

## ERASMUS+ PROJECT KA201: ART LINKS BORDERS

### **1. Description of the project:**

Our project is aimed to use art to promote the learning of English as a second Language in order to improve social and cultural cohesion among different countries.

We start from a premise of needs, which are the following:

- To improve the learning of English as a second Language through an innovative, emotional and exciting approach.
- To motivate students to face apathy and bad experiences they had at school, which lead to the high rates of school dropouts.
- To unite different cultures and countries and to encourage an interest for a global world where all the citizens are equal.
- To encourage the use of innovative and new methodologies which allow the improvement of pedagogic processes, developing the strengths of each student, taking advantage of their diversity and having fun at School.

According to these needs, and having to resort to the strengths and specialization areas of each school participating in the project, we set the following objectives:

- 1.- To promote the English Language, socio-cultural inclusion, the union of countries and cultures in Europe.
- 2.- To implement innovative and new methodologies in our teaching, which will help to improve the motivation and involvement of students.
- 3.- To achieve a higher impact and influence in education, mainly in the educational and institutional community, transferring the learning to the rest of the community through training sessions and promoting the establishment of a network of people who want to involve to carry out future cooperation actions.
- 4.- To implement the results of this project in future plans and programs which could be developed in an institution with a higher impact.
- 5.- To consolidate the aspiration of each member to become a school offering excellence education which would be a reference in its region.

### **2. Cooperation and communication**

The processes of cooperation and communication among members and other participants will be constantly controlled by a Commission of Transnational Coordination of the Project made up of each local coordinator of the Project in each country. At the same time, these coordinators will collect all proposals and communications carried out in their institutions, relying on the help of coordination

assistant (another teacher of each institution) in order to offer a policy of openness and a cooperative work among the members.

The abovementioned local coordinators, along with their coordination assistants, will establish contact as well with all the interested parts and with those who will collaborate in the Project such as families, students, museums, universities, the media and other public institutions. This information will be available for the Commission of Transnational Coordination who will have all the communication channels available at all times.

The main goals of the meetings of the Commission on Transnational Coordination carried out twice an academic year will be:

- To know the current state of the project.
- To plan future actions around the project.
- To analyze all processes set up in the Project in order to carry out a quality control and to propose improvements.
- To move on with the inter-institutional cooperation and communication with the main members and other collaborative institutions.
- To know the availability and progress of the work of each member in order to correct mistakes, reassign responsibilities if needed and to obtain a better and deeper implication of each member from a realistic and sustainable perspective.
- To promote, in short, a control and an analysis of the project which will give us a real view of it in order to promote it and improve it for the forthcoming actions which will help to the development of its impact and dissemination making it a better project.

The students will also participate actively in the communication processes with their partners from other countries. The use of the Social Networks will be established in a controlled manner about the Project, so they will be able to share their experiences and activities with their mates. A work procedure will be establish so students from one country will teach other students to carry out different workshops or activities, through video-tutorials, Twitter, Geolocated Activities thanks to new technology,...

### **3. Expected results**

The TANGIBLE results expected during the Project are the following:

- The creation of a dynamic and updated web platform during and after the Project, which will be an open site of contents. In this website we pretend not just to update the news and milestones achieved during the Project, but also, to create mainly a meeting point during the Project, where educational content such as video-tutorials of different innovative educational workshops, Prezi presentations made by the

students about the Project, a gallery of audiovisual creations,... are offered to the whole educational community.

- To create a virtual campus and training courses for the teachers. Inside this web platform, and taking into account the experience of all teachers involved in the virtual campus management Project, our Moodle Virtual Campus will be hosted with different training courses for the Project. This Campus will also host open training resources directed also at students.

- To create and manage profiles in Social Networks, such as Facebook and Twitter, where everything related to the Project will be linked, from the objectives and starting point, until every “product” students will design during the Project.

- To give seminars and talks about the Project: open to all the educational community, especially for parents and teachers, with the main objective of improving the dissemination of the Project and to achieve its goals.

- To create an educational project to be used with the students, based on teaching original workshops using art and different plastic, audiovisual and artistic creation techniques. Also, a work booklet will be enclosed, not only in PDF, but also printed, with an open licence (like all the material of the Project) in order to expect an open and international dissemination of the Project in all the educational community.

- To create short movies using the Stop- Motion or Time Lapse techniques about the contents of the Project.

- To create Geolocated Maps using the web tool called Eduloc about the content of the Project.

- To create Video clips with traditional dances from each country and about the content of the Project.

- To show the audiovisual results of the Project in a temporal exhibition in the Museo de Arte Abstracto Español of Cuenca (Museum of Spanish Abstract Art)

- Logotype and institutional image of the Project.

- Contextualized decoration of the schools (members): pictures, posters, graffiti, Erasmus corner, etc.

The STRATEGIC results expected during the project are the following:

- To get to know on-the-spot the educative, social and cultural reality of other countries in the European Union.

- To learn new innovative and original methodology techniques used in different institutions.

- To promote the communication and “openness” of students involved in the Project around the European Union, its role in the world and its great importance, appealing to terms like disparity, life quality, migratory movements, cultural and artistic expressions, etc. in order to improve the cohesion and the European feeling.

- To contribute to the socio-cultural integration of all the people around world, especially in this moment when migratory movements are already common knowledge.
- To carry out quality control processes to get feedback to innovate in new methodological approaches.

The TANGIBLE results expected after the Project are the following:

- The maintenance of the results, resources, materials and platforms created during the project.
- Two scientific articles about Student's attitude towards English as a Second Language, developed in cooperation with the University of Castilla-La Mancha. The attitude of students will be measure before and after the Project in order to explore how it has improved as a result of the use of innovative methodologies.
- The participation in forums and conferences where we could disseminate the developed activities in order to get more teachers to use them in their lessons.

The STRATEGIC results expected after the Project are the following:

- To apply the innovative actions obtained in the teaching of each School.
- The promotion and dissemination of the developed Training Project to get to more population.
- The development of quality plans thanks to the knowledge learnt through the Project.
- The promotion of the program Erasmus+ in the institutions in our regions, being of help and a guide among them.
- The participation in Etwinning and Erasmus+ projects, with more ambitious objectives (such as a KA201 of Innovation Development).

#### **4. Activities in which beneficiaries will be involved**

We have to take into consideration that the Project is strongly based on the idea of having an influence on students of the educational institution participating in the Project, as well as on their families and the educational community where these children grow up.

In this way, we can affirm that:

- Students of all schools will participate in all activities and methodologies created and integrated around the Project.
- Teachers of these schools will received training courses created by the members so they can get new teaching and methodological techniques, as well as teaching resources and proposals.

- Families and other participants of the educational community will have for them an open Project where they can collaborate. Also, they will be able to get pedagogic ideas and fun and motivating activities proposals to do with their children outside the classroom.
- Teachers from other schools could participate in the product and results of the Project, as many of them will be designed to be carried out by teachers in different schools. Also, they will have access to the training courses carried out by the members.
- As a result of the commitment of these external teachers, many more students from different Schools will benefit from this project.
- The academic community will know the results of our project, the training program developed and how to improve their student's attitude towards English as a Second Language.
- Finally, due to the different impact and dissemination strategies developed, we hope to get to many more schools, students and educational communities outside our regions and autonomous communities of reference.

## **5. Management of the project**

We have to remember that the Project will be coordinated by a Transnational Coordination Commission, which will count with the presence of the different local coordinators and their coordination assistants. To elect these people, management competencies and budget management, as well as previous experience in managing similar projects or educational institutions will be taken into consideration.

Also, we must have a strict, clear and open control over Time and Money. A management process has to be established. It will be controlled by more than one person per institution (the Coordinator and Coordination Assistant) and it will be based on the use of Budget Management tools, as well as a Temporal Planning.

On the one hand, the FINANTIAL ASPECT of the Project will be based on the use of spreadsheets which will be automatically backed in the cloud, as well as the use of ledgers. That is to say that the Project will have different and independent accounts than the school (but the institution will necessarily and inherently have the accounts of the Project). The accounts will have a physical file of bills and financial transactions which must be kept in the respective institutions for at least 5 years after the completion of the project.

On the other hand, in relation with TIME, an open process for all involved participants will be established with the main objective of obtaining a constant feedback of their

work load, their possibilities and their needs. We will start from a planned and agreed structure, but we also have to highlight that the richness of this structure will be based on an updated management focused on the redistribution of work. We also aim to design the different interventions progressively so the Project will offer experiences since the beginning. Those experiences will be structured progressively and constantly so we avoid periods without workload and content which usually coexist with periods with a high and crowded workload and results.

## 6. Quality control

The monitoring of the quality of the activities and results of the Project is especially important. Therefore, the quality of these activities and results will be controlled following the next strategies:

- Establishing a process of communication open and smooth among the different members so they get to know the opinion of everyone involved in the Project.
- Carrying out surveys and opinion polls to people around the Project (students, parents, teachers...) These surveys will record quantifiable opinions, using Likert scales, about different aspects of the Project (objectives, strategies, activities carried out,...). It is necessary to know objectively the effect that the Project is having, not only at a global scope, but also specifically (measuring some specific actions such as the "Workshop of short movies creation", in order to redesign or adapt it to the things that work and don't work.
- Asking for the collaboration of external individuals in these opinion processes in order to avoid emotional implications.
- To set in motion an Academic Investigation Process, in collaboration with the University of Castilla-La Mancha, aimed to measure the student's attitude towards English as a second Language, registering all variations that could be found during the Project. This process will be carried out in all languages of the Project, using the highest standards of academic rigor, doing for example a Transcultural and Language Adaptation of the instrument (questionnaire) used.
- To provide the Quality Control with a series of quality quantifiable and extrapolated standards and items for a subsequent analysis using software of statistical analysis, such as the SPSS program.

All this process will be kept by all the county members in order to maintain a DIARY of quality which will allow us to establish a progress of the project, and a history of the effects, the impact and dissemination obtained. In each transnational meeting

the information will be shared and we will tackle strategies to improve or promote the results already obtained.

Finally, we must point out that although many of these evaluation processes will be running permanently, it will be during the Transnational Meetings where they will be intensify and put in common so they can be analyzed and studied. These actions will be also carried out at the end of the project, but we consider that the real importance of the process lies in the continuous and permanent evaluation.

The main activities which will be developed in order to carry out this Quality Control are:

- Opinion forums for students, families and teachers carried out several times during the Project.
- Implicit assessment: self-observation, thought processes of students, self-observation of students by the teachers, etc.
- Quantifiable opinion polls using Likert scales focused on measuring the effect and opinion of the Project at a global scope and of their participant members.
- Quality analysis processes carried out by external people outside the Project.
- Process of Academic Investigation developed in collaboration with the University of Castilla-La Mancha in order to consider the attitude of students towards the learning of English as a Second Language and registering the variations which could appear during the Project. It is based on the use of a questionnaire.
- To analyze quantifiable data through the software of statistical analysis called SPSS in order to determine fashions, tendencies, averages, progresses and some other indicators.

The main indicators of the progress which will be taken into consideration are:

- Qualitative opinions of students, parents and teachers regarding the Project, social inclusion, the use of English as a Second Language, etc.
- Registry of social and cultural conflicts among the students of the different educational institutions to try to reduce them mainly in social dynamics such as recesses or group activities.
- Quantitative scores obtained through the surveys of the Project or workshops and activities done.
- Quantitative scores obtained through the survey about Attitude and Motivation towards English as a second Language.
- Number of educational institutions external to the member, which once known the Project and activities thanks to the different Impact and Dissemination strategies carried out, will decide to launch the Training Program or some innovative workshops or tools generated through the Erasmus+ Project.

## **7. Use of the Project management and Implementation economic item**

The following activities and actions supported by the subvention of “Project Management and implementation” will be implemented and maintained during the whole life of the Project:

- Website: Acquisition of data storage in a web server, acquisition of the web domain for a 10-year-period, design and maintenance of the website.

- Acquisition of computer hardware: each centre will buy two cameras and two tablets, two tripods and extra batteries. Thanks to this material, they will be able to do the Didactic Workshop of Short Movies using the stop motion technique. Also, it will be used to record video clips and audiovisual short movies related to the Project. Also, a basic mobile phone with Android system and GPS will be bought by each member to be used as a PDA during the Geolocation and Geocaching activities.

- Preparation of the different training actions offered during mobilities. When a member travels to another country, he/she will receive a specific training in the Activities section. This training entails expenses such as: office supplies, consumables, and sometimes, computer equipment (like in the Workshop of Short Movies using Stop Motion), which will be economically supported by the Management entry.

- Financial support for the mobilities by each host member: when a member organizes a mobility or a transnational meeting, this members has to face different expenses such as office supplies, local transport, or consumables, which will be paid using the Management entry.

- Dissemination activities related to the project such as the printing of leaflets and posters; trips to national congresses and symposiums where the Project and its results will be presented and disseminated. We also refer here to the local dissemination activities, the presentation to the parents and students, the small amount of the Project which will be use to buy merchandising for the Project, in School material with the logotype of the Project or the printing of a small “Magna Carta” about the objectives of the Project.

- Training program for teachers outside the Project: this Project has a strong base of exportation and dissemination of the results so it can be implemented in a broad number of external institutions, in other schools and high schools, or by teachers in any European country. Thus, a series of documents and teaching guides will be prepared. They will make up the Training Program of the Project. They will also be printed and disseminated and they will be openly available online.



- Some other support material such as questionnaires, consumables and training material.

## **8. INFORMATION OF ACTIVITIES TO BE CARRIED OUT**

We are going to go through each activity, which are arranged by chronological order (the time when they will be carried out can be seen in the Schedule):

\*A1: Presentation of the project at a local scope and to the educational community. Creation of the Erasmus+ corner. Information about mobility, objectives, activities, etc.

\*A2: Presentation of the co-existence lines among member and immediate planning of the work, as well as role distribution.

\*A3: Presentation of social media profiles and of the website. Active maintenance of them.

\*A4: Didactic activities with museums, Training for Teachers Centres, Universities and other institutions.

\*A5: Surveys about the attitude towards the learning of English as a second Language and about social inclusion.

\*A6: Introduction of pedagogic innovations in English as a Second Language teaching.

\*A7: Implementation with the students of things learnt in C1. Stop Motion, Animation, Cave Painting, etc. workshops.

\*A8: Workshops offered by students who participated in C2 to their classmates.

\*A9: Presentation of the academic article about student's attitude towards the learning of English as a Second Language.

\*A10: Local seminar organized in parallel in each country offered to other teachers and institutions that are not implied in the Project with creative and innovative dynamics which can be applied in different educational contexts.

\*A11: Implementation with students of the things learnt in C3: dances, traditional dancing, etc.

\*A12: Participation in the Regional Forum of Castilla-La Mancha called "Active Methodologies: transform your classroom".

\*A13: Participation in the III Regional Congress of Castilla-La Mancha about foreign languages.

\*A14: Party broadcasted via Skype "Erasmus+, coexistence and respect", with a question Quiz, games, dances, etc.

\*A15: Participation in the temporal exhibition of the Museum of Spanish Abstract Art, in Cuenca: "From the classroom to the museum".

\*A16: To prepare the intermediate report.

\*A17: Use of the things learnt during the first academic year with the students: dynamics, innovative workshops, adaptation to younger ages, etc. Use of the social media to promote the communication with other students and the innovative education with the local and international educational community.

\*A18: Teaching of an open course in Moodle about the knowledge obtained to date thanks to the project.

\*A19: Publication of an academic article about attitudes towards the learning of English as a Second Language and social inclusion.

\*A20: International Day of Social Inclusion.

\*A21: Design of the Training Guide of the plan which so all the most innovative proposals and activities will be available for all the local and international educational community.

\*A22: Local cohabitation with students from different schools in student residences with social inclusion dynamics and workshops.

\*A23: Participation in different educative congresses and symposiums. Dissemination of the project.

\*A24: Implementation with the students of the things learnt in C6 and C7: Fine Art workshops, Engraving, Sculpture, Land-Art, etc.

\*A25: Total integration in the curriculum of the things learnt at a methodological level and of interdisciplinary activities.

\*A26: Talks offered by the person responsible for each area about migratory movement and the role that Europe plays.

\*A27: Survey about social perception conducted in the respective local communities.

\*A28: Video clips and short movies of the project contest.

\*A29: Implementation with the students of things learnt in C8.

\*A30: Presentation of the Educational Guide of the Training Program, the results, products and material of the Project.

\*A31: Evaluation of the Project, its results and dissemination and the assurance of its future sustainability.

We also add the short length training activities of the staff C1, C3, C4, C6 y C8 and the short exchanges of groups of students C2, C5 y C7, (for more information see the schedule).

Finally, we refer to the Transnational Meetings, where we will carry out an analysis of needs, of the current state of the Project, the difficulties found, improvement proposals, milestones achieved, quality control, planning, Schedule, responsibilities, distribution of tasks, study visits, visits to other centers, etc. These will be carried out in Spain (M1), Italy (M2), Romania (M3) and Bulgaria (M4) (see Schedule for more information).

## **9. ACTIVITY NUMBER M1 and C1 – SPAIN (TEACHERS)**

(2- 6 November 2016). In Spain.

In this activity, teachers from the host centre will offer to the members, in collaboration with the *Centro Regional de Formación del Profesorado* of the Junta de Comunidades de Castilla-La Mancha, the training program: "How to start with CLIL. Creativity and Innovation in Education", containing a tour around the grounds of CLIL / AICLE methodology, and offering different techniques and innovative and ultimate educational proposals which could be implemented in the day to day didactic dynamic.

The content of this event has been built upon the experience of previous Comenius and Grundtvig permanent training that teachers have learnt as students or that teachers have taught to other instructors.

There will be a visit to the host School facilities, to the *Centro Rural de Innovación Educativa de Cuenca* (Rural Centre of Innovative Education of Cuenca), as well as to the *Aula Sensorial del Centro de Educación Especial "Infanta Elena"* (Sensory Classroom of the Special Education Centre Infanta Elena) and the classroom for workshops of the *Museo de las Ciencias de Castilla-La Mancha* (Science Museum)

and of the Museum of Spanish Abstract Art. Also, different training dynamics and strategies based on innovative education will be learnt in situ.

Some of the main contents of this event will be:

- Short movies creation using Stop Motion and Time Lapse techniques.
- Innovative dynamics for teaching English as a second Language.
- Animation short movies through scanning and dubbing.
- Using cave paintings to learn English.
- Migratory movements and education.

NOTE: The staff of the 1st Transnational Meeting (M1) will be combined with the staff of the C1

#### **10. ACTIVITY NUMBER C2 – SPAIN (STUDENTS)**

(Any week of November BUT 2-6 November 2016. It is also possible 12-16 December). In Spain.

This is the activity C2 and will be taken by the Romanian and Italian school in SPAIN.

In this activity, students will actively participate in the school life of the host centre, sharing their experiences with children from different countries and living, as well, a social inclusion experience. Some of the activities which will be carried out are:

- Presentation of country members. Cultural and local expressions.
- Educative innovation: learning to create a short movie using the stop-motion technique.
- Dances of the world: learning different dances of the world.
- Workshops of cave paintings, migratory movements, civilizations and culture.
- Learning to create a short movie using the animation technique.

We have to remember that students participating in this mobility will be the “ambassador” in their own country by participating actively in the dissemination of the things learnt to their classmates through activities which will be previously designed to this end.

Regarding the credentials of this activity, students and teachers participating in the Project will obtain a certification through the Europass mobility document. In addition to this certification, they will get a diploma of the participation in the activities which will be issued by the host centres.

Furthermore, whenever possible, as in Spain, the training activities will be registered in the rules regulating the permanent training of the teachers in Spain. For example, in Spain we are going to resort to the certification and recognition of the training activities by the Regional Center of Teachers Training, dependent on Education Department of Castilla-La Mancha and their inclusion in the Permanent Registry of

the Teachers. The same will happen in those member's countries where the regulations allows the recognition.

#### **11. ACTIVITY NUMBER C3 – LITHUANIA (JUST TEACHERS)**

(March 2017). In Lithuania.

In this activity, teachers from the host centre will offer to the members, in collaboration with the Ministry of Education of Lithuania and with the Modern Didactics Centre of Vilnius, the training event: "Creative Education and Dancing", containing a tour around the grounds of innovative education, especially in relation with teaching English and the use of Body Movement and Dancing.

The Modern Didactics centre has already organized in the past Study Visits within the Leonardo da Vinci Program and it will advise the host centre to make this event a high quality training experience. Also, different techniques and innovative and ultimate educational proposals which could be implemented in the day to day didactic dynamic will be offered.

Some of the main contents of this training event will be:

- The art of the different cultures.
- Innovative dynamics for teaching English as a second Language.
- Video clips creation.
- The use of different traditional dances to learn English.
- Migratory movements and education.

There will be a visit to the host school facilities, to the Modern Didactics Centre and to the Teachers Training Centre of Lithuania, which is specialized in innovative education. Also, different training dynamics and strategies based on innovative education will be learnt in situ.

Regarding the credentials of this activity, students and teachers participating in the Project will obtain a certification through the Europass mobility document. In addition to this certification, they will get a diploma of the participation in the activities which will be issued by the host centres.

Furthermore, whenever possible, as in Spain, the training activities will be registered in the rules regulating the permanent training of the teachers in Spain. For example, in Spain we are going to resort to the certification and recognition of the training activities by the Regional Center of Teachers Training, dependent on Education Department of Castilla-La Mancha and their inclusion in the Permanent Registry of the Teachers. The same will happen in those member's countries where the regulations allows the recognition.

## 12. ACTIVITY NUMBER M2, C4 AND C5 – ITALY (TEACHERS AND STUDENTS)

(June 2017). In Italy.

In this activity, teachers from the host centre will offer to the members, with the advice of the Association for the Coordination of Specialized Teachers, CNIS, the training event: "A qualitative school or a qualitative inclusion", containing a tour around the grounds of educative inclusion, especially in relation with the inclusion of people at risk of social exclusion, as well as the use of Music Arts to achieve this objective. The host centre has also a long history of educative inclusion. Also, different techniques and innovative and ultimate educational proposals which could be implemented in the day to day didactic dynamic will be offered.

Some of the main contents of this training event will be:

- Quality indexed in the 21st Century schools.
- Migratory movements, Europe and the role of the School.
- The use of MUSIC and folk culture in socio-cultural inclusion.
- Creation of sound maps.
- English as a common Lingua Franca to all cultures.

There will be a visit to the host School facilities, to the Education Department of Basilicata and other schools that show an example of social inclusion. Also, different training dynamics and strategies based on innovative education will be learnt in situ.

NOTE: The staff of the 2<sup>nd</sup> Transnational Meeting will be combined with the staff of this C4 and with the teachers and students of the C5, at the same time, so there will be 4 adults per centre and their group of students.

In this activity, students will actively participate in the School life of the host centre, sharing experiences with children from different countries and living, at the same time, a social inclusion experience. Some of the activities which will be carried out are:

- Presentation of country members. Cultural and local expressions.
- Educative Innovation: musical kitchen
- Dances of the world: learning different dances of the world.
- Music creation workshop: use of non conventional objects. Cultural rhythm.
- Learning to create a video clip.

We have to remember that students participating in this mobility will be the "ambassador" in their own country by participating actively in the dissemination of the things learnt to their classmates through activities which will be previously designed to this end.

NOTE: The staff of the 2<sup>nd</sup> Transnational Meeting will be combined with the staff of the C4 and with the teachers and students of the C5, at the same time, so there will be 4 adults per centre and their group of students.

It also has to be taken into consideration that these students will travel at the same time than the staff participating in the Teachers Training activity, and the staff participating in the Transnational Meeting, so each group of students will be accompanied by a total of four teachers.

Regarding the credentials of this activity, students and teachers participating in the Project will obtain a certification through the Europass mobility document. In addition to this certification, they will get a diploma of the participation in the activities which will be issued by the host centres.

Furthermore, whenever possible, as in Spain, the training activities will be registered in the rules regulating the permanent training of the teachers in Spain. For example, in Spain we are going to resort to the certification and recognition of the training activities by the Regional Center of Teachers Training, dependent on Education Department of Castilla-La Mancha and their inclusion in the Permanent Registry of the Teachers. The same will happen in those member's countries where the regulations allows the recognition.

### **13. ACTIVITY NUMBER M3, C6 and C7 – ROMANIA (TEACHERS AND STUDENTS)**

(Autumn 2017 or Spring 2018). In Romania.

In this activity, teachers from the host centre will offer to the members, in collaboration with the Ministry of Education of Romania, the training event: "Intercultural use of the ICTs in Artistic Education", containing a tour around the grounds of today's new technologies, especially in those related to teaching English using the CLIL methodology through plastic and physical art. Some of the main contents of this training event will be:

- New technologies as a social inclusion strategy.
- Innovative dynamics for teaching English as a Second Language.
- Fine art in the teaching of English in an Innovative Education.
- Migratory movements.
- The 21st Century Art. New artistic technologies for education.
- Land-Art.

There will be a visit to the host school facilities, as well as to another centre specialized in artistic, plastic and visual art. Equally, these two centers are a reference in inclusive education. Also, different training dynamics and strategies based on innovative education will be learnt in situ.

NOTE: The staff of the 3<sup>rd</sup> Transnational Meeting will be combined with the staff of the C6 and with the teachers and students of the C7, all at the same time, so there will be a total of 4 adults per centre.

In this activity, students will actively participate in the School life of the host centre, sharing experiences with children from different countries and living, at the same time, a social inclusion experience. Some of the activities which will be carried out are:

- Presentation of country members. Cultural and local expressions.
- Educative Innovation: learning to use new technologies in a fun way.
- Fine Art Workshops: engraving, sculpture, pottery,...
- Land-Art Workshop. Artistic facilities and the use of the environment. Socio-cultural implications.

We have to remember that students participating in this mobility will be the “ambassador” in their own country by participating actively in the dissemination of the things learnt to their classmates through activities which will be previously designed to this end.

NOTE: The staff of the 3<sup>rd</sup> Transnational Meeting will be combined with the staff of the C6 and with the teachers and students of the C7, all at the same time, so there will be a total of 4 adults per centre.

It also has to be taken into consideration that these students will travel at the same time than the staff participating in the Teachers Training activity, and the staff participating in the Transnational Meeting, so each group of students will be accompanied by a total of four teachers.

Regarding the credentials of this activity, students and teachers participating in the Project will obtain a certification through the Europass mobility document. In addition to this certification, they will get a diploma of the participation in the activities which will be issued by the host centres.

Furthermore, whenever possible, as in Spain, the training activities will be registered in the rules regulating the permanent training of the teachers in Spain. For example, in Spain we are going to resort to the certification and recognition of the training activities by the Regional Center of Teachers Training, dependent on Education Department of Castilla-La Mancha and their inclusion in the Permanent Registry of the Teachers. The same will happen in those member's countries where the regulations allow the recognition.

#### **14. ACTIVITY NUMBER M4 and C8 – BULGARIA (JUST TEACHERS)**



(May-June 2018). In Romania.

In this activity, teachers from the host centre will offer to the members the training event: "Game, Innovation and Evaluation using CLIL", containing a tour around the indexes and the impact elements to be identified in an educative system based on innovative education, but also obliged to quantify the progress in its students. Some of the main contents of this training event will be:

- Creation of geolocated maps using the Eduloc tool.
- Work by projects.
- CLIL / AICLE in interdisciplinary evaluation.
- The evaluation in innovative education.
- Innovative dynamics in the evaluation of English as a Second Language.
- Evaluating social and cultural values and attitudes.
- Metaevaluation. Quality indicators in an innovative system.

There will be a visit to the host school facilities and also to the Training Centre for Teachers facilities. The host centre has been a reference in the use of game and innovative evaluation in its region since many years, and it is an example to be followed by other schools in the area. It also has the recognition of the educative administration. Also, different training dynamics and strategies based on innovative education will be learnt in situ.

Regarding the credentials of this activity, students and teachers participating in the Project will obtain a certification through the Europass mobility document. In addition to this certification, they will get a diploma of the participation in the activities which will be issued by the host centres.

Furthermore, whenever possible, as in Spain, the training activities will be registered in the rules regulating the permanent training of the teachers in Spain. For example, in Spain we are going to resort to the certification and recognition of the training activities by the Regional Center of Teachers Training, dependent on Education Department of Castilla-La Mancha and their inclusion in the Permanent Registry of the Teachers. The same will happen in those member's countries where the regulations allows the recognition.

#### 15. Funded Mobilities in a Nutshell

Which?	Where?	When? (5 days plus 2 trip days)	How much teachers?	How much students?
M1 and C1	Spain	2-6 November 2016	Spain: Host Lithuania: 4 Italy: 3 Romania: 3	0

			Bulgary: 4	
C2	Spain	November 2016 BUT 2-6 November. Or 12-16 December	Italy: 1 (or 2) Romania: 1 (or 2)	Italy: 4 Romania: 4
C3	Lithuania	Spring 2017	Spain: 2 Lithuania: Host Italy: 2 Romania: 2 Bulgary: 2	0
M2, C4 and C5	Italy	Late Spring 2017	Spain: 4 Lithuania: 4 Italy: Host Romania: 4 Bulgary: 4	Romania: 4
M3, C6 and C7	Romania	Autumn 2017	Spain: 4 Lithuania: 4 Italy: 4 Romania: Host Bulgary: 4	Italy: 4
M4 and C8	Bulgary	Spring / Late Spring 2018	Spain: 4 Lithuania: 4 Italy: 4 Romania: 4 Bulgary: Host	0

## 16. Expected Impact

The expected impact on the participants, target groups and other involved people is:

- An increase of the awareness of our students and of the educational community in relation with the need of promoting social inclusion.
- An increase of the awareness of our students and of the educational community in relation with the importance of English as a Second Language.
- The development of innovative strategies which can influence positively in the students' attitude and motivation, reducing the high rates of School dropouts.
- The influence on the educational, as well as, on external teachers and institutions in order to increase the impact of the Project to a higher amount of people.
- A promotion of the students' autonomy around new ways to learn and to develop the "learning to learn" skill.

From the experience of several members in similar projects, we will promote that students, families and teaching staff:

- Through the promotion of inclusive education, especially at a social and cultural level, we expect students and families of the centres to see an improvement of their attitude towards people from different cultures and countries, and a promotion of a better integration of all sectors in the community inside and outside the School. We want our schools and students to be an example for the educational community around them.
- Acquire new knowledge about migratory movements, different cultures and artistic expressions around them.
- Participate in original and motivating pedagogic dynamics that will help them to improve their attitude toward the Educative System, the use of English as a tool Language and the feeling of Europeaness.
- Take part in training activities and programs aimed to the development of the objectives of the program, reaching external centres.
- Gain a high level of responsibility and autonomous organization, developing the ability to create interdisciplinary projects with their management.
- Participate actively in social inclusion or in any different inclusion of those students and citizens who are considered as "different".
- Expand their horizons through the knowledge of different cultures and countries, promoting tolerance and openness.
- Acquire the necessary knowledge to carry our pedagogic experiences during their free time, as recording short movies using different techniques.
- Expand their interest towards active, creative and innovative methodologies which will affect positively to the students.

On the other hand, at an institutional level, the expected impact will be focused on:

- Achieving positive changes in teachers, families and the educational community towards the objective of the Project, towards social inclusion and the investigation of new teaching methods. These changes must serve as a starting point to rebuild the teaching and institutional intervention of the members and they are directed to obtain a better quality in education, in the use of tools, innovative and creative methodologies and strategies.
- Improving the knowledge of different schools, education systems and management different than their own, to acquire a valuable knowledge about different management tools which should be analyzed and potentially incorporated to the organizational structure in each centre.
- Publishing the results of the academic study around the Project, in different articles in academic journals linked in the "Web of Knowledge" ISI, JCR, Scopus... and other platforms providing scientific rigour. This article has to obtain a positive impact around our job and has to serve as a starting point for other institutions to get interested in the project and to implement it in their training dynamics.

- Promoting a culture of connected institutions, not just to obtain the cooperation of the members of the Project, but also to establish normality in the idea of the collaboration with different local institutions. We all know the concept of educational city, of a city that educates all its citizens, but we have to point it out and to seriously start developing projects in cooperation with these local and regional actors, such as museums, town halls, delegations,...
- Amplifying and improving the relations between families and educational centres.

On the other hand, by participating in different Teachers' Forums, Innovative Education Conferences or about Learning Foreign Languages, we will get to different teachers and centers. Our impact on them seeks to be ambitious because the Project is structured so once it is completed, the activities and innovative training methods can be exported to the rest of the academic community.

## 17. Measuring of the expected impact

Thus, we will measure the desired impact by:

- Observing game dynamics during breaks, paying attention especially to social inclusion.
- Interviews to families at risk of social exclusion about the efficiency noticed.
- Discussion groups of implied centers: in the social inclusion improving?
- A process of academic investigation about the students' motivation and attitude towards learning English. We will measure that attitude in different moments of the Project in order to contrast the progress of the students.
- Grading and predominant attitude in the area of English as a Second Language: are they improving? Teachers' opinions.
- Teachers' attitude towards innovative education: Are they integrating it in their lessons?
- Participation of families and other social actors in the School life.
- We will also use questionnaires, surveys, opinion polls, interviews and forums for discussion.
- The expected impact will be discussed and analyzed in transnational meetings by each local coordinator to get to know the impact at an inter-institutional level.
- Visits to the website and contacts by email: ¿Are they growing adequately?
- Our Project will offer activities, proposals and training programs to families and other teachers. Therefore, we will measure the number of families and teachers who are asking for them. We will take advantage of the institutional collaboration to get to know the opinion of the families, and especially, the teachers' opinion about the value of these products which are at the disposal of the educational community.

- We also expect to publish several articles in academic journals. At this point, we will measure the impact of the journals accepting our work. Also, for the future, we will take into consideration the number of references obtained in the following years thanks to our articles.

## **18. Coverage of the project**

Thus, we are going to start the dissemination of the Project in two main fields: in our educational community and institutionally.

Different strategies will be carried out in order to disseminate the results of the Project, such as:

At a local level, we will create the Erasmus Corner with pictures, texts, articles, press releases, etc. which will be updated and in a constant renovation, for the students and families. There will be also talks and parents schools to inform them about the results of the Project.

At a local, regional and national level, we will try to get to teachers who work in different centers than the ones in the Project. We expect to offer them a valuable knowledge that could be implemented in their teaching dynamics day by day to improve the education. Also, we will inform all the interested institutions such as Museums and Universities and those that we think the results we obtain will be useful for.

With respect to different educative administration, we are going to work side by side with all of them and we will keep them informed all the time about the results of the project. The same will happen at a national level with the respective National Agencies, with whom we will have a smooth communication during the project, especially in the presentation of the Middle and Final Reports. Some of the actions which will be carried out in this area will be:

- The use of Internet and Social Networks so the project is in immediate contact with the families and the educational community. We will make and maintain an attractive website, as well as Facebook and Twitter profiles. These profiles will be administrated by teachers who already have experience in Social Media management, in order to use them to disseminate the results of the project and to help to get those results. There will be a global profile for the whole project with publications in English and a local profile for each member with publications in their own language.

- The participation in Educative Conferences, Symposiums and other Educative Forums at local, regional and national levels, in order to get to other teachers and people interested in education and to disseminate the results of our Project.

Finally, at an international level, we won't be satisfied just with the presence of our Project in the countries of the members where we are going to carry out dissemination actions, but also, we want to take advantage of the experience and the results obtained to disseminate them using the Etwinning platform through the creation of micro-projects based on the current Erasmus+; using ShoolEducation Gateway, and especially, through the creation of scientific articles in order to disseminate the results, not only as a regional or national level as it has been said before.

In relation with the resources which will allow the correct consecution of the dissemination plans, we have to underline firstly, the human resources, which will start from the abovementioned Commission of Transnational Coordination where besides the Dissemination Coordinator, we will have people responsible for the coordination in each of the centers.

Furthermore, to ensure this task, we will lean on interactive dissemination resources, such as Internet, Social Media like Facebook or Twitter, Web 2.0, Moodle Virtual Campus, Blogs, Youtube or Television. Also, we will lean on more traditional resources such as press releases, publications in scientific journals, or the participation in conferences and symposiums.

The dissemination activities will be based on the use of four main channels: Oral communication Channel, the New Technologies Channel, the written communication channel and the visual one.

Inside the Oral communication channel we find the following activities:

- Debate Forums with families and other sectors of the population about migratory movements and artistic expressions from other cultures and countries.
- Local symposiums about Innovation in Education, as well as about Innovation in Learning English as a Second Language.
- Training activities for teachers about Educative Innovation with techniques, proposals and methodologies acquired in the project.
- Talks and Communications in Conferences about Educative Innovation or Good Practice.
- Meetings with different centres interested in the results and the Erasmus+ Program.

In the activities based on the New Technologies Channel we can find the following:

- Use of the website, the Moodle virtual campus, Web 2.0 and Social Networks. They will show the dissemination activities through audiovisual content created by students or teachers, through interactive training guides and video tutorials, or through the blog of the project.
- Participation in SchoolEducation Gateway and Etwinning.

In the activities based on the written communication channel we can find the following:

- Publication of the training Program of the projects with the activities, methodologies, didactic proposals, etc. acquired during the project. It will be also available in a printable PDF version to obtain a wider dissemination.
- Publication of different academic articles about the results obtained in the Project.
- Publication in Minute books of the Educative Conferences we attend to.

In the activities based on the visual channel we can find the following:

- Art installations in the local and immediate environment of the participant centres.
- Participation in a temporal exhibition in the Museum of Spanish Abstract Art of Cuenca (Spain).

## **19. Sustainability**

All activities and results of the Project will be maintained at the end of the Project as they are designed since the beginning having this objective in mind.

The resources needed to maintain them, once generated, are really low, as we are talking about document, videos and other audiovisual creations. The physical art creations will be exhibited permanently in the centres of the members, and some of them will be transferred to the educative administration (as a gift), if they ensure that they won't keep them in a junk room.

Dissemination Works, available in PDF will be registered through a Legal Deposit, keeping a copy in the National and Regional Libraries. All members will carry out a similar process so this action happens in each one of their countries.

However, they will be mainly available online, so this will be the main source of access to people once the Project is over. Thus, as we have detailed, we are going to contract web storage with a domain for 10 years. This won't mean more than 300€ in total, considering that it will allow to lengthen the life of the Project, improving its impact and dissemination.

## **20. Summary of the Project**

Attending to the priorities of "Europe 2020" and "ET2020" we believe that schools should pursue the highest quality of education, promoting the internationalization and openness to other European countries and the foreign languages, promoting the immersion of students in a changing society, seeking to be strategic leaders in the times we live.

Our project "Art Links Borders – El Arte une Fronteras" aims to develop the 1st and 3rd "Europe 2020" priorities: the growth based on innovative education and the inclusive growth, cohesionating people and cultures, considering the achievement of the following objectives:

1. Promoting socio-cultural inclusion, the union of cultures within Europe and the promotion of the English Language.
2. Implementing innovative and new methodologies in our teaching practice to increase the motivation and involvement of our students.
3. Achieving a greater impact and educational influence on the whole community, promoting training and other actions by encouraging the creation of a network of people and institutions.
4. Implementing the results of this project in the development of future plans and programs.

The project partners are from five countries of the European Union (Spain, Italy, Bulgaria, Romania and Lithuania) and we count on teachers who have a high level of academic and professional qualifications, experience in projects LLP or Erasmus +. As the target groups of the project, we have taken into consideration students of primary and secondary education, as well as all the educational and civic community, having developed strategies of impact and dissemination as seminars, exchange of best practices and training and teaching activities.

The target groups of the project, considering students and the society in general, are around 20,000 people. They need to increase the knowledge of different cultures and they can do it through art and audiovisual and innovative creations. It is the population at risk of social exclusion, in social, cultural or economic inequality, the main beneficiary from the progress made and promoted by the project, but also other students and people involved.

The main activities to be developed are:

- Workshops for teachers: "CLIL, Innovation and Education"; "Creative Education and Dance"; "School Quality and Inclusion"; "Intercultural Use of ICT in Art and Education"; and "Games, Innovation and CLIL Evaluation".
- Mobility of small groups of 'ambassadors' students where social inclusion and innovative activities will be developed.
- Creation of an educational guide serving the educational community titled as "Educational Innovation, Arts, Social Inclusion and CLIL".



- Creation of open courses and seminars for families and teachers, both at classroom and online.
- Creation of profiles on social networks, website and use of Youtube to promote an interconnected and innovative training built by the students.
- Workshops and innovative audiovisual creations: Workshop of "Stop Motion" animation, video, soundmaps, Art in the Environment, Cave Paintings Workshop, creation of geolocated maps, Geocaching, Art in Technology, etc.
- Publication of academic papers on the motivation to learn English and attitude towards the social and cultural inclusion.

Within the project, we are going to use an analytical and critical methodology, with special attention to the processes of quality control and improvement and correction, based on a fluid, open and current communication, in order to ensure the best development and the maximum efficiency.

The expected impact on all the participants and target groups will be:

- To increase awareness of students and the educational community about the necessity to promote social inclusion, improving their attitude towards people of other cultures or countries, and promoting a greater integration of all sectors of the community, inside and outside school.
- To promote the importance of English as a Second Language, encouraging dynamic and motivating pedagogical methodologies.
- To develop innovative strategies to positively influence on the attitude and motivation of students, reducing the high school dropout rates.
- To empower students and develop their competence of "learning to learn".

In conclusion, we seek, in the long-term, to improve society which we are part of and to make our teachers more innovative professionals and motivators, growing at an institutional level and promoting quality education and educational excellence.