Paris. On the 18 June 2018 and 7 May 2019 the certificates were ceremoniously presented to our students.

Results and long-term effects:

The positive feedback of the 60 students who participated in this beacon project, brought two students in 2018 and 7 students in 2019 from the nutrition department to do a three-week internship in Spain.

Other projects, like sending our butchers to Hungary are being planned. Teachers from our nutritional department at school are joining our project group "Erasmus+". In addition, the teachers from our full-time vocational college for nursery nurses are extremely interested in this project.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Up-cycle Your Life: Understanding of why up-cycling is a useful tool for new achievements

Good practice example

Project Coordinator

Organisation MTÜ Shokkin group
Address Läänemere tee 6-55 , 13913 Tallinn , Põhja-Eesti , EE
Website www.shokkin.wordpress.com

Project Information

Identifier 2017-1-EE01-KA105-034779
Start Date May 1, 2017
End Date Nov 30, 2017
EC Contribution 19,284.7 EUR
Partners Kindervereinigung Leipzig e.V. (DE) , ASSOCIAZIONE CULTURALE BEYOND BORDERS CORATO (IT) , Association NEOTON Bulgaria (BG) , Stowarzyszenie Inicjatyw Niemożliwych "Motyka" (PL)
Topics Youth (Participation, Youth Work, Youth Policy) ; Entrepreneurial learning - entrepreneurship education ; Environment and climate change

Project Summary

Upcycle Your Life" the project that was born on a Training Course in November 2016 in Germany. Initiated by five passionate youth workers and project coordinators from Estonia, Poland, Germany, Bulgaria and Italy, who wanted to carry out together a Youth Exchange about entrepreneurship in combination with the creative method of Upcycling. In this context they were closely working together with local Maker Lab in Tallinn. Beyond that, they had a common vision of networking initiation among international network of FabLabs and Makerspaces in Europe. The idea was to help those places to increase their reach to the local community and at the same time to cooperate with them for realizing international youth projects.

The objectives of the project were the following:

- * To stimulate the sense of initiative of the participants, to boost their creativity and to improve their entrepreneurial skills, by giving new life to discarded materials and by getting in touch with FabLabs and MakerSpaces.
- * To spread the idea of upcycling as a tool to foster reuse and recycle, thus reducing the environmental impact, by providing several Upcycling and DIY Workshops and organizing a public flea market in the last day of the Youth Exchange.
- * To empower young people in order to raise their level of employability, by using the means of non-formal education and intercultural learning.
- * To promote and develop innovative ideas and to share best practices between young people from different European countries in order to tackle environmental issues and to foster eco-sustainability.
- * To improve social competences and language skills of the participants, as well as to enhance their European dimension, by working together in small, intercultural groups.

The main activity, namely the Youth Exchange, took place in Tallinn from 14th to 24th of July 2017 (included travel days) in which 31 young motivated and involved people from 5 different countries (Estonia, Italy, Poland, Bulgaria and Germany) met and work together towards the goals of the project through non-formal activities, open discussions, role plays, involving the local community and discovering the opportunities related to the local area.

This project contributed to raise awareness on the importance of developing sustainable solutions. It also improved entrepreneurial skills of young people by impacting on the participants on both a personal and professional basis, once they were back in their countries they were be able to multiply the effects of the good practices acquired in their respective backgrounds and (also future) working places.

We also wanted to create impact on the local community increasing its European dimension and triggering reflections on the problems that we are going to face as a society if we keep on ignoring environmental issues and the importance of acting in person in order to prevent them.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Green is the new IN!

Good practice example

Project Coordinator

Organisation EXPERIMENTACULO ASSOCIACAO CULTURAL
Address RUA JOSE OSORIO DE OLIVEIRA, NUMERO 8, 2 DT , 2900 430
SETUBAL , PT
Website www.experimentaculo.org

Project Information

Identifier 2018-2-PT02-KA105-005189
Start Date Aug 1, 2018
End Date Feb 28, 2019
EC Contribution 21,026 EUR
Partners Giovani Iddocca - Gruppo Informale Giovanile (IT) , ASOCIATA 180
DEGREES CONSULTING CLUJ-NAPOCA (RO) , NITIN - NORDISK
INSTITUTT FOR TRENING OG INTERNASJONALT NETTVERK (NO) ,
Lokalna akcijska grupa More 249 (HR) , ZDRUZENJE NA GRAGANI
KREATOR KUMANOVO (MK)
Topics Creativity and culture ; Environment and climate change ; New innovative
curricula/educational methods/development of training courses

Project Summary

Nowadays when climate change has started to be visible to everyone, when environment strikes communities in form of very cold winters, long and hot summers, heavily polluted air and water, floods and earthquakes, desertification, everyone need to put additional efforts into pushing forward the protection of environment as a topic of high importance if we would like to have a bright future, ensure environmental sustainability and sustainable development. Special focus should be put on single steps that every person can undertake to reduce their eco-footprint on the planet. This will mean simple rules that everyone can follow every day in order to make sure that we maintain good environment. Every single person can reduce its eco footprint simply by starting to use the concept of 3R daily. Reducing, Reusing and Recycling can be done by everyone. Our project provided space for learning about these themes 3R, environment protection, garbage selection and removal and the benefits we gain from it.

“Green is the new IN” was a Youth exchange that gathered 33 youngsters from 6 different countries: Croatia, Italy, Romania, Portugal, Macedonia and Norway. The exchange was organized in Setubal, Portugal in January 2019.

The objectives of the project were: to raise awareness of 33 youngsters about the benefits of the 3R concept (reduce, reuse, recycle), and the benefits of recycling, reusing of garbage, garbage selection and garbage removal; to broaden participants knowledge and to introduce the topic of environment protection and sustainable development; to tackle participants creativity and to engage them in creating and implementing some action that could promote a change in behaviors in Setubal; to create reusable bags from old t-shirts and donate them to the local community shops; to provide space for promotion of Cultural diversity in Europe and intercultural understanding between youngsters coming from different social, cultural, religious background.

During the project non-formal methods of working were used: various team-building, educative workshops based on role play, presentations, social events, local actions, various reflection and evaluation activities.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Start-Up Green

Good practice example

Project Coordinator

Organisation European Ways e.V.

Address Sellerhäuserstr. 2 , 04318 Leipzig , SACHSEN , DE

Project Information

Identifier 2017-3-DE04-KA105-015883

Start Date Feb 1, 2018

End Date Oct 31, 2018

EC Contribution 28,639 EUR

Partners SEEDS (JO) , LOCAL DEMOCRACY AGENCY GEORGIA (GE) , Crossing Borders (DK) , LEGAMBIENTE TRANI (IT) , Yeghvard youth ecological NGO (AM) , 2+2 Asociacion (ES) , Non-Government Organization "Unit" (UA)

Topics Creativity and culture ; Entrepreneurial learning - entrepreneurship education ; Environment and climate change

Project Summary

1. Basic information of Start Up Green

Partner Countries: Armenia, Denmark, Georgia, Germany, Italy, Jordan, Spain, Ukraine

Application and coordinator Organization/Country: European Ways, e.V. (Germany)

Host Organization/Country: LDA Georgia (Georgia)

2. Context and Background of the project:

Start-Up Green was designed to bring a greater understanding and responsiveness to social and cultural diversity, that is strongly connected with environmental issues and the process of saving our planet. Many countries, particularly in the European Union, are moving toward using alternative and renewable energy sources, or “green” energy. But other countries, such as Ukraine, Georgia, and Armenia are only just starting down the path of understanding the benefits of recycling and environmental conservation. That is why it was extremely important to convey to people from the Eastern partnership countries what opportunities exist to transition to green energy. In addition to sharing best practices on renewable energy, there was an exciting chance to share knowledge about the benefits and opportunities of starting an ecologically-friendly business. For the citizens of the EU countries this youth exchange facilitated an important chance for cultural as well as knowledge exchange, and provided other participants with their own knowledge and experience doing business in an energy efficient way with a focus on green energy.

In addition to this, participants from EU countries such as Denmark, Germany and Italy could share their experiences of building a strong recycling and energy-efficient system, aso what we are proud of is that the project idea originated with previous project participants from Georgia, Ukraine and Germany.

3. Overall objectives of the project were to:

- To Provide participants with the necessary skills, knowledge, and attitudes on inclusion of young people in activities which are connected to environmental issues
- To Share experience and examples of good and bad practices by methods of non-formal education and learning from each other
- To improve the business skills and awareness levels of renewable energy and energy efficiency among participants
- Formation of new social-ecological habits for citizens of partnership countries
- To provide Knowledge about upcycling
- To Spread information about the Erasmus+ and stimulate future cooperation
- To Promote diversity and dialogue between different cultures

4. Number and type/profile of participants:

The project accepted five participants from each participating country (Armenia, Denmark, Georgia, Jordan, Italy, Spain and Ukraine) and eight from Germany for a total of 43 participants. The general requirements for the participants:

- Were between the ages of 18-30
- Had previous experience with social or “green” start-ups. An active social life and interest in green economy and energy efficiency were be taken into account
- Had some background in entrepreneurship because the project aims to encourage people to start up their own business
- Had some knowledge of English, but an exception can be made if they have valuable practical knowledge
- To Bring energy and enthusiasm and are prepared to participate in all activities.

5. Description of undertaken activities:

Activity 1: The team leaders from the partner organisations European Ways e.V; Local Democracy Agency Georgia; Non-Government Organization "Unit"; 2+2; LEGAMBIENTE TRANI; Crossing Borders; Yeghvard youth ecological NGO; SEEDS met each other during the APV.

Activity 2: The Youth Exchange activities were based on the non-formal education methods and the general scope of the youth exchange types of activities. The main approach was to give space to the participants to share experience, inspire, teach and learn at the same time; although there were guest speakers invited to share their expertise and thus contribute to raising awareness of the participants on environmental issues and business. The program elements that were initially planned were kept and covered. The topics of the activity included but were not limited to: Ice-breaking and group building; program presentation and expectation analysis; Erasmus+ and future perspectives; outdoor cleaning up; EU policy towards the climate change; environmental workshops; recycling and up-cycling; creativity in entrepreneurship; study visits; country presentations about the environmental issues; development of business plans or future Erasmus+ projects for green start-ups.

6. Results and impact attained

Participants were engage in formal trainings and informal education and exercises, it helped participants to develop personal and professional skills and to build connections with others who are eager to develop their own ideas around green energy and entrepreneurship and taught them how to most effectively work with other entrepreneurs, NGOs, and government institutions.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Keep greening

Good practice example

Project Coordinator

Organisation Internationaler Bund Polska
Address Wrocławska 37a/320 , 30-011 Kraków , Małopolskie , PL
Website www.ib-polska.pl

Project Information

Identifier 2017-2-PL01-KA105-039315
Start Date Aug 1, 2017
End Date Jan 31, 2019
EC Contribution 43,203.44 EUR
Partners Zespół Szkół w Waganowicach (PL) , REUSSIR La Mission Locale de Lille (FR) , ALTHJODLEG UNGMENNASKIPTI-AUS (IS) , Asociación Fondo Natural (ES) , Zespół Szkół Specjalnych nr 11 (PL) , Zespół Szkółno-Przedszkolny nr 11 (PL) , Samorządowe Przedszkole nr 92 Dworek na Krzemionkach (PL) , CESIE (IT)
Topics Health and wellbeing ; Environment and climate change ; Inclusion - equity

Project Summary

The European Voluntary Service project "Keep greening" was a continuation of the project "We green it!" implemented earlier by our foundation. The project took place in Krakow and lasted 18 months, while the activities of the majority of volunteers lasted 10 months. Due to the inability to find candidates from Romania, we decided to change the partner with the Romanian organization. Instead of volunteers from Romania, a volunteer from France and Italy took part in the project. Their activities lasted seven months. This decision was consulted with the National Agency. They started operations in October 2017 and finished in August 2018.

In our project, we promoted modern ecological education and emphasized its impact on the development and well-being of the individual. Through the activities of volunteers, we have proved that education in the field of ecology can be interesting, that the way we treat the environment is the way we treat ourselves and that environmental education can be adapted to each recipient. That is why the project involved partners working for people at risk of social exclusion, youth, children and adults with disabilities.

In the project we cooperated with our regular hosting partners. Special School No. 11 hosted three volunteers: a Spanish and two French, the School Complex in Waganowice received a volunteer from Italy, School and Preschool Complex No. 11 cooperated with a volunteer from Iceland and Spain, and Kindergarden No. 92 was supported by a volunteer from France. The group of volunteers was diverse, which contributed to strengthening the dialogue between cultures, which was valuable for both volunteers and groups cooperating with them.

The "Keeping greening" project pursued three basic goals:

The first goal was to promote and support environmental education in various target groups. To achieve this goal, volunteers joined the organization of events such as World Earth Day, the Water Day in their host organisations, and they visited new organisations. They developed new, creative and attractive ways of celebrating these days and sharing knowledge with the target group. These activities showed both teachers and students that there are alternative forms to the typical and not always liked school assembly. Volunteers also took an active part in the HEARTH Festival concerning also the ecology problem in Krakow. During the festival they conducted workshops for children. Volunteers also organized the "Zero Waste" Picnic, which aim was to encourage participants to limit the use of plastic in everyday life and help them to become conscious consumer.

Another goal was the social inclusion of people at risk of exclusion. Volunteers working in the Special School Complex No. 11 in Krakow and in the integration departments of the School Complex in Waganowice supported people with disabilities by including them in daily activities, improved the quality of work for them and proposed new, interesting activities concerning, among others the theme of the project - ecology.

The last main goal on which we focused in the project was to acquire new professional competences and develop key competences such as communication skills, language skills, sense of initiative, entrepreneurship, in the context of working in and together with the international and multicultural team, digital skills. During their EVS project, volunteers had the opportunity to improve their digital skills by working on an online map, which is the result of the work of volunteers of the "Creative minds" project we hosted earlier. This map contains places worth recommending to volunteers from abroad in Krakow. In addition volunteers of the "Keep greening" project have added to the map places that are environmentally friendly.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Training Agrifood Students Through European InTernships

Good practice example

TASTE IT

Project Coordinator

Organisation ISTITUTO D'ISTRUZIONE SUPERIORE A. MOTTI
Address via Gastinelli 1/B , 42123 Reggio Emilia , Emilia-Romagna , IT
Website www.motti.gov.it

Project Information

Identifier	2017-1-IT01-KA102-005855
Project Web Site	https://e-35.it/it/2017/10/16/taste-it/
Start Date	Nov 1, 2017
End Date	Feb 28, 2019
EC Contribution	352,662 EUR
Partners	<p>Espacios Termolúdicos S.A (ES) , Hilton Malta (MT) , Marketing Birmingham Limited (UK) , Malmaison & Hotel du Vin Hotels (UK) , The Imperial Hotel Cork (IE) , Aquitaine Spécialités (FR) , Bordeaux Wine Events (FR) , Foundation for Lasting Knowledge Economy Strategies - FOLKES (MT) , Hotel & Ristorante Don Giovanni (DE) , In Braga Hostel (PT) , Preluna Ltd. (MT) , Cap Ulysse (FR) , Zafferano Restaurants Ltd (UK) , TRULY IRISH COUNTRY FOOD LIMITED (IE) , STICHTING AMSTERDAM EUROPEAN MOBILITY (NL) , FYSER XXI, S.L. (ES) , European Centre for Eco and Agro Tourism (NL) , Bustamante (DE) , Ristorante da Vito (DE) , ECOLE NATIONALE SUPERIEURE DES SCIENCES AGRONOMIQUES DE BORDEAUX AQUITAINE (FR) , European Career Evolution (IE) , swansea community farm (UK) , EUROYOUTH Portugal (PT) , Farm to table Growers SC (ES) , SCHULHAUS EUROPA EV (DE) , PALAVRAFRAMBOESA, LDA (PT) , Heineken Ireland Ltd, (IE) , Meridiana Wine Estate Limited (MT) , Ristorante Gastronomia Briciole LTD (UK) , Malta European Mobility (MT) , MALTA TOURISM AUTHORITY (MT) , Sociedade de Investimentos Turísticos do Carandá (PT) , ASOCIACION CULTURAL INTEGRAL (ES) , EuroTrainingServices (UK) Ltd (UK) , Seabank Hotel & Catering Ltd (MT) , THE CORK CHAMBER OF COMMERCE (IE) , Hotel Ibis Budget Bordeaux Centre Bastide (FR) , Associação Portuguesa de Agências de Viagens e Turismo (PT) , ASOCIACION CLUSTER ALIMENTARIO DE GALICIA (ES) , THORNTON'S RESTAURANT (IE) , Hotel Riazor (ES) , Office de Tourisme de Bordeaux (FR) , AECOVÍ-JEREZ (ES) , LE BISTROT DU ROND POINT (FR) , FEITORIA - Restaurant & Wine Bar (PT) , Sameirotravel (PT) , Accor Hospitality Germany GmbH Mercure Leipzig Am Johannisplatz (DE) , Tapete Voador Lda (PT)</p>
Topics	Enterprise, industry and SMEs (incl. entrepreneurship) ; Agriculture, forestry and fisheries ; Recognition, transparency, certification

Project Summary

The Erasmus+ project TASTE IT (Training Agrifood Students Through European InTernships) bases its foundations on an in-depth knowledge of the territory, its products and on the concept of valorisation, with a strong connotation in the areas of marketing, e-communication and e-commerce, with pragmatic references to operational tools, including ICT and social media, which allowed, through European comparison, to best develop the performance to be immediately spent in the labor market, raising the levels of employability of the participants.

The project, promoted by a large National Consortium led by the "Angelo Motti" VET school of Reggio Emilia, gave 120 participants (90 students and 30 newly graduated and newly qualified) the opportunity to carry out a professional training experience in Europe in the tourism, agricultural, hotel and catering sectors.

TASTE IT was implemented from November 2017 to February 2019, a period in which the participants carried out their mobility experiences in various European destinations: London and Cardiff (UK), Tralee (Ireland), Bordeaux (France), Lisbon (Portugal), La Coruña and Jerez de la Frontera (Spain), Leipzig (Germany) and Malta.

The young participants (17-20 years old), selected from VET schools (Motti, Zanelli, Convitto Corso, Mandela, Magnaghi-Solari, Galilei-Bocchialini, Zappa Fermi, Spallanzani and Calvi) and training agencies (ENAIIP Reggio Emilia, La Cremeria, ENAIIP PR, FormaFuturo, IAL Serramazzone) have thus had the opportunity to improve their technical, linguistic and transversal skills, in a path of professional and personal growth full of challenges and satisfactions.

Typical agri-food productions and rural development represent a distinctive binomial for the Emilia area. With this project, the Emilia-Romagna Region and, in particular, the Provinces of Reggio Emilia, Parma and Modena could exploit the great heritage of agri-food production traditions and excellence in this area, focusing on the effective effects that TASTE IT has guaranteed in terms of protection and promotion of the Emilia food and wine excellences, at the same time favoring the knowledge and the affirmation of the typical specialties of the territory, in order to increase their diffusion, appreciation and consumption.

In this way, the project has contributed to satisfying the competitiveness and internationalization needs of the Emilia companies in the sector, offering to young participants the tools to grow as individuals and to enter the world of work with better prospects and with a portfolio of experiences and validated skills, recognizable and legible in the contexts of education, training and work.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Go+Green

Good practice example

Project Coordinator

Organisation Söfnuður Moskvu-Patríarkatsins
Address Öldugata 44, , 101 Reykjavík , IS
Website http://www.rus.is/p/etv-project_19.html

Project Information

Identifier 2018-1-IS01-KA105-038784
Start Date May 1, 2018
End Date Jan 31, 2019
EC Contribution 24,890 EUR
Partners Interregional youth social movement of support of voluntary initiatives SFERA (RU) , Vsi "Jaunimo kelias" (LT) , Bractwo Młodzieży Prawosławnej w Polsce (PL)
Topics Youth (Participation, Youth Work, Youth Policy) ; Access for disadvantaged ; Environment and climate change

Project Summary

The youth exchange "GO+GREEN" consisted of two parts: the first one named "Go" and the second one "Green".

The part "Go" was held from the 14 to the 21st of August in Poland.

We met in Warsaw and we had three days of hiking/ walking, and rest of days we were camping. Through active outdoor activities we get to know each other, we communicated on the topic of conservation and protection of forests and natural diversity.

The Part "GREEN" was held from October 20 to 25 at a youth house in Galtalækjarskógur, Iceland.

During the second part "GREEN" we devoted more time to in-depth consideration of issues such as the protection of the environment, recycling and waste management system in Iceland and their home counties and the development of environmental and similar initiatives.

Context:

Now, when the relations between the European countries are becoming stronger, it becomes necessary to put in the attention of the European young people, the environmental issues, focused on the conservation of the forest and it's sustainable development. In the globalizing world the natural resources are consumed unconsciously because of the industrialization and urbanization. The greatest feature of environmental problems is global, not local. In other words, environmental problems affect everyone. This is why, protecting environment is the duty of all of us, it is not just the duty of environmentalists.

The main reasons of the excess of the waste formation are being consumerist society, using disposable productions, wastefulness, not utilizing waste, and the most important one is lack of education.

Through the cultural activities and sport, using the creativity and a pedagogical methodology, we pretend to grow synergies to sensibilise the participants and the communities.

The objectives of the project were:

- To introduce young people to a variety of natural and eco-structures,
- To show the importance of protecting nature, regardless of the country and the level of the structure existing in the country,
 - To promote an active lifestyle, outdoor activity,
- Learn about the importance of forests and the interrelationships of ecosystems,
- To involve youth in participation in society and ecologic questions,
- Identify problems and good practices in the various countries related to the project theme,
 - Enhanced intercultural awareness and solidarity;

We involved young people from 13-20 years old to do first steps in protection of the environment. Participants from four countries took part in the youth exchange "GO+GREEN" : Iceland, Lithuania, Russia and Poland. The Total number of participants from each country was 4 participants and 1 leader.

We gathered young people from youth organizations whose activity are not based on environmental topic.

Therefore, we have gone long way from the question "Why should we care about it?" to "What do we do and how can I and my organization can be more involved in environmental protection?".

Thus, in the framework of youth exchanges we could introduce young people to a variety of nature and eco-structures, to show the importance of protecting nature, regardless of the country and the level of the structure existing in the country, to learn about the importance of forests and the interrelationships of ecosystems, enhanced intercultural awareness and solidarity.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Crossing paths - driving change

Good practice example

Project Coordinator

Organisation UMWELTVERBAND WWF OSTERREICH (WORLDWIDE FUND FOR NATURE)
Address OTTAKRINGERSTRASSE 114-116 , 1160 WIEN , Wien , AT
Website www.wwf.at

Project Information

Identifier 2018-1-AT02-KA105-002070
Start Date May 1, 2018
End Date Oct 31, 2018
EC Contribution 16,705 EUR
Partners MLADI ISTRAZIVACI SRBIJE UDRUZENJE (RS) , Gromadska organizaziya "Ukrainskii Fond Pryrody" (UA) , ELIX - PROGRAMMATA ETHELONTIKIS ERGASIAS (EL) , FUNDATIA NOI ORIZONTURI (RO) , INTERNATIONALE BEGEGNUNG IN GEMEINSCHAFTSDIENSTEN (DE)
Topics Civic engagement / responsible citizenship ; Integration of refugees ; Environment and climate change

Project Summary

Given the global environmental crises that we, as a species are facing, including climate change, biodiversity loss, overconsumption, and pollution of our oceans, rivers, land, etc. and the massive toll it is having on both people and planet, the “Crossing Paths - Driving Change” Erasmus+ mobility of learners and staff project aimed to address some of the underlying issues, namely, a general lack of nature connection, motivation and ability to get active, and a community of active people to support engagement. By providing 25 youth workers from 6 countries across Europe with powerful life experiences, we empowered the participants by providing sustainable ways of living and thinking and became a closer network of active citizens. The project’s objectives included developing the participants’ critical thinking and abilities to support social inclusion, intercultural understanding, and sustainable lifestyle; deepening their connection to nature; offering tools and methods to empower and engage youth in democratic life; and increasing their effectiveness as multipliers. Through interactive workshops, hands-on learning, intercultural learning, nature connection time, and community living, participants experienced the topics first-hand. Not only did the participants observe their own self-development during the training but through follow up projects, the results could be disseminated widely and they served as “multipliers for change”.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Моята зелена Европа

Good practice example

Project Coordinator

Organisation ASSOCIATION NAVIGATOR
Address STOJAN ANGELOV 63 FL2 AP 6 , 4400 PAZARDZHİK , Пазарджик
(Pazardzhik) , BG

Project Information

Identifier 2018-2-BG01-KA105-048146
Start Date Aug 1, 2018
End Date Dec 31, 2018
EC Contribution 24,430 EUR
Partners ASOCIACION MUNDUS - UN MUNDO A TUS PIES (ES) , Bursa Tuhafiyeciler ve Benzerleri Odasi (TR) , ASSOCIAZIONE DI PROMOZIONE SOCIALE JOINT (IT) , Udruga za promicanje informatike, kulture i suzivota (HR) , Romans International (FR) , SEMPER AVANTI (PL) , ASOCIATIA D.G.T (RO) , JUGEND-& KULTURPROJEKT EV (DE)
Topics Youth (Participation, Youth Work, Youth Policy) ; Creativity and culture ; Environment and climate change

Project Summary

The planned activities for the exchange "My Green Europe" will take place in the period 17.10.2018 - 26.10.2018 in the town of Pazardzhik. Within a ten-day exchange, 45 participants will be invited to take part in various informal activities and through them to learn more about the different environmental issues and the different attitudes in European countries on major environmental issues such as recycling or seeking alternative sources of energy. In the form of non-formal learning we will exchange knowledge about the main institutions and responsibilities in society, about the types of waste. Participants will not just take part in the discussion or in the workshops. They will also have the chance to improve their creative skills and to create new art together with creative creative techniques. In addition to eco-friendly workshops and creative recycling activities, participants will have the opportunity to learn more about waste types and to get basic skills for turning plastic bottles into a work of art. At the end of the project, participants will be able to link ecology, creativity and recycling and share their new knowledge through an environmental exhibition in their local communities.

The main idea of this local project is to provide young people with more information on different environmental issues, to raise their interest in different environmental issues and at the same time to take part in creative activities. In particular, we are aiming to create a project where countries with different ecological relationships can participate, to provide space for young people to learn from each other. This exchange will give them a chance to learn more about recycling, nature conservation, ecology, waste types and treatment options, will inspire some of them to develop professionally in this area and create the prerequisites for better inclusion in the social and professional life. In this way, starting with the impact on some of the youngest members of society, the impact of the project will spread across the public in participating countries. Older representatives will be more responsible for nature and the risks for it, seeing the interest and care of the younger.

Youth Exchange includes partner organizations from Bulgaria, Italy, Spain, France, Germany, Poland, Turkey, Romania and Croatia

The techniques and methods we will use will be interactive, provoking the thinking of the participants, causing them to think about the things and the opportunities they have. We will include various games to support the energy-group dynamics, games that involve the participants to survive exchange. Visual materials, presentation, printed aids, role-playing games, simulations, case solving, interactive presentation of solutions, question-answer sessions, working in small groups and in the large group, interactive presentation of various possibilities for finding the intersections of their interests and the desire to change, the realization of these ideas. Visualization of concepts and processes; Watching video training videos and using multimedia systems. Methods and techniques tailored to group and group dynamics.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Volunteering Projects

Project Title

Richness in Diversity

Good practice example



Project Coordinator

Organisation EKO CENTAR LATINOVAC

Address LATINOVAC 11, LATINOVAC , 34350 CAGLIN , Požeško-slavonska županija , HR

Website ekocentarlatinovac.hr

Project Information

Identifier	2018-2-HR01-KA125-047555
Project Web Site	http://ekocentarlainovac.hr
Start Date	Aug 1, 2018
End Date	Jan 31, 2019
EC Contribution	16,419 EUR
Partners	AMFI Agenzia per la Mobilità e la Formazione Internazionale (IT) , INITIATIVE ET DEVELOPPEMENT CITOYEN (FR) , Green Association (BG) , NEANIKI EKSELIXI 18 (M.K.O) (EL) , RADI VIDI PATS (LV) , NEOI ELLADOS SE EYROPAIKI DRASI (EL) , SOLIDARIDAD SIN FRONTERAS (ES) , Rise Hub (IT) , ProAtlântico - Associação Juvenil (PT)
Topics	Intercultural/intergenerational education and (lifelong)learning ; Environment and climate change ; Rural development and urbanisation

Project Summary

Project "Richness in Diversity" was conducted mainly in Latinovac but also in other parts of Požeško-slavonska county. Activities lasted from 7th of October till 4th of December 2018. Project gathered 10 participants from 6 countries (France, Greece, Italy, Portugal, Spain and Latvia) and local people from Croatia. Our focus was on strongly motivated young people with accent on age limitation, youth with fewer opportunities, gender balance. Each activity included administrative work, photos, reports and promotion in local community, web and social media and evaluation. Volunteers participated weekly in maintaining the properties of organization and village. We organized public presentations to present certain activities of the project but also mobility and voluntarism.

Overall objective of the project was to create sustainable community with all its diversity, to develop rural area and to improve quality of life of local people.

Specific objectives were:

- To support solidarity, intergenerational exchange and mutual understanding, connect different generations and cultures (through cultural exchanges), to empower community spirit and decrease prejudices;
- To spread and share knowledge about permaculture, sustainability and healthy life styles and raise ecological awareness using theoretical and practical workshops;
- To empower children to be more involved and participate actively in their community;
- To make life in Latinovac more dynamic (to support development of the community);
- To introduce work of Eko centar Latinovac to wider community and inform people how to be more active and involved in community development (make our work more visible);
- To promote European values (like youth activism, professional growth etc).

Project included following activities:

- Intercultural exchange;
- Promotion and education of permaculture;
- Healthy life styles education;
- Volunteer's personal projects.

Methods used: interactive, theoretical, practical, physical, individual and team work, presentations, performances, social interaction, cooperation with locals, participatory learning, experts experience etc.

The emphasis of the project was on promotion of rural development, sustainable living and intercultural exchange. Important issue was promotion and education about ecological issues with an accent on healthy life styles. We worked on connecting different generations and introducing different cultures and traditions. We wanted to present a value of living in a small community and importance of active work within such community. Volunteers gained knowledge and experience about sustainability, healthy life styles, European values, sustainability, community work, team work, public presentations etc. This was achieved through practical and theoretical work. Those knowledge and experiences they are able to use in their communities (important for their personal and professional growth).

Activities that included villagers/local people and volunteers encouraged community spirit and sustainable development. Local people start to be more active and participate more in community development (by support of volunteers).

We spread information about mobility projects, mobility programs (volunteering projects) through regular updates of our web and Facebook page and through informing local media about project activities. Volunteers had an important role in this activity with our support.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Greener Generation

Good practice example

Project Coordinator

Organisation "Milzinu lizdas"

Address Darbininku 4 , 85115 Naujoji Akmene , Šiaulių apskritis , LT

Project Information

Identifier 2017-3-LT02-KA105-005616

Start Date Feb 5, 2018

End Date Nov 4, 2018

EC Contribution 17,788 EUR

Partners COSI (Civic Orientation and Social Integration) (RO) , STICHTING DIGG OUT (NL) , Dibujando Ilusiones (ES)

Topics Creativity and culture ; Environment and climate change ; Inclusion - equity

Project Summary

The main aim of "Greener Generation" youth exchange was to raise awareness and create space for learning and sharing experiences among youngsters coming from Lithuania, the Netherlands, Spain and Romania. During this project youngsters discussed and raised awareness on inter-cultural understanding, protective environment, healthy lifestyle. Social media tools were used to promote this project among wide audience, by sharing stories, videos and pictures. The objectives of the project were:

1. Fostering mutual understanding and inter- cultural learning, thus minimizing stereotypes and prejudices
2. Learning blogging, graphical designing, video and poster production
3. Raising awareness on environmental issue
4. Empowering participants with knowledge and competencies to actively take part in society
5. Experience education through non-formal methods
6. To promote Erasmus+ programme opportunities that participants can use in their future

The main needs that were addressed in this project: Intercultural understanding among young people in Europe, raising tolerance and solidarity, using new methods and tools for sharing the information and learning, promoting healthy lifestyle, learning about protecting our environment, enhancing life skills and competences among young people to support growth and innovation for the future of European community.

Groups of 6 participants plus one group leader were representing partner country. Project was organized during 12-20 April 2018 in Gruzdžiai, Lithuania. The daily programme was designed for 8 working days. Using non-formal education methods we will offer participants wide variety of interactive workshops, presentations and discussions.

As an outcome of our project we were expecting that participants will use the new skills and competences to increase their intercultural sensitivity, will become more tolerant and respectful toward other European cultures and will become more active in their communities and organizations, make choices for healthy lifestyle and become active in protecting the environment.

The working methods included:

- cultural animation (ice-breaking games and energizers),
- team-building activities,
- exchange of experiences,
- presentations by both participants and guests,
- practical workshop on refurbishing bikes
- practical workshop on decorating your bicycle
- discussion platforms,
- non-formal education activities (including learning-by-doing activities and creative exercises such as simulation games and creative thinking activities),
- cultural activities,
- new media skills
- on-going evaluation.

For the long run perspective, the project has a long term impact on locally and internationally on personal and organizational level in partner countries by multiplying effect of educating young people with 'pass it on' strategy.

The learning outcome of the project is an increased knowledge and experience of young people in using new media tools for intercultural dialogue and promotion of European values and Erasmus+ programme.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Liverpool Networks of Resilience

Good practice example

Project Coordinator

Organisation Liverpool Community Renewables Ltd

Address Ullet Road Eco Offices, 125A Ullet Road , L17 2AB Liverpool , Merseyside , UK

Website www.lcr.coop/

Project Information

Identifier 2017-1-UK01-KA104-036114

Start Date Oct 1, 2017

End Date Nov 30, 2018

EC Contribution 55,860 EUR

Partners Col·lectiu Eco-Actiu (ES)

Topics Environment and climate change ; New innovative curricula/educational methods/development of training courses ; Access for disadvantaged

Project Summary

This project involved Liverpool Community Renewables, Squash Nutrition and Purple Carrot. The three Consortium Member organisations (CMs) are local organisations who work with some of the most disadvantaged communities in Merseyside. Our work intersects around social inequality and environmental sustainability, with the aim of offering trainings which strengthen community cohesion and increase skills, social inclusion and engagement. Before this project the groups across each of our networks mostly worked independently of each other. This project has enabled us to strengthen the relationships between our groups, thus increasing the cohesion of our network.

For the planning of this project the three CMs came together to reflect on shared needs and we developed the following objectives:

- strengthen our networks and create healthy group dynamics
- increase opportunities for staff to gain paid employment
- increase training diversity, quality and impact
- support our staff to increase emotional resilience
- significantly expand our European networks
- share best practices and resources
- improve language diversity and competences of our staff.

To reach these objectives we cooperated with our partner organisation Col·lectui Eco Actiu (CEA). Prior to this project we had heard many positive reports about their training and education work. Several of our partners have worked with CEA in the past and the feedback we received was that they provide high quality trainings, using a variety of innovative and learner-led methodologies.

Throughout the course of this project we sent 20 of our staff on residential courses at CEA's training facilities in Spain. All of the staff who took part in this project are community educators. We selected a mix of experienced and less experienced trainers to ensure maximum effect across our network and educational activities. The majority of participants are living below the UK poverty line and would not have been able to access this training without the funding provided.

The project has had a significant positive impact on all staff participating. Participants reported feeling inspired and energised and having a renewed sense of commitment to their work. This project has influenced their approach to adult education and made them more aware of the risk of burnout. This has enhanced their awareness of the need for self-care and strategies that support resilience and connection. In their Mobility Tool reports 95% of participants reported that they had gained emotional skills, such as increased self-confidence.

The courses participants took part in were:

- Regenerative Activism: to support increased levels of self-awareness which support resilient behaviours and socially cohesive communities
- Transformative Collaboration: to create inclusive educational environments which enhance positive group dynamics and individual empowerment.

For these courses we send participants in two cohorts, in 2017 and in 2018. Having staff participate in a course that some of their colleagues had participated in earlier had the added benefit that staff had already been able to learn some of the tools from participants from the first cohort. They had also experienced some of the challenges that arose with applying these within their local context and were able to bring questions reflecting these to the

training. This greatly enhanced personal and organisational learning.

- Mindfulness for Social Change: to harness capacity for attention and awareness to better work with challenging and stressful circumstances, and avoid burnout
- Permaculture Design Course: to learn new and innovative land-based skills which can be directly applied to urban regeneration and community agriculture projects in Liverpool. The staff who took part in this course gained a 72 hour Permaculture Design Certificate.

This project has allowed our staff from to spend time together, deepening relationships and strengthening the cohesion of our network. The skills gained in this project around selfcare and addressing challenging group dynamics have improved the stability of our network, enabling us to increase the scope and quality of our work. Our local "Transformative Collaboration" group will ensure that the benefits of this project continue to be imbedded in our organisations and networks.

As a result of the skills gained in this project our educational activities are more inclusive and we have been able to engage learners from target groups that in the past we struggled to reach. Increased understanding of practical tools (gained through the PDC) and tools for effective collaboration also mean we are in a stronger position to be able to support community agriculture projects which regenerate our communities. We expanded our international network and build relationships with organisations such as Transition Germany, the CELL Luxembourg, LGBT rights groups in Poland, and European Village - a Greek land based learning project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

FOREST4LIFE 2017

Good practice example



Project Coordinator

Organisation I.I.S. "G. Baruffi"
Address Piazza Galliano 3 , 12073 Ceva , Piemonte , IT
Website www.barufficevaormea.it

Project Information

Identifier 2017-1-IT01-KA102-005876
Project Web Site <https://www.facebook.com/Forest4life2017/>
Start Date Sep 1, 2017
End Date Oct 31, 2018
EC Contribution 126,977 EUR
Partners Qualo training & mobility, s.r.o. (CZ) , Creative Learning Programmes Ltd (UK) , ZAVOD ZA NOVODOBNO IZOBRAZEVANJE* (SI) , Stowarzyszenie Edukacji Rolniczej i Lesnej EUROPEA Polska (PL) , CONLAN SCHOOL LIMITED (UK)
Topics Agriculture, forestry and fisheries ; Rural development and urbanisation ; Environment and climate change

Project Summary

The FOREST4LIFE 2017 project has been promoted by a consortium of 4 VET secondary schools focused on rural development and forestry situated in the Alps and Apennine Mountains areas. These schools represent the Italian Schools of Forestry Board. The consortium, which also involves companies and institutions of the sector, is coordinated by the school BARUFFI-CEVA (Ormea, CN), and with 4 project editions operates to support the correct environmental management of the forest and the related employment.

These schools train technicians with a professional competence in the forest sector, skilled in monitoring, preserving and managing the forest and agricultural resources of the mountain region.

The project activated the mobility in the summer of 2018, allowing 54 fourth-year students of the 4 schools to carry out 5-week training experiences, with internships in companies and foreign bodies operating in the forestry-logging sector, natural parks, farms, research institutes, processing companies and related services. The destination countries were Wales, Czech Republic, Poland, Scotland and Slovenia: geographic areas characterized by a high degree of development / innovation in the forestry and agricultural sector and by very active policies in the protection of the wooded heritage.

The experience has allowed to significantly enrich the professionalism of the participants and to bring back on the territory ideas and proposals about issues such as sustainable management of agro - forestry and environmental resources, and opportunities for economic development and employment offered by the sector.

The participants have acquired and refined, as well as sector technical knowledge, technical- practical skills regarding the use of appropriate equipment and a wide range of operational measures required by agro – forestry asset management. Moreover, it has been possible to highlight innovative acquisitions with respect to what has been learned at home, both connected to the application of knowledge to the world of work and transversal -soft skills.

In the places of destination, participants were able to deepen their linguistic skills in a practical way and become protagonists of processes of cultural exchange, so useful for the construction of a real European citizenship in a generally marginal population of origin - the mountain one.

At the end of the mobility path, framed as School-Work Alternance, the learning outcomes have been certified with the Europass Mobility document and are actually being recognized by the sending schools in terms of credits, determined by ECVET procedures.

The impact on participants was significant, especially about personal growth, multiculturalism and vocational guidance, as shown by assessments of the same protagonists and their families, collected during the follow-up after the end of mobilities.

The same can be said for the school bodies that, in passing from previous editions of the project, have deepened the definition of the outgoing skills of their students according to the needs of the labor market, and continued in the process of internationalization of their 'work plan' with related organisations, in a European dialogue with foreign sector realities that is increasingly vital for the forest profession.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Live Green

Good practice example

Project Coordinator

Organisation Luminosus, n.o.
Address Hlavná 142/21 , 07901 Veľké Kapušany , Košický kraj , SK
Website www.luminosus.sk

Project Information

Identifier 2017-1-SK02-KA105-001319
Start Date Jul 1, 2017
End Date Dec 31, 2017
EC Contribution 19,770 EUR
Partners Asociația Carpatii de Curbura - Kárpátkanyar Egyesület (RO) ,
Kárpátikum Közhasznú Alapítvány (HU) , Fundacja Szkoła z Kultura (PL)
Topics Healthy lifestyle, active ageing ; Environment and climate change ; Health
and wellbeing

Project Summary

The youth exchange project entitled Live Green was realised within Erasmus+ program, between 11-17. September 2017 in Velke Kapusany.

The present project raised awareness on living a greener life in households. The project included 4 organisations: Slovakian organisation as the host organisation and sending organisations from Poland Hungary and Romania. The number of the participants were 46 young people.

The objective of the present project was to develop environmentally conscious way of thinking among young people. We wanted to achieve in this project to reduce using chemicals in households, to use natural cosmetic products instead off mass cosmetics, recycle and reuse old objects in he households.

We organised interactive programs and activities during the exchange, such as round table discussions, workshops, brainstorming, visiting good examples. All the planned activities serve the aim to teach participants about green lifestyle. Besides developing thematic competences, participants also develop communicational, linguistic, social and cultural competences.

The 7 days programme included:

- Workshop craft items from paper waste
- Creative workshop on recycling. Participants created new objects from waste
- We spent one day with the representatives of Soaphoria organic cosmetics manufacture. They showed the preparation process of soap making, they presented the organic soap making with cold process. The participants prepared natural bio cosmetics such as bath bomb, which they can prepare at home thereafter. Everyone joined into the organic lip balm and organic bodybutter making.
- in a group work participants had to look for the meaning of the symbols on cosmetic label, explain and elaborate one label
- We visited „Natural Garden” During the excursion we tasted plants and herbs, learnt about the utilization of the herbs, growing plants, working processes
- In a group work we brainstormed about 4 themes: 1. Sustainable households, 2. Nature-friendly cleaning, washing and cosmetics, 3. Natural herbs and maintaining health with herbs, 4. Recycling everyday objects
- During the workshop lead by Polish group we made natural cosmetics such as tooth paste, shampoo, lip balm, mask, peeling from natural ingredients, which everyone can found in their kitchen.
- In the evenings we held international cultural evening, where partner organisations presented their country, cuisine, folk traditions, folk music.

For the project results we made a short-term exhibition in the local exhibition hall /Touristic Information Centre/ within this exhibition we wanted to involve the public and to spread the message of the project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

PermaCULTURE!

Good practice example

Project Coordinator

Organisation Jonglirium e.V.
Address Koppenstr. 25 c/o Konstantin Grimm , 10243 Berlin , BERLIN , DE
Website www.jonglirium.com

Project Information

Identifier 2018-1-DE04-KA105-016164
Start Date May 1, 2018
End Date Nov 30, 2018
EC Contribution 21,075 EUR
Partners "Tautskola 99 Baltie zirgi" (LV) , Nomadways (FR) , Asociación Sociocultural Ninarwa (ES) , Drustvo za permakulturo Slovenije (SI) , Vagamondo (IT)
Topics Environment and climate change ; Rural development and urbanisation ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Making Permaculture happen was a blast! With this 12-day training we asked the question:

How to engage rural youth at risk (marginalized, neglected, displaced, traumatized and/or handycaped youth) into meaningful and fun activities that create sustainable personal and european perspectives as well as a general awareness towards sustainable development in rural areas?

20 participants (from Germany, Slovenia, Latvia, Spain, Italy and France) from Youth work, formal education & non-formal education joined. We managed to include many professionals and experts from local initiatives into the training as well: A Bio-engineer, greywater experts, experts on youthwork and permaculture, experts on organic gardening and food-coop structures, a mycologist and two local herbalists.

About half of the participants had a background of fewer opportunities (unemployed, discriminated background, few educational opportunities, closed up areas, people with financial difficulties) and a working background of work with fewer opportunity groups in challenging working environments. We included youthworkers without fewer opportunities as well because we believe and it could be observed in this TC, that an exchange between both groups is essential to comprehend the vast variety of perspectives in work and personal life across Europe and its implications for work, international partnerships and project development in the youth sector.

The Project was hosted in rural Petersberg in beautiful nature but facing a lack of opportunities for the local youth.

Focus points are:

- Supporting professional development of youthwork, education and training in rural areas (especially when working with youth at risk)
- Creating a safe space for interpersonal & intercultural dialogue, personal & professional development, critical thinking and sense of initiative among the participants and their target groups
- combining youthwork with sustainability and ecological awareness using methodologies for facilitating intercultural learning, inclusion and active participation
- training the participants how to design, facilitate and debrief non-formal learning sessions
- Improving the networks (local and international), exchange of best practice, international & -cultural dimensions and possibilities for future cooperations of our partners and their environments enabling them to engage with their target groups in new and more effective ways
- spreading the message of mutual understanding, tolerance, diversity & inclusion, an ecological self-sustaining lifestyle as an European value as well as a basic human right and a means of active participation, empowerment and community building

Through acquiring an understanding of the Principles of Permaculture Design & sustainable development (eg. Looking at the larger patterns first and then going into detail, creating autonomous systems less dependent on external support, combining elements so each one fulfills several purposes) and their relevance for youth work, we analyzed the challenges and environments in working with youth at risk. In a second step we explored the wide array of non-formal learning methods that our partners are experienced with (methods & games from social circus, music, theater, outdoor education and related disciplines) and, in small groups developed tools that help involving troubled youth into creating sustainable and cultural hot-spots in rural areas - thus empowering disadvantaged groups, promoting European values & active citizenship as well as creating new perspectives for youth at risk.

We shared examples of best practice & exchanged with local initiatives and changemakers – engaging young people into the ethics of a sustainable lifestyle on many levels (ecological, economical and social). The training was fully based on methods of non-formal education. Also a wide array of tools of sustainable development & permaculture was shared!

Some examples are:

- sociocracy workshop
- analysing systems from a holistic viewpoint
- compost toilet design & management in rural areas
- working with organic and renewable materials (clay, straw, wood)
- mushroom course
- greywater treatment and reusing in different contexts (office, home, garden)

Towards the end the project was visited by teachers and paedagogues from the local school as well as from another permaculture research training that was happening in the area. The visitors were involved in the games, methods and exercises that were developed - enabling participants to pass on the results of the project in the partner countries in a similar way finding and sharing perspectives and solutions for common or individual challenges as well as to contribute to the development of a European and civic identity.

In the aftermath of the project we were surprised by the number of international organisations contacting us, and the number of follow up activities and workgroups formed - even a new NGO was founded.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

EDUC ACT II

Good practice example

Project Coordinator

Organisation Aarhus Global Media
Address Bjørnholms Allé 6, st. , 8260 Viby J , Midtjylland , DK
Website www.aarhusglobalmedia.dk

Project Information

Identifier 2017-1-DK01-KA105-034041
Start Date Jun 1, 2017
End Date Sep 30, 2018
EC Contribution 9,318 EUR
Partners Casa da Horta, Associação Cultural (PT)
Topics Intercultural/intergenerational education and (lifelong)learning ;
Environment and climate change ; Inclusion - equity

Project Summary

The Project EDUC- ACT II's aim was to provide environmental education to the local community in Porto especially in area surrounding Casa da Horta like the town councils of São Nicolau and Miragaia. This education was provided by regular workshops, lectures and awareness raising activities on the streets. We really wanted to do our utmost to involve everyone (especially individuals and youngsters with fewer opportunities) and offer free non-formal activities and workshops.

Social and environmental context of Porto city has changed greatly in recent years. With the growth of tourism the city has undergone major transformations. With more information, the community can play a more active role in the search for more sustainable solutions and for preservation of the cultural identity of the historic city center. The project had the active participation of one volunteer from Denmark: the selection criteria included her motivation to join the project and wish to learn Portuguese.

This project was developed through several activities:

- Theoretical and practical workshops: creation of handcrafted objects from reused or recycled materials, solar ovens, Tips and Tricks for low consumption of water and electricity, environmental problems (water pollution, Climate Change and others). These were held both at Casa da Horta and in other venues, such as partner organisations in and outside Porto, public squares etc.
- Street Action with theatrical approach concerning environmental issues, giving information to people to why it is important to think about consumption and reduction of waste.
- Environmental lectures in schools

In the end a dossier was made: manual of steps and tricks for making new recycled products. This dossier contained the summary of all that was learned in the workshop and quick step guide for the making of the items. The dossier was created as well a movie with a compilation of all activities which was displayed at the end of the project.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Growing Together

Good practice example

Project Coordinator

Organisation Cloughjordan Community Farm
Address 2 Bruach an Uisce Cloughjordan , Mid-West , IE
Website www.cloughjordancommunityfarm.ie

Project Information

Identifier 2017-1-IE01-KA105-025616
Start Date May 5, 2017
End Date Nov 4, 2018
EC Contribution 40,138 EUR
Partners League of Youth Voluntary Service (BY) , Messzelátó Egyesület (HU) , EUROPEAN YOUTH4MEDIA NETWORK EV (DE) , Kultur Koprusu Egitim ve Genclik Dernegi (TR)
Topics Health and wellbeing ; Creativity and culture ; Environment and climate change

Project Summary

Cloughjordan Community Farm (CCF) will host four EVS volunteers sent by their respective organisations, for twelve months. All volunteers will be based here in Cloughjordan with CCF. The volunteers will be involved in activities which promote CCF as a model for other community food projects and to promote the ideas of self-sufficiency, sustainable living and local food production. This EVS project will contribute to CCF's mission of promoting healthy eating, sustainable food production, sustainable development, raising environmental awareness and intercultural understanding through volunteering in Ireland and by hosting four volunteers from different cultures, from EU partner countries. We expect the volunteers to grow personally and professionally, to increase their intercultural understanding and to learn about sustainable farming, healthy eating, environmental awareness and responsible citizenship. The EVS project will provide the volunteers with the opportunity to enhance their employability through increasing their skills and knowledge in horticulture, working with people of all ages, in a team and educational environment, enhancing their intercultural understanding and gaining a good knowledge of sustainable development.

All the partner organisations will increase their intercultural understanding, learning more about each other's countries and cultures. We expect the partner organisations to develop their relationships and that we will work together on EVS projects in the future. We expect the local communities and general public to learn about the Erasmus+ programme through this EVS project and that it will promote their participation in it.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Zagraniczna praktyka podstawą profesjonalizmu i społecznej integracji techników na europejskim rynku pracy

Good practice example

Project Coordinator

Organisation Zespół Szkół Technicznych i Ogólnokształcących w Skoczowie
Address Górecka 65 , 43-430 Skoczów , PL
Website www.zstio-skoczow.pl

Project Information

Identifier 2017-1-PL01-KA102-036067
Start Date Dec 1, 2017
End Date Nov 30, 2018
EC Contribution 46,232 EUR
Partners Colegio Salesiano Santísima Trinidad (ES) , EUROMIND PROJECTS SL (ES)
Topics Recognition, transparency, certification ; Labour market issues incl. career guidance / youth unemployment ; Environment and climate change

Project Summary

The project - „Foreign work practice as the basis of professionalism and social integration of the technicians on the European job market” was referred to a group of 18 students specialising in two professions: car mechanics (10 students) and electronics (8 students). All of them are currently learning at Technical College. The vocational training took place in Spain in Seville from 01.10.2018 to 26.10.2018. The students were accompanied by two tutors (teachers at ZSTiO in Skoczów).

The subject, plan and the range of the project were directly based on the students needs and aims stated in European Plan of the School Development. The most important thing was to introduce the innovative forms of technical training connected with the job market and possibilities offered by Erasmus+ programme (gaining the goals of the strategy Europe 2020). The project was connected with the development strategies of The Silesian Voivodeship and the country.

Together with our partner we have worked out the traineeship directed to the young participants learning at technical school who could assure the occupational mobility of the young UE citizens on the job market. The project was focused on the direct necessity of organizing the educational process taking into account the employers' requirements. At the school level we carry out this task by updating educational basis, school curriculum modification and work practice. The students' contact with the use of the latest technologies and increasing their practical skills was planned by organizing the traineeship as part of Erasmus+ programme. The meaning of the project for professional development of its participants referred directly to their competence raise in a wide range of modern systems used in the contemporary automotive industry and in the electronics field where technological progress is extremely rapid .

Nowadays the environmental awareness is becoming essential. Technological progress goes together with introducing newer and newer systems of gaining environmentally friendly sources of car drive. As a matter of fact, it leads to bringing into effect new quality standards in companies, firms and households. It is important to enable students who are going to start their working life soon to familiarize with the actual, innovative EU standards and get precious experience in their vocational field.

The project also set the option for the full mobility integration with the students' educational paths and made both the knowledge and the skills gained abroad-ECVET more outward and fully acceptable. The aim of the project was to enable its participants to be ahead of their time thanks to assimilating with precious knowledge, abilities and vocational qualifications. All the factors are the matter of equal opportunities for Polish technicians in European job market.

The participants also had a great chance of meeting with Spanish cultural heritage and daily life. They became self-confident and fully aware European citizens. The students made familiar with the workplace and the methods of the labor system in the European environment. Self assessment, wider professional competences, breaking language barrier by writing reports. were also significant factors that were taken into account as the positive sides of the participation in this project. They set Facebook group up called „ Elektromech sevilla 2018/ zstio skoczów” where they were made to describe and register all the activity during their stay. Moreover all of them not only had to pass the online OLS Spanish language exam twice and keep their private daily practises but they were also evaluated by the ECVET. Their final task was to log in the Mobility tool and fill the report.

In order to commemorate their stay they made a multimedia presentation

Each participant received a few important documents :the Europass Mobility describing achieved professional benefits , Training certificate prepared by the euroMind organisation and Spanish language course certificate. They had their job practise in different companies :

Eurotaller Talleres Morales y Molero S.L. Talleres Cabezuelo S.L. Talleres y Lavados Laven Fiat Italian Motor - 10 Car mechanics.

Hotel Casa 1800, HGM Sewilla, Abastec, EME Catedral Hotel, DTV Urquiza – 8 Electronics

They had also joined a great cultural program prepared by the euroMind organisation that had been coordinated with ZSTiO before the participants arrival

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Trainers SOS - Save Our Seas

Good practice example



Project Coordinator

Organisation UDRUGA ZA ZASTITU PRIRODE I OKOLISATE PROMICANJE
ODRZIVOG RAZVOJA ARGONAUTA

Address PIJACA DRUSTVA SEOSKE IZOBRAZENOSTI BB , 22243 MURTER ,
Šibensko-kninska županija , HR

Website www.argonauta.hr

Project Information

Identifier 2017-1-HR01-KA105-035225

Start Date May 1, 2017

End Date Apr 30, 2018

EC Contribution 23,067 EUR

Partners Organização para a Promoção dos Ecoclubes (PT) , Asociación Biodiversa (ES) , Onda Verde- Associação Juvenil de Ambiente e Aventura (PT) , ELIX - PROGRAMMATA ETHELONTIKIS ERGASIAS (EL) , Akdeniz Ucuncu Goz Egitim ve Genclik Dernegi (TR) , RADI VIDI PATS (LV) , Archipelagos, Institute of Marine Conservation (EL) , Area Marina Protetta Punta Campanella (IT)

Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change

Project Summary

In the period between 01 - 09 of september 2017, we implemented a training course “Trainers SOS - Save Our Seas”. The training provided opportunity to 29 youth workers to work on their personal development as future trainers in marine environmental field. The training was used as platform for creation of new methods, workshops, activities, and resources that can be used in various environmental projects aiming at youth and children. Participants from 7 countries participated in the project, Croatia, Latvia, Spain, Portugal, Greece, Turkey, and Italy. The project achieved goal is strengthened capacity of POs for work with youth on marine environmental topics.

As partners in many projects implemented in the past, we have identified that many young people across Europe have some experience and leadership potential to become marine educators in environmental field but are not inspired to go further and become trainers due to various reasons. Furthermore, we have noticed that there is a lack of environmental training courses specified for the marine environment. This was the background why we together with partners decided to implement this training course. During the TC we provided space for 29 motivated young leaders to broaden their knowledge in marine environment protection and sustainable development and increase their own personal development and facilitation skills, so they become educators in marine environmental area or build their existing capacity in their youth work on environmental topics.

Objectives of the project reached were focused on enriching participants understanding the relationships between pressures from human activities and climate influences and their effects on marine ecosystems worldwide; how to use latest science facts in developing new non – formal environmental education methods and tools; and how to secure sustainable development of marine environment through interactive educative workshops; ensuring development of skills such as effective communication skills, presentation and facilitation skills and creating a network of young trainers; arming participants with knowledge, methods used when learning about marine environment and marine environmental protection by presenting, explaining, and practicing methods of facilitation and analyzing non-formal methods of learning used in this area; motivating participants to adopt and develop new workshops, games, activities and methods and publish them in “SOS e-booklet”; empower youth leaders to become marine educators ready to take leading role in youth organization and transmit the knowledge through various projects; providing them space to experience in practice facilitations by organizing workshops for other participants.

Results and impact obtained: Participants had the opportunity to participate as well in so-called “development” workshops, where they had space to use their full potential and knowledge and experience facilitating work, and work on development of workshops, methods, activities and games that were later published in e-booklet “SOS e-booklet”. The SOS e-booklet is free to download on www.argonauta.hr:

<https://www.argonauta.hr/wp-content/uploads/2018/01/E-booklet-Save-Our-Seas.pdf>, and it has been shared through partners networks. E-booklet “SOS e-booklet” contains information about the project in general, partners and workshops that were design by the participants. Facebook group was developed for the purpose of promoting project idea, implementation and results. Main result of the project are design and the implementation of 6 workshops, where participants had opportunity to experience what means to be trainer and facilitator in practice. Each group had 1 hour and 30 minutes to perform their workshop to the other group of participants. Thus, participants experienced not only how is to be trainer, and how developed activities are implemented in practice, but also how is it to be participant, and active listener in that kind of non formal education workshop. As a last result two short promotional movie was developed and published after the project with the aim to promote Erasmus+ projects, and trainings about marine environment and marine protection which was shared by Youtube profile of Argonauta: https://www.youtube.com/watch?v=zSYVCY_4bAI ; <https://www.youtube.com/watch?v=NEFk44HPIe8&t=4s> .

On a long term basis beneficiaries of our project are organizations working with youth in marine environmental protection across Europe. We have boost the personal development of future youth trainers and educators in field

of marine environment who are ready to help in implementing youth actions, projects, activities related to marine environmental topics. Activities developed during the project ensure sustainability of our work, in future they will be used as tools and methods in our youth work.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Реконструкция на съществуващи сгради в енергийно-ефективни

Good practice example

Project Coordinator

Organisation Sofiiska gimnazia po stroitelstvo, arhitektura i geodezia " Hristo Botev"
Address Бул. Евлоги и Христо Георгиеви № 34 , 1164 София , София
(столица) (Sofia (stolitsa)) , BG
Website <http://sgcag.info>

Project Information

Identifier 2017-1-BG01-KA102-035909
Start Date Jun 1, 2017
End Date Sep 30, 2018
EC Contribution 46,583 EUR
Partners Berufsförderungswerk e.V. des Bauindustrieverbandes
Berlin-Brandenburg e.V. (DE)
Topics Environment and climate change ; New innovative curricula/educational
methods/development of training courses ; Energy and resources

Project Summary

Buildings are responsible for forty percent of the energy consumption in the European Union. People have and will continue to live in existing buildings over the next decades. Given that old building use more energy than conventional new buildings, they have greater potential for energy consumption reduction. In this perspective, a national strategy for energy-efficiency improvement of public, residential and commercial buildings, as well as European framework directive on the energy performance of buildings have been developed.

The current project “Reconstruction of existing building into energy-efficient” aims to adapt the vocational education and training to match the innovations and technological development, as well as the changing needs of the society, and by this to provide complete practical training and competitiveness on the European labor market.

In the scope of one mobility, seven teachers and eighteen students from the main majors in the high school are going to be trained on the same topic, but with different focus. The education will take place in a German construction industry federation VET center in Cottbus. In order to achieve greater efficiency in the learning process, interaction between well-trained teachers and motivated students is required.

The German partners will organize meetings with experts, observations and practical exercises related to energy consumption reduction of existing buildings. Organizational activities are also planned, such as the selection, preparation and realization of the mobility, the feedback, dissemination of information and accountancy.

After their training the students will be able to locate thermal bridges by means of infrared thermography and to determine the airtightness of buildings by performing a blower-door test. Furthermore, they will gain the skills to execute façade thermal insulation, which is compulsory element for improving the energy-efficiency of existing buildings. The teachers are going to enrich their professional experience and improve the quality of the vocational training. Thanks to the interaction between students and teachers a syllabus for a new optional high school course will be developed. It will be based on the contemporary approach for reconstruction of existing buildings into energy-efficient. This project will influence the professional self-esteem of teachers and will increase the students’ interest towards the profession.

The long term goal of SGSAG “Hristo Botev” is to contribute for improving the quality of the VET, as well as to make it more interactive and up to date. We hope this project will produce an impact on young people’s public opinion on ecological problems and renovation of existing buildings.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

"Rhythms of Nature" EVS Camp

Good practice example



Project Coordinator

Organisation Hrvatska skola Outward Bound (HSOB)
Address Maruševačka 7 , HR - 10 000 Zagreb , Grad Zagreb , HR
Website www.outwardboundcroatia.com

Project Information

Identifier	2017-1-HR01-KA105-035143
Start Date	Jun 3, 2017
End Date	Dec 2, 2017
EC Contribution	15,147 EUR
Partners	Brno Connected z.s. (CZ) , ASOCIACION BUILDING BRIDGES (ES) , KINONIKI SINETAIRISTIKI EPICHERISIPELLINIKI SYMMETOCHI NEON (EL) , Baltic Regional fund (LV) , Association for sustainable development SFERA MACEDONIA - Bitola (MK) , P.E.CO. - PROGETTI EUROPEI DI COOPERAZIONE (IT) , Jugendwerk der AWO Wuerttemberg e.V. (DE) , Association for Cultural, Economic, Heuristic and Linguistic Cooperation (BG)
Topics	Environment and climate change ; Creativity and culture ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The project Rhythms of nature short term EVS camp took part in Outward Bound Croatia's educational center which is located in Veliki Žitnik, a little village in the rural Croatian region Lika. Outward Bound Croatia has opened its educational center in 2016 in a rebuilt old primary school building and has since then organized numerous nonformal education programs for Croatian and youngsters and youth workers in it. The educational centers needs continuous adaptations to the needs of its users and Outward Bound Croatia is also continuously working on the improvement of the locals' quality of life and connecting the local community, especially youngsters from the neighboring town of Gospić with the international participants of our programs. The short-term EVS camp which took place in August is the third year in a row we have been organizing it and has already become an ongoing developed tradition.

The objectives of the project were to increase the volunteers' intercultural competences and knowledge about other countries, traditions and cultures through peer to peer learning, enhance their creative expression through musical workshops and organizing an informal cultural event for the local community and gain new skills in handicrafts by working with natural materials, such as wood. Through cleaning up the environment and building a compost site volunteers were supposed to contribute to the preservation of nature in the village and sustainability of the educational center as well as raise their own awareness of the importance of healthy and sustainable living. By participating in the project activities and volunteering the participants learnt about possibilities for lifelong learning and were motivated to engage in them.

24 volunteers aged 17 to 30 were gathered during 14 days. They were from 8 different countries (Germany, Italy, Bulgaria, Macedonia, Spain, Latvia, Macedonia and Greece). Half of the participants faced one or several difficulties in their everyday lives (economic, social and health difficulties).

The volunteers engaged in various activities in the educational center and around it. After introductory and getting to know each other activities, they got introduced to working with various tools needed for wood work and engaged in building a wooden path around the center, a stoned fireplace, a compost site that they designed and constructed. They cleaned up the riverbank in the village from inappropriate waste disposal and meanwhile explored the natural area, which they created a handbook on afterwards to propose activities to future visitors of the educational center. The volunteers developed their creative expression through a one-day drumming workshop and a jam-session with self-made instruments. The interaction with the local community was achieved through a info-desk on Erasmus+ and EVS in the town of Gospić where the volunteers also presented their local cultures with songs and dances in their languages. They also organised a one-day event in the educational center for local youth where they talked about volunteering, presented their handbook, gave a workshop on traditional folklore dances and talked about their cultures in order to motivate the youngsters to become active citizens and take part in international mobilities and volunteering. The volunteers gave each other presentations on their countries with local food, drinks, dances and customs during the evenings they spent together. During the volunteering period participants were given different daily duties in order for the living together to function more easily and to practice taking over responsibility for a group of people (cooking meals, cleaning the house, leading morning workouts, taking photographs of the activities, taking care of the material and tools used). 4 days were given off to the volunteers which they used to travel and explore Croatia.

The results of the project are visible in the educational center through its improved setting for future participants (wooden path, activities handbook etc.) and its improved sustainability (compost site), as well as in the village (cleaned river bank). Visibility on volunteering, Erasmus+ and youth mobilities was raised within the local community and local youth. The volunteers themselves raised their intercultural competences, their handicraft

skills, awareness on the importance of a healthy lifestyle, sustainable living and environmental protection and their motivation for future engagement in volunteering, youth mobilities and lifelong learning. All volunteers were given a Youthpass and continuously guided through their learning process and upon returning to their local communities, they organised several events to spread the word on their experience and the benefits of volunteering to other youngsters.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Icelandic Culture and Nature

Good practice example

Project Coordinator

Organisation Hunathing vestra Orion

Address Hvammstangabraut 5 , 530 Hvammstanga , Landsbyggð , IS

Project Information

Identifier 2017-3-IS02-KA105-001771

Start Date Feb 1, 2018

End Date Oct 31, 2018

EC Contribution 20,484 EUR

Partners Borås Stad, Fritid och Folkhälsa (SE)

Topics Creativity and culture ; Youth (Participation, Youth Work, Youth Policy) ;
Environment and climate change

Project Summary

The main objectives of the exchange were to 1) encourage an environment where children are actively learning about the natural environment and climate change; 2) create an atmosphere where children are encouraged to learn about other cultures and their history, and 3) establish lifelong friendships and lifelong learning. This was done by creating activities during the exchange that would engage youth in the outdoors. The aim was to develop their general awareness of the relationship between the environment and human life. Opportunities were given to the youth to talk about their culture in relation to their natural environments.

Participant profile. Both the Icelandic and Swedish youth group who were covered under the Erasmus+ grant consisted of twenty-two youths ages 13-17; seven youths ages 18-30; and six adults over the age of 30. There were ten youths ages 12 years-old during the exchange who were supported under Húnaklúbburinn's budget. It was decided that the younger youths would participate because they are part of the club and because they are in the same grade together in school. More than ½ of the Icelandic youth who participated in the exchange came from rural farms. The Icelandic youth group also consisted of children who are on the autism spectrum, along with other special needs that required some assistance. In order to include the Icelandic youths who were facing economic obstacles scholarships were given to the families for assistance from the municipality of Húnaþing vestra.

Description of activities. During this 5-day exchange, the youth groups participated in outdoor activities that aided in the development of multiple intelligences. The activities carried used problem and inquiry-based learning methods. Two forms of evaluation were used during and after the exchange to understand the overall impact the program had on the two youth groups. During the exchange, the Swedish YLs (youth leaders) implemented a tool called, "the Backpack." This tool enabled the youth groups to start deeper non-verbal communication, it created an atmosphere of trust; and it helped the group express their needs, fears, and expectation in a creative way. The youth group could write or draw their reflection for the day's activities. The second form of evaluation was through a process called 'photovoice' which was implemented by the Icelandic YLs for the Icelandic youth. During the exchange, the Icelandic youth were given cameras for the day to take pictures. Then, each Icelandic youth picked up to five favorite photos and met with an Icelandic YL individually. Photovoice was used to enable self-expression, reflection of experiences, promote critical dialogue for evaluation, and further program development through photography. Both youth groups used their selected photos for an exhibition open to the community to better express their experiences with the exchange. The entire group participated in Youthpass. Meetings were held before the exchange describing what the Youthpass is, then a workshop was held after the exchange to validate the informal learning experiences of the youth acquired during the exchange. In Iceland, the Mayor of Húnaþing vestra signed the Youthpass certificates and these certificates were delivered to the Icelandic youth during the photovoice exhibition which coincided with the annual community festival, Eldur Húnaþing.

Results and impact attained. The expected impact after the exchange was growing students who are better able to take a more active role in their own learning and the development of skills for lifelong learning. The participants developed seven competencies during the YE to earn a Youthpass certificate. Additionally, the YLs gained a broader awareness and understanding of running an international and intercultural YE. Methods in implementation and evaluation of the YE was assessed resulting in lessons learned. From these lessons learned we have developed recommendations for future international exchanges for our respective organizations. The unexpected impacts from the exchange in Iceland was a growing interest in working with youth groups as YLs and an increased interest in learning about informal and non-formal education.

Longer-term benefits. Both youth groups would like to continue collaboration in order to further opportunities for

lifelong friendships with our international friends. We would like to plan another Erasmus+ exchange between our two institutions with the following aims:

- To follow up on ongoing local youth lead projects and to collaborate internationally.
- Continue the development of photovoice as an evaluation method and youth empowerment tool.
- To explore the long-term benefits of international exchanges on youth groups through further research and exploration.
- To build capacity among our youth groups and
- To train our YLs in environmental education

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

NET 4 - Managing our Natural and Cultural Heritage Assets

Good practice example

Project Coordinator

Organisation The Firm of ARCH
Address Olney Bank , PH6 2JU Comrie , Highlands and Islands , UK
Website www.archnetwork.eu

Project Information

Identifier 2017-1-UK01-KA104-035540
Project Web Site <http://archnetwork.org>
Start Date Aug 1, 2017
End Date Sep 30, 2018
EC Contribution 242,140 EUR
Partners STIFTELSEN NORSK INSTITUTT FOR NATURFORSKNING NINA (NO) , Høgskolen i Innlandet (NO) , Kato Drys Community Council (CY) , Devetaki Plateau Association (BG) , Krajina SK (SK) , Byggðasafn Skagfirðinga (IS) , Asociatia "Satul verde" (RO) , TAMPEREEN AMMATTIKORKEAKOULU OY (FI) , State forest Service, Ministry of Agriculture (LV) , VITRA Center za uravnorezen razvoj (SI) , Society for The Coast (EUCC-Poland) (PL) , Viitong Tours LTD/Heritage Tours (EE) , Lisovska zba V Lisove (SK)
Topics Environment and climate change ; Rural development and urbanisation ; Agriculture, forestry and fisheries

Project Summary

NET 4- Managing our Natural and Cultural Assets. (NET4) Adult Education Staff.

The Firm of ARCH was established in 2001 and in that time has used LLP funding through Leonardo da Vinci, Grundvig, Youth and now Erasmus+ to deliver comprehensive programmes in natural and cultural heritage management. We have mobilised over 1,000 learners from a wide range of government and non-governmental organisations within Scotland to visit 13 countries within Europe to learn, through a series of structured courses, about the different ways in which culture and nature can be managed. Significant new skills and competencies in nature conservation and cultural heritage have been exchanged and transferred to ARCH and our consortium partners.

ARCH works in co-operation with a consortium of 16 members representing a comprehensive range of natural and cultural heritage management organisations, government bodies, national parks and colleges.

NET 4 aims to provide 112 Adult Education Staff participants with a focused, ready-made opportunity to take time out from their every-day training work to learn about how knowledge, skills and competences in culture and nature management are passed to adult learners elsewhere in Europe and give them an opportunity to consider developing new lessons, courses and training methods.

NET4 will collaborate with 13 partner organisations throughout Europe from Iceland and Norway in the north to Cyprus and Bulgaria in the south. The aim of NET is to develop Adult Education opportunities for training staff through a series of structured courses, typically of 6 -7 days duration. These courses focus on the management of Europe's natural and cultural heritage. NET is developed around the priority areas for the sector in Scotland today. Each training course will be associated with a broad theme, which will provide a focus for activities through the week. Emphasis will be placed on exchange of knowledge, ideas, issues and solutions between the participants and hosts. Each participant presents their work in Scotland and the challenges they face, as well as talks from the hosts, encouraging focused discussion on how both participants and hosts can benefit from each other's knowledge and experiences and how they can build this into ongoing adult education courses.

As in previous years, we will work with our partners to develop adult education staff training placements, which focus on new skills and knowledge and have the capacity for the exchange of best practice that fits with participant and sectoral needs. For example the course in Iceland will focus on the interpretive techniques for understanding and conserving the cultural landscape, including the traditional skills of turf building. In Finland and Slovakia the course theme is forest schools and environmental education. In Western Norway the themes are large mammal management, fishery management, predator control and balancing hunting and conservation interests. In Eastern Norway the course addresses the management of montane scrub habitat. In South Slovakia the focus is traditional skills and environmental interpretation. Itineraries for each structured course and reports from participants can be read at www.archnetwork.org

Our partners all share our aim of providing high quality and innovative vocational training. Receiving partners have been chosen because they are recognised by the UK consortium as being able to provide examples of best practice in the key areas identified as most important for our Scottish practitioners to learn. The courses that they offer have the potential to be built into adult education, both formal and informal offering the opportunity of gaining CPD and ECVET accreditation.

NET participants were drawn from the 16 member organisations in the ARCH mobility consortium which includes Scottish Natural Heritage, RSPB, National Trust for Scotland, Forestry Commission Scotland, John Muir Trust, Plantlife Scotland, Trees for Life, Historic Environment Scotland, Loch Lomond and Trossachs National Park, Cairngorms National Park, Scottish Wildlife Trust, The Woodland Trust, Caithness Horizons, Earth building UK and Ireland, Scotland's Rural College and the Institute of Chartered Foresters. All of these organisations have a remit to manage and protect Scotland's natural and cultural heritage through conservation, interpretation and education. The ARCH consortium will positively encourage those AE Staff from the more remote areas of Scotland to participate in NET through a publicity and dissemination strategy. Our natural and cultural heritage

plays a key part in promoting a Scottish identity internationally and is a priority for developing European inter-regional co-operation. " SNH European&International Influencing Strategy states "Establishing links and alliances with international organisations and regions and countries are long term strategies where effort needs to be prioritised. NET addresses this priority.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Our garden - Our life

Good practice example

Project Coordinator

Organisation Nagykalloi Varosvedo Egyesulet
Address Szabadságharcos street 8 , 4320 Nagykálló , Szabolcs-Szatmár-Bereg , HU

Project Information

Identifier 2017-1-HU01-KA105-035728
Start Date May 1, 2017
End Date Feb 28, 2018
EC Contribution 19,728 EUR
Partners You in Europe (EL) , RI-PULIAMOCI (IT) , SDRUZHENIE PROFESIOALEN FORUM ZA OBRAZOVANIETO (BG) , A.D.E.L. - ASSOCIATION FOR DEVELOPMENT, EDUCATION AND LABOUR (SK) , Danube Volunteer Centre (RO) , The Starry Start of Talents Foundation (BG)
Topics Environment and climate change ; Health and wellbeing ; Rural development and urbanisation

Project Summary

The final result of the project is to create a community garden with five families who use it after the project. With our project, we fully achieved our original goal, as 6 community gardens were created (the number of originally planned gardens was only 5), which ultimately can not be used only by families in need, but two associations (Nyolcadik Nap Egyesület, whose members are disabled, Youth Section of Nagykállói Városvédő Egyesület) and one kindergarten (Nagykállói Egyesített Óvoda).

We believe that our project has succeeded in putting young people into the skill of acting, the tendency to make changes that such a project is perfectly suited to, as they have not only experienced how to carry out an innovative initiative but also how it feels to help to poor people.

An other important aspect of the exchange is promoting environmental awareness and sustainable lifestyle. In the community garden we only planted vegetables, herbs and fruit trees which can live without any chemicals and we also used recycled tools (tires) to plant them.

During the program participants learned basic knowledge about gardening, plants, how to take care about them without chemicals, they learned the most effective ways to plant them to be the most productive.

The location of the project was Nagykálló with 6 countries (Bulgaria, Greece, Italy, Romania, Slovakia, Hungary) with 6 people from each country (5 young people and a groupleader).

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Nature Success Stories Vol. 2

Good practice example

Project Coordinator

Organisation Almyras - Cultural and Environmental Workshop
Address Meteoron 1 , 2560 Agia Varvara, Lefkosia , Κύπρος (Κύπρος) , CY
Website almyras.ngo@gmail.com

Project Information

Identifier 2017-1-CY02-KA105-000945
Start Date Jun 1, 2017
End Date Aug 31, 2018
EC Contribution 32,025 EUR
Partners Tools For Solidarity (UK) , COMUNE DI TORINO (IT) , ASSOCIATION POUR LE DEVELOPPEMENT DU HAUT CABADES (FR) , KINONIKI SINETAIRISTIKI EPICHERISIELLINIKI SYMMETOCHI NEON (EL)
Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change ; Labour market issues incl. career guidance / youth unemployment

Project Summary

Nature Success Stories Vol. 2 aim was to promote environmental awareness in the wider area of south Nicosia district using non-formal education and outdoor activities. The organisation detected the necessity to raise awareness on the protection and respect of the environment in the local community and young people. The main objective was to promote environmental awareness at an early age, show the students which actions they can take to protect the natural environment and promote the importance of biodiversity. Also, to give the opportunity to the youngsters to meet their natural environment and give value to the fact that living in a rural area is not a disadvantage but can offer an excellent life quality. The project offered skills and experiences to the EVS volunteers and youngsters of the community in order to increase their employability opportunities. Following the target residential area, the project was hosted in the village Ayia Varvara, in Nicosia district. The project's duration was ten (10) months and it started on the 1st of September 2017 and finishes on the 30th of June 2018.

The four (4) participants expressed interest in culture and environment. They were passionate and shown initiative in organizing their own events and workshops. They all shown creative in order to develop their own ideas and were willing to offer their assistance at local events. There was a range of interests they could get involved in culture, environmental issues, information technology skills, project planning and implementation. The main activities of the volunteers were to be involved in school visits once per week on environmental education, preparation of the school visits' activities, which mainly involve non-formal education, and initiatives on other activities, events or workshops according to the volunteers' interest. Also, the volunteers took part in the raise awareness campaign for a protected area near the Ayia Varvara, by assisting on preparing informative and promotional material, studying the area and organizing outdoors activities in the area. The base of the project was in Ayia Varvara but through the activities the volunteers had the opportunity to visit the surrounding area. Furthermore, the volunteers were able to meet and interact with local youngsters and experience the hospitality of the residents.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Spring Camp in the Golden Valley

Good practice example

Project Coordinator

Organisation Eko Centar Latinovac
Address Latinovac 11 , 34350 Čaglin , Požeško-slavonska županija , HR
Website ekocentarlatinovac.hr

Project Information

Identifier 2017-2-HR01-KA105-035502
Start Date Nov 1, 2017
End Date Jun 30, 2018
EC Contribution 24,804.84 EUR
Partners Fiatalok a Vidékért Egyesület (HU) , AEGEE-León (European Students' Forum) (ES) , AMFI Agenzia per la Mobilità e la Formazione Internazionale (IT) , NEANIKI EKSELIXI 18 (M.K.O) (EL) , Center for education and development (MK) , Tmelník z.s. (CZ) , MTÜ NOORTEVAHETUSE ARENGU ÜHING ESTYES (EE)
Topics Rural development and urbanisation ; Health and wellbeing ; Environment and climate change

Project Summary

Project "Spring Camp in Golden Valley" was conducted mainly in Latinovac, Požeško-slavonsko county. Activities lasted from 13th of March till 10th of May 2018. We had 15 participants from 7 countries (Greece, Czech Republic, Macedonia, Hungary, Spain, Italy and Estonia) and local people from Croatia. Our focus was strongly motivated young people with accent on age limitation, youth with fewer opportunities, gender balance. Each activity included administrative work, photos, reports and promotion in local community, web and social media and evaluation. Volunteers participated weekly in maintaining the properties of organization and village.

Overall objective of the project was to create sustainable community, to develop rural area and to improve quality of life of local people through non-formal and informal education and activities with huge contribution of EVS volunteers.

Specific objectives were:

- To educate local people how to treat their waste in the most Eco-friendly way
- To spread and share knowledge about permaculture and sustainability and raise ecological awareness using theoretical and practical workshops
- To organize events for local people and to improve their quality of life
- To clean up properties after winter and prepare them for spring / summer season
- To empower young people to use their opportunities participating in mobility projects and doing voluntary work
- To introduce work of Eko centar Latinovac to wider community and inform people how to be more active and involved in community development
- To support solidarity and community spirit, intergenerational and intercultural exchange and mutual understanding through non-formal activities in local community (decrease prejudices)
- To develop rural paths for hiking / cycling (to support rural and sustainable development of the community, to promote active way of living and healthy life styles)
- To promote European values (like youth activism, professional growth etc)

Project included following activities:

- Promotion and education of permaculture
- Help in the community
- Promotion of mobility
- Promotion and education of recycling
- Greenway - development of hiking routes
- Spring welcoming festival
- Healthy food education
- Intercultural exchange
- Project newspaper "Škakljikaš"
- Volunteer's personal projects

We used different methods in our work: interactive, theoretical, practical, physical, individual and team work, presentations, performances, social interaction, cooperation with locals, participatory learning, experts experience etc.

The emphasis of the project was on promotion of rural development, sustainable living and youth mobility. Important issue was promotion and education about ecological issues with an accent on recycling. We worked on connecting different generations and introducing different cultures and traditions. We presented a value of living

in a small community and importance of active work within such community. Volunteers gained knowledge and experience about sustainability, healthy life styles, European values, sustainability, community work, team work, public presentations etc. This was achieved through practical and theoretical work. Those knowledge and experiences can they use and apply in their home countries and professional and personal fields (important for their personal and professional growth).

Activities which included villagers and volunteers encouraged community spirit and sustainable development. Local people start are more active and participate more in community development (by support of EVS volunteers).

We spread information about mobility projects, EVS program through regular updates of our web and Facebook page and through informing local media about project activities. Volunteers had an important role in this activity with our support.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Interkulturális megértés, szakmai, szociális, nyelvi készségek és kompetenciák fejlesztése az FM KASZK tanulói és munkatársai körében

Good practice example

Project Coordinator

Organisation FM Közép-magyarországi Agrár-szakképző Központ, Bercsényi Miklós Élelmiszeripari Szakgimnázium, Szakközépiskola és Kollégium

Address Maglódi út 4/b. , 1106 Budapest , Pest , HU

Website www.kasz.hu

Project Information

Identifier 2017-1-HU01-KA102-035160

Start Date Jun 1, 2017

End Date May 31, 2018

EC Contribution 285,648 EUR

Partners Easton & Otley College (UK) , Jordbrugets Uddannelsescenter Århus (DK) , CENTRO INTEGRADO DE FORMACIÓN Y EXPERIENCIAS AGRARIAS DE Molina de Segura (ES) , Zealand Business College (DK) , Federación EFAS CV La Malvesia (ES) , Jyväskylä koulutuskuntayhtymä (FI) , ETABLISSEMENT PUBLIC LOCAL ENSEIGNEMENT FORMATION PROFESSIONNELLE AGRICOLES DU PERIGORD (FR) , EUROPEA Austria (AT) , Seinäjoki koulutuskuntayhtymä (FI) , BilSE Bildungs-Service für Europa GmbH, Institut für Bildung und Forschung (DE) , APLICAPROPOSTA LDA (PT)

Topics Agriculture, forestry and fisheries ; Recognition, transparency, certification ; New innovative curricula/educational methods/development of training courses

Project Summary

The aim of the project was to develop the vocational-teaching activity of the Agricultural Vocational Centre of Central-Hungary in a way when every stakeholder's needs are satisfied and the participants get international experience, knowledge and skills.

The school, focusing on its professional profile, developed the professional competences of the students and staff in the field of food-industry and agriculture what raised the quality of the education.

Continuing the international strategy from last years an important purpose of the project was still the development of the general vocational methods, to involve the methodological elements, required by the challenges in the modern age, in the pedagogical culture of the school. During the mobilities the participating colleagues got to know the pedagogical practices and vocational training methods which could be used in every field and level.

One of our most important aim was to collect positive examples for the work of dual-system VET, observe the different implementation techniques in different institutions and also got to know the way and methods, best practices of dealing with a multicultural and colourful community in the school, handling the conflicts inside the VET schools coming from these differences between students. We have chosen the destination countries based on their added value for our pedagogical aims.

The student's activities were developed to support every professional field of our school, and to provide the best technological way of production with the most respectful traditions. This made our students to achieve high standard levels during their professional mobilities and it helped them to keep motivation also on a different level during their study period. Through better motivation they could develop their own personal, social and professional competences and they are able to adapt to the life of work and life long learning.

This year we identified all the learning outcomes of the different mobilities, what kind of skills and competences can a student achieve during a mobility period. In the same time we identified those skills what the teachers can develop during a mobility program, and the effects of the implementation. The ECVET method is the biggest development from last year and we measured not just the formal, but the informal and the non-formal learning outcomes in same time. This gave a bigger role to the accompanying teachers and also for those who validated the different units in the national education system.

We agreed with all partners in the learning units and before the program we made the learning agreements with the knowledge and skills elements.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Living SustainAbility

Good practice example

Project Coordinator

Organisation InterAktion - Verein für ein interkulturelles Zusammenleben

Address Oberdorf 7 , 8793 Trofaiach , Steiermark , AT

Website www.verein-interaktion.org

Project Information

Identifier 2017-1-AT02-KA105-001855

Start Date May 1, 2017

End Date Nov 30, 2017

EC Contribution 26,429.39 EUR

Partners European Playwork Association (UK) , Associació Cultural Tabalà (ES) , Drustvo za ohranjanje naravne in kulturne dediscine Nacekova hisa (SI) , SDRUZHENIE RE-ACT (BG) , Makedonska Platforma Protiv Siromashtija (MK)

Topics Environment and climate change ; EU Citizenship, EU awareness and Democracy ; Integration of refugees

Project Summary

With this project we are addressing active citizenship, not in terms of the political involvement of young people, moreover we are focusing on a citizens' participation within the sustainable development framework.

With time, we have gotten used to hearing the term sustainability very often in different contexts and cases, by people with different backgrounds, that somehow we take it for granted, without even understanding the real meaning of the word. To many the term "sustainability" connotes environmental stewardship and solutions to environmental problems, to other it is simply a synonym for "good". The project Living SustainAbility means to learn how to be able to live in a sustainable society. A sustainable society has sustainable energy systems, efficient and environmentally friendly farming techniques and reduced consumption to eliminate waste. As a result, the environment can be preserved for future generations. But not only; a sustainable society is a more tolerant society where every human has equal rights - access to basic needs like nutrition, shelter, education and health care. Moreover, the economic systems are transparent and ethical. But for individuals to be able of contributing and creating more sustainable society, they need to understand the influence of their actions and choices over the nature, the other people and the political/economical system.

As we do not approach topics as isolated subjects (environment, economy, society) but rather holistic, it will enable participants to recognize and understand the interconnected relationships between the economy, society and the environment and the effects that actions in one area have on the other.

During two youth exchanges and based on the principles of non-formal education methods, 30 participants from 6 European countries will be discovering interdependencies between the economic, social and environmental sustainability and setting personal goals for living sustainable lives in Austria and in Slovenia.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Mise en place d'un projet de mobilité pour les BAC PRO CGEA

Good practice example

Project Coordinator

Organisation Maison Familiale Rurale de l'Hippodrome
Address Route de Segré , 53400 Craon , Pays de la Loire , FR
Website mfr-craon-hippodrome.fr

Project Information

Identifier 2017-1-FR01-KA102-036506
Start Date Jun 1, 2017
End Date Jun 30, 2018
EC Contribution 35,851 EUR
Partners Staatliche Berufsschule III Kempten (DE)
Topics Energy and resources ; EU Citizenship, EU awareness and Democracy ;
Agriculture, forestry and fisheries

Project Summary

The MFR de l'hippodrome, located in Craon (Mayenne district), has just finished its 7th Vocational Learners european mobility project with the Erasmus+ programm. 29 pupils in 2nd class year of Vocationnal Baccalaureate « Management of an Agricultural Company » with the « Equine » or « Bovine » breeding, went for an internship in Germany and in Ireland in the 2018 spring.

27 pupils left for Germany, in farms belonging to our partners' network, the Berufsschule in Kempten, in Swabia. They were placed 1 to 3 per farm, mostly in small farms located in the mountain.

For the 1st time, the MFR diversified its destinations with a new country, Ireland, for 2 of its pupils. They were placed in an equestrian facility, long time partner with another MFR of the Pays de la Loire region (in Vendée district). This MFR is specialised in equestrian trainings and vocational education. On the other hand, the MFR de l'hippodrome enabled 2 pupils of the MFR in Vendée to acheive their Erasmus+ internship in German farms.

For the pupils, the aims of this project were:

- To develop technical skills
- To develop language an cultural skills
- To acquire general and technical knowledge in the field of breeding
- To strengthen their personal development (autonomy, selfconfidence, mobility...)

For the MFR and the teachers, this project aimed to :

- Strengthen their ability of teamworking
- Discover the pupils in a new context, help them finding new skills, new experiences and open-mindedness
- Meet European professionals and exchange with them about the equestrian and bovine breeding field, and about different practices
- Promote the MFR actions and its Vocational Baccalaureate
- Develop European partnerships : the new reciprocity with the German school, and the collaboration with the Irish partners of the MFR of the Vendée.

Mobilities in Germany (15 days in April 2018) and in Ireland (3 weeks in May-June 2018) were the main actions of this project nevertheless other key moments marked the project progress. The beginning of the 2017-2018 schoolyear started with a celebration weekend to promote the 30th anniversary of the twinning committees of Craon and Buchenberg. The twinning committee of Craon invited the MFR to have a stand at this event, to introduce the previous and future mobility projects it was leading. For the 1st time, the MFR welcomed the German learners from the school partner, for an internship in farms in the Mayenne district. This was an opportunity to meet the French pupils before their trip to Germany, and intense intercultural moments.

Since the beginning of its European story, the project team has developped a comprehensive preparation plan : English language activities from the pre-Vocational Baccalaureate class, professional preparations in zootechnics and company management courses, intercultural highlights with the House of Europe interventions, as well as the twinning committees of Craon-Buchenberg.

This project was different compared to the previous ones because the MFR has started to look for new European countries for its mobility projects: Ireland. The MFR has extended its network and has collaborated with another MFR from the region. The MFR plans to continue this opening, thinking from now on about next possible destinations for future projects, but also about strengthening the link with Germany : next year, the German learners are expecting to come to Mayenne to do their internship.

Furthermore, the MFR will invite 2 German farmers to Craon in the beginning of the schoolyear to spend 2 days with the French pupils to introduce their own farms, and the specific assets of mountains agriculture.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Cooking the Planet

Good practice example

Project Coordinator

Organisation A SEED Europe
Address Plantage Doklaan 12a , 1018CM Amsterdam , Noord-Holland , NL
Website www.aseed.net

Project Information

Identifier 2017-2-NL02-KA105-001751
Start Date Sep 1, 2017
End Date Aug 31, 2018
EC Contribution 31,725 EUR
Partners FUNDACIO CATALUNYA VOLUNTARIA (ES) , ALLIANSSIN KEHITTAMISPALVELUT OY (FI) , Maison des Jeunes et de la Culture de Graulhet (FR)
Topics EU Citizenship, EU awareness and Democracy ; Environment and climate change ; Rural development and urbanisation

Project Summary

Food production and agriculture have a huge and sometimes overlooked impact on climate. Studies show that our industrial food system is responsible for somewhere between 44–57% of global greenhouse gas (GHG) emissions. Therefore, there is a need for clear information and debate about the complex relationships between climate and food.

Following the principle that an informed person is a strong person, the project 'Cooking the Planet' was aimed at making young people more aware of their role as responsible citizens within their communities. Since the youth of today will have to deal with the consequences of the current climate and environment issues, it is even more important that youngsters feel empowered and get active to change their environment on a local, national and European level. Positive changes happening now regarding our environment will also improve the future of the current youth.

Within the frame of A SEED's food, agriculture and climate campaign, 'Cooking the Planet' had the following objectives:

- to raise awareness about global challenges related to sustainable development of agriculture and food processing, seed diversity, food sovereignty and climate change;
- to encourage youth to involve in critical and creative thinking about alternatives to these global challenges, and to feel empowered to take action to face these challenges;
- to give young people the opportunity to acquire skills in organising, networking, team working and to experience project development in a dynamic international work environment, as a preparation to enter the job market with self-confidence in managing tasks and projects;
- to foster inter-cultural dialogue and understanding in the areas of the project 'Cooking the Planet' and to stimulate European citizenship awareness and participation.

Three European volunteers (Sarah and Louis from France and Eduard from Spain) participated in the project. They all had a strong motivation to work in a small international team, and to participate in a project around the themes of environment, food and farming. Sarah just finished her studies in political science before the start of the project, and wanted to gain practical experience. Louis temporarily dropped out of university, in search of more meaningful activities. Eduard already finished his studies in environmental sciences and wanted to bring his knowledge into practice. They carried out the project 'Cooking the Planet' by organising with A SEED various awareness-raising events on the impact of the food system on climate change and the need for sustainable alternatives. The three EVSers were lucky to travel to Bonn to attend several side events organised in and around the COP23. In the Netherlands, and among other activities, they participated in the organisation of Reclaim the Seeds in Rotterdam and Amsterdam, ASEED's yearly weekend on seeds. They also decided to organise a second edition of the Food Autonomy festival, a one-day event in Amsterdam initiated by former EVSers. In addition, they also took the initiative to start, together with neighbours, a small community garden next to the office on a green vacant lot, the Mahatma Gandhi Plantsoen. The events and activities they helped organise aimed at gathering youths from various backgrounds to debate together, creating and fostering solutions to the climate crisis, bringing them into practice and connecting people and movements with the same ideals.

By facilitating youth public participation, raising awareness and providing youths with information and tools for

social change, 'Cooking the Planet' empowered young people to be proactive and push for positive changes in food production and agriculture. The project also increased cooperation between local, regional and European movements and organisations working towards the same long-term goal: creating together a sustainable future.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

5E - Education, Energy Efficiency, Economy, Environment, Excellence

Good practice example

Project Coordinator

Organisation Industrijsko-obrtnicka skola Sibenik
Address Ulica Ante Šupuka 31 , 22000 Šibenik , Šibensko-kninska županija , HR
Website www.io.ss.hr

Project Information

Identifier 2017-1-HR01-KA102-035186
Start Date Jun 1, 2017
End Date Jun 30, 2018
EC Contribution 175,656 EUR
Partners ESCUELAS PROFESIONALES DE LA SAGRADA FAMILIA - NUESTRA SEÑORA DE LOS REYES (ES) , Associazione Artistica Culturale "A Rocca" (IT) , EUROMIND PROJECTS SL (ES)
Topics New innovative curricula/educational methods/development of training courses ; Environment and climate change ; Energy and resources

Project Summary

Project “5E – Education, Energy Efficiency, Economy, Environment, Excellence” is a project of VET staff training in Italy and VET learners traineeship in vocational institute in Spain and in companies in Spain and Italy, of a consortium made of three vocational schools: Industrijsko-obrtnička škola Šibenik, as the coordinator, applicant and sending institution, Tehnička škola Šibenik and Srednja strukovna škola Šibenik as sending institutions. The mobility participants from Industrijsko-obrtnička škola Šibenik were the school principal and four vocational teachers from the fields of mechanical and electrical engineering, and 44 VET learners: electricians, electrical mechanics, plumbers, gas fitters, heating-ventilation-air conditioning (HVAC) fitters, technical drafters and car mechanics.

From Tehnička škola Šibenik the mobility participants were 26 students – 10 engineering technicians and 16 architectural technicians.

Eight students, agrotourism technicians, from Srednja strukovna škola Šibenik went on mobility to Italy.

Project partners in Spain were euroMind and VET school SAFA Nuestra Señora de los Reyes, and the partner in Italy was “A Rocca”. EuroMind ensured the contact between the applicants and the VET school where VET learners had their practical training. Electrical mechanics, electricians, plumbers and HVAC fitters planned, assembled and installed solar photovoltaic and solar thermal systems in a self-sufficient house, technical drafters and engineering technicians designed objects in CAD programme Solid Edge and printed the designed objects on a 3D printer, and architectural technicians designed a simple passive house with bioclimatic elements.

Practical training in school took two weeks.

Students went on mobility in three groups. The first group included 11 technical drafters from Industrijsko-obrtnička škola Šibenik and 10 engineering technicians from Tehnička škola Šibenik, the second group were 16 architectural technicians from Tehnička škola Šibenik, and the third included 16 electrical mechanics, electricians, plumbers and HVAC fitters from Industrijsko-obrtnička škola Šibenik. Each group was accompanied by two teachers.

Project partner euroMind also organized a three week work placement in companies in Spain for nine VET learners from Industrijsko-obrtnička škola Šibenik – electricians, plumbers, gas fitters, HVAC fitters and car mechanics. The group was accompanied by one teacher, who was replaced by another teacher in the third week.

EuroMind organized airport transfer and accommodation for all participants, a Spanish course and cultural activities.

The school principal and four VET teachers from Industrijsko-obrtnička škola Šibenik went on mobility to Italy.

Project partner „A Rocca“ organized visits to two VET schools and to Tecnologie Solari Sicilia, a company that produces and installs solar systems. Teachers also had a lecture and a workshop with the representatives of the company. Teachers' mobility took one week.

Eight VET learners from Industrijsko-obrtnička škola Šibenik - electricians, electrical mechanics, plumbers, gas fitters, HVAC fitters and car mechanics, as well as eight agrotourism technicians from Srednja strukovna škola Šibenik had their three week work placement in companies and at an agrotourism farm. Students were accompanied by two teachers – one from Industrijsko-obrtnička škola Šibenik and one from Srednja strukovna škola Šibenik, who were replaced by other two teachers after ten days, also one from each school. Project partner „A Rocca“ organized airport transfer and accommodation for all participants, as well as cultural activities. The project objectives were to enhance the professional and personal development of participants, to contribute to the employability of participants, to improve language skills, to contribute to interculturality, and to stimulate the development of schools, members of the consortium, as well as their international dimension. The project duration was 13 months and the mobilities took place from November 2017 to June 2018.

The participants received Europass Mobility Documents, which will be used by learners when seeking employment and for a future mobility. For teachers, it is a confirmation of the acquired competences, which they

can use for further professional development. The time spent training abroad was recognized and acknowledged as a part of their obligatory work placement in Croatia and the acquired ECVET credits were validated and recognized by their schools. The participants acquired professional skills and competences on renewable energy, new technologies, organic agriculture and agrotourism. Participants also improved their language skills. By implementing mobility projects, the schools increase their international dimension, which contributes to their quality and thus to the quality and attractiveness of vocational education and training in general.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Eco-Friendly Europe

Good practice example

Project Coordinator

Organisation ASOCIACIJA AKTYVUS JAUNIMAS
Address LYGYES G. 21-86 , 51379 KAUNAS , Kauno apskritis , LT
Website www.activeyouth.lt

Project Information

Identifier 2017-3-LT02-KA105-005503
Project Web Site <https://activeyouth.lt/eco-friendly-europe/>
Start Date Jan 8, 2018
End Date Jul 7, 2018
EC Contribution 23,076 EUR
Partners European Integration Group (TR) , Stowarzyszenie Zmiana Tematu (PL) , Copenhagen Vibration (DK) , PULPO DE 5 PATAS (ES) , ASSOCIAZIONE CONNECTING EUROPE (IT)
Topics Environment and climate change ; Healthy lifestyle, active ageing ; Health and wellbeing

Project Summary

Planet Earth cannot stand the current rhythm of world population growth. The superficiality of human behaviour is not sustainable anymore, constantly putting the Earth in danger. Pollution has a great impact on mankind and environment as a whole. It leads to environmental degradation, human health issues, global warming, infertile land and more. Thus finding a remedy is a top priority. According to European Environment Agency, the concentration of air pollution across Europe still remains the largest environmental hazard of the continent. One of the reasons for this is that people do not think about environmental consequences in their everyday activities. That is why it is fundamental to start a societal transition towards green economy and lifestyle. We believe that this can be best done by youth.

Thus, 6 European countries with different environmental issues (Turkey, Denmark, Lithuania, Poland, Spain and Italy) gathered for the project "Eco-Friendly Europe" to find solutions to the mentioned issues. This project was hosted by Lithuanian partners in two main parts:

- APV - February 18-19, 2018, which gathered 12 young participants;
- Youth exchange - May 3-9, 2018, which gathered 36 participants from most and less polluted EU countries.

As the main aim of the project was to divert European youth's behavior towards Eco-Friendly lifestyle, below listed objectives were set:

- Encourage a proactive approach towards green initiatives;
- promote an eco-sustainable behavior;
- to identify the most common negative outcomes of people's habits concerning environment, as well as find ways to tackle that;
- increase awareness about the existing environmental problems in Europe.

To successfully reach set aims and objectives, various non-formal education activities were held during said mobilities. These include, but are not limited to:

- interactive sessions with environmental activists;
- interactive workshops and theatrical plays on the topic;
- making videos, photos and social media campaigns on eco-friendly lifestyle;
- presentations on best practices for saving environment from participants' countries;
- group discussions in a non-formal environment;
- visiting 'Kūrybos kampas 360' – the concept of trash design;
- capturing environmental problems in Kaunas through photography.

These activities not only helped in achieving the goals, but also contributed to the professional and personal growth of the participants. Participants learned how to responsibly act towards environmental safeguard; increased their social skills, as well as multilingualism and stimulated their cultural exchange; learned how to be involved in discussions and decision-making in an international environment (in various topics, which include eco-friendly attitude and actions). Furthermore, through carried out public actions participants became more proactive and learned how to put ideas into actions. All of the above mentioned, together with newly gained and extended social networks with like-minded youth from different EU countries and field experts prepared them for private and public environmental challenges.

Furthermore, partner consortium also increased a number of skills and gained valuable experience and knowledge during the implementation of the project. Each partners' international network grew even further, at the same time increasing public awareness of their actions and promoting Eco-friendly lifestyle on organizational

level. Furthermore, each partner learned new methods and actions, which could be later applied in their new initiatives to promote youth development even further.

All of the material, created during the project was shared both online and offline in all of the participating countries. Dissemination of the project results (videos, photos, web-platform, etc.) was done by participants and partner organisations alike through various means (local, national media, other youth NGOs invited to collaborate, etc.). This proved crucial in the promotion of Eco-friendly lifestyle and building public awareness on ecology issues we face nowadays and how to solve them.

All in all, the project saw huge success in multiple levels. Organisations improved their international capacities in tackling ecology related issues, while youth enhanced their skills and competencies required to promote Eco-friendly lifestyle. Furthermore, public awareness on environmental issues grew in participating countries, as well as possible solutions, which include empowerment of youth to take action in boosting environmental change in Europe.

More about the project here: <https://activeyouth.lt/eco-friendly-europe/>

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Exploring our habitats - European cohesion through outdoor education in the Alps

Good practice example

Project Coordinator

Organisation VEREIN GENERATIONEN UND GESELLSCHAFT
Address MICHAEL GAISMAIR STRASSE 1 , 6020 INNSBRUCK , AT
Website www.mei-infoeck.at

Project Information

Identifier 2017-1-AT02-KA105-001820
Start Date May 31, 2017
End Date Jan 30, 2018
EC Contribution 21,401 EUR
Partners ASOCIATIA SUPPORT FOR YOUTH DEVELOPMENT (RO) , UDRUGA PERPETUUM (HR) , ASOCIACIÓN SER JOVEN (ES) , ASOCIACIJA APKABINK EUROPA (LT) , CULTURAL ASSOCIATION NOSTOS PISSOURIOU (CY) , Centrum Wspolpracy Mlodziezy (PL)
Topics EU Citizenship, EU awareness and Democracy ; Environment and climate change

Project Summary

Advantages of collaboration and solidarity within the European Union seem to be questioned by some countries and parts of the society. However, we are convinced that we all benefit from strong European cohesion. Our project "Exploring our habitats - European cohesion through outdoor education in the Alps" aimed to increase awareness about those benefits and to deliver creative tools to each participant/organization to share this knowledge in their surroundings. Within this Training Course we used natural environments, natural processes and their interactions with human activities to detect symbiosis as well as conflicts of interests and developed potential compromises as an inspiration for discussing similar issues on the level of the European Union (e.g. climate change, migration, labor market and financial issues).

Extensive experiences gained in two preceding training courses we organized, build the basis for providing this ambitious combination of contents. Consequently, in this new edition we (1) fully seized the twofold learning potential of our activities (knowledge about environmental processes and awareness about benefits from cohesion), and (2) applied/provided further developed non-formal outdoor education tools ("take me home tools - THMTs"), which the participants can use in their surroundings.

The course involved 28 youth workers from seven countries (Austria, Croatia, Cyprus, Lithuania, Poland, Romania and Spain) with backgrounds in youth work, education, project management within EU youth programs and environmental issues as well as several trainers from local institutions (e.g. University of Innsbruck, InfoEck - youth information centre of Tyrol, Nature park management Ötztal, Austrian labor market service, Alpine Convention, Gedächtnisspeicher Längenfeld). To achieve the comprehensive project goals, participants had to do preparatory as well as postprocessing work (including dissemination activities) and as the key component inbetween, they met one week from 20 till 25 August 2017 in the very diverse environment of Obergurgl, a small settlement in the Ötztal valley.

Participants of this training course improved (1) their basic scientific knowledge (e.g. geology, weather and climate, natural hazards, forest biotope), (2) their civic competences (e.g. requirements for labor market, natural hazard management, sustainable tourism, reasons for and consequences of migration, benefits of the European Union and cohesion between member states and regions), (3) their social skills (e.g. communication in foreign languages, tolerance, cultural awareness, conflict management) and (4) their specific skills and competences in Youth work (e.g. non-formal methods, outdoor education, international project organisation and management, Erasmus+ possibilities).

In order to guarantee a long lasting effect of our project, the participants needed to prepare multimedia products describing and summing up project contents/results on the one hand, whereas "Diary teams" and "Multimedia teams" documented the daily activities and learning processes. The products were published online on the project platform www.erasmusplusalps.at, on partner websites and in social media. Furthermore, participants had to conduct follow-up activities in which they applied the newly learned non-formal methods in their work with youngsters and were asked to report back their experiences to all participants.

Overall, due to the detailed preparation, implementation and dissemination strategies, the project had an impact not only on the participants, but also on the target group and the local, regional and international surroundings they are working/living with/in. The participating organizations are continuing their cooperation and already applied for new Erasmus+ projects together.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Znanjem za bolje sutra

Good practice example

Project Coordinator

Organisation Srednja skola "Arboretum Opeka"
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Website www.ss-arboretumopeka-marcan.skole.hr

Project Information

Identifier 2017-1-HR01-KA102-035207
Start Date Jul 1, 2017
End Date Jun 30, 2018
EC Contribution 161,608 EUR
Partners Biotehniski center Naklo (SI) , Stichting AOC Terra (NL) , Ocean Orchids, trgovina in storitve d.o.o. (SI) , KROATISCHE WIRTSCHAFTSVEREINIGUNG E.V. (DE) , CULTURA E DINTORNI (IT) , Zespół Szkół Ogrodniczych im. St. Szumca w Bielsku-Białej (PL)
Topics Entrepreneurial learning - entrepreneurship education ; International cooperation, international relations, development cooperation ; Agriculture, forestry and fisheries

Project Summary

Project "With knowledge to a better tomorrow" was a project of a consortium of three Croatian agriculture, veterinary and hospitality schools. Schools that made up the consortium were Srednja škola Arboretum Opeka, Marčan, Srednja škola Petrinja and Srednja gospodarska škola in Križevci. It was essential to establish consortium and the association of educational institutions and labor market needs at the national and international level in order to develop a common economy across the EU. It was also essential to establish such consortium and association if we wanted the quality of education to be satisfactory in all EU member states. Foreign partners involved in this project which responded to the needs of improving the quality of vocational education were:

Biotehnički center Naklo from Slovenia

Kroatische Wirtschaftsvereinigung e.V. from Germany

Zespół Szkół Ogrodniczych. im. S. Szumca w Bielsku-Białej from Poland

Ocean Orchids d.o.o. iz Slovenia

Terra MBO from Netherlands

Associazione Culturale "Cultura e Dintorni" iz Italy

The project objectives were defined on different levels: a personal, level of students, personal teachers / teaching assistants level, the school level, the consortium and international level. On the personal level of students, teachers and staff goals set by this project were: acquiring and increasing professional, entrepreneurial, linguistic and personal competencies. At the level of the sending institutions the goal was to increase the quality of teaching and implementation of projects in all the sending schools, higher recognition of acquired competences for the participants of the school. At the consortium level, the goal was to create a better link between the sender's partners, the establishment of a national consortium through examples of good practice, and attracting other schools to the consortium. At the international level main objective was international and intercultural connection, linking the education sector and labor market, internationalization of institutions involved in this project. All project goals have been realized.

The first, second, third and fourth grade students in vocational education (agricultural, veterinary and hospitality education) participated in the consortium school project. A total of 68 students + 2 Zero Grant, 9 accompanying vocational teachers, 7 teacher / assistant in teaching participated.

The partners were selected according to the principle of quality, innovation, ecological principles and sustainable development, application of new technologies and expertise. We have also selected partners considering the students' wishes, regarding the chosen professional practice, stated in the survey conducted prior to the project submission.

Partners were carriers of knowledge in the technology of wine production and viticulture, greenhouse production, fruit growing, animal husbandry, veterinary medicine and cooking. Partner schools worked together with private businesses as the engine of innovative activities and joint projects for the development of the region. Professional and entrepreneurial competences led to detailed knowledge and understanding of new technologies in manufacturing, knowledge of the business and the organization of the company, cooperative learning and team work, better work attitude, knowledge of the structure of vocational education abroad. Language competence led to better cross-cultural communication and understanding of vocabulary and learning about the culture, lifestyle and customs of the host country, increased the independence and taking responsibility for their own learning. All this ultimately contributed to the improvement of the quality of vocational education and raised the competences of future professionals as holders of the European economy, increased competitiveness and employability of students who took part in mobilities. It promoted the inclusion of a greater number of participants in mobility, and has also made recognition of acquired skills more transparent, increased the employability which is in accordance to the provisions EU set out in Bruges Communiqué and Europe 2020. All this also reduced prejudices towards diversity, discrimination and violence of any kind: national, religious, gender and social.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Edukacijom do rasta gospodarstva

Good practice example

Project Coordinator

Organisation Srednja skola Stjepana Sulimanca
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Contact Josip Ivoš

Project Information

Identifier 2017-1-HR01-KA102-035105
Project Web Site http://ss-stjepana-sulimanca.skole.hr/skola/eco_eco_erasmus_
Start Date Jun 1, 2017
End Date May 31, 2018
EC Contribution 75,198 EUR
Partners APLICAPROPOSTA LDA (PT)
Topics Research and innovation ; Agriculture, forestry and fisheries

Project Summary

The main objectives of this project were to give the opportunity to the participants to improve their personal skills and to acquire new technical and professional know-how, through their insertion within a receiving organization which offered them hands-on experience with their entrepreneurial system, which is different from Croatian system. The training programme was organized in order to: improve the students employability; to obtain and improve entrepreneurship skills within the students professional sectors; to adapt to the new work team and environment; to acquire new professional, language and inter-cultural skills; to develop team work spirit; and to raise students' self-confidence and awareness of European citizenship while contributing to an international work experience.

37 students and 4 accompanying teachers participated in this mobility within the priority education fields:

- Agrotouristic technician – 10 students
- Administrative officer – 10 students
- Cook – 5 students
- Waiter – 3 students
- Car mechanic – 3 students
- Salesman – 3 students
- Agricultural/Farming entrepreneur – 3 students;

Upon completion of this project the general goal is reached: Work placements of our students in Portugal in the companies whose area of work cover the education field of our students with the aim to provide them with new knowledge, competences and ideas for further education/training and work in their future work places. The training experience aimed to, first and foremost, import new knowledge in the local environment which would result in improving the enterprises profiles by adding to the value of the product or service, and also to optimize productive processes, organization and communication.

The training period was organised with the aim to:

- Improve employability of students, their knowledge and skills
- Gaining and improving entrepreneurial skills within their occupational fields
- Adapting to working in a new team and in a new working environment
- Gaining new professional, linguistic and intercultural skills
- Developing team spirit
- Increasing self-confidence and the sense of belonging to the European citizenship.

Participants had the opportunity of applying the knowledge acquired to concrete activities in a real context of work, as well as adding to their expertise new technologies & methodologies. They expanded horizons by acquiring knowledge of other countries and cultures.

The following knowledge, competences and skills are acquired by students upon completion of this project:

- understanding the relevancy of theoretical knowledge and information related to their field of work
- assessing, evaluating and interpreting facts establishing basic principles and concepts in their field of work
- understanding facts and procedures in the application of more complex tasks and instructions
- selecting and using relevant knowledge acquired on one's own initiative to accomplish specific actions for themselves and others
- demonstrating a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts

- communicating more complex information
- solving basic problems by applying basic methods, tools, materials and information given in a restricted learning environment
- applying knowledge and skills to do specific tasks systematically
- adapting own behaviour to circumstances in solving problems
- acquiring key competences.

Partner Organisation on this project was APLICAPROPOSTA LDA, or short - Bragamob. In order to achieve international competencies, the participants underwent a two week mobility period: from 10 to 24 March, 2018. Before departure, they attended linguistic, task-related, intercultural and risk prevention preparations which provided them with crucial knowledge in order to allow them to integrate themselves with immediacy once arrived. During the mobility, participants have been tutored and mentored by the teachers of the applicant and staff of the partner organization. Students are awarded with the Certificate of attendance and the Europass Mobility document so they can add it to the Europass CV document.

Participating organisations made all possible efforts towards the achievement of the programme's objectives and its quality assurance. Concerning the evaluation about activities inside hosting companies, acquired knowledge and methodologies, the relationship with the colleagues, cultural visits and concerning this project in general, all participants showed high satisfaction rates, which suggests that the project was very successful. We expect this project to greatly influence the future work of our School and region development, but also to have great impact on local, national and international level. Considering the goals established to be achieved at the beginning of the project, we consider this project has been very successful.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

ARTcycling

Good practice example

Project Coordinator

Organisation Youth for Mobility
Address Dr. Kuiperstraat 8E , 2514 BB 's Gravenhage , Zuid-Holland , NL
Website <https://www.facebook.com/YouthForMobility/>

Project Information

Identifier 2017-1-NL02-KA105-001662
Start Date May 1, 2017
End Date Feb 28, 2018
EC Contribution 26,468 EUR
Partners KINONIKI SINETAIRISTIKI EPICHERISIELLINIKI SYMMETOCHI NEON (EL) , Bioetika (LV) , CYPRUS ORGANIZATION FOR SUSTAINABLE EDUCATION AND ACTIVE LEARNING (S.E.A.L CYPRUS) (CY) , ASOCIATIA A.R.T. FUSION (RO) , Koszi+ (HU) , ALPY (BE) , Haus der offenen Tür (DE)
Topics Environment and climate change ; Creativity and culture ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

The Erasmus + ARTCYCLE Training Course under KA1 aimed to raise awareness about Up cycling and environmental friendly lifestyle. A total of 32 youth workers and youth leaders from The Netherlands, Germany, Belgium, Greece, Cyprus, Hungary, Romanian and Latvia have been involved during the training course. The main activity took place in Diever, Drenthe province in The Netherlands between 20th and 28th September 2018. During the 7 days participants consisting of youth workers and youth leaders got a very complex insight into Up cycling and Recycling though getting to know the waste-management cycle, meetings with stakeholders, artists, attending craft workshops and practising zero-waste approach. The project equipped youth leaders and youth workers with knowledge and a) skills around Upcycling b) increased the competences of participating youth workers and c) boosted methodology on how to work with youth and art.

Link to project card: [Show project card](#)