

## ***KA2 PROJECT***

### ***The “ruins” of the past to power Europeans' future***

Project code 2014-1-IT02-KA201-004253



## **Intellectual output toolkit**

**“An enriched School Curriculum – a good practice”**

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## PROJECT OVERVIEW

The Erasmus+ KA2 project "The *ruins* of the past to power Europeans' future" aimed at experimenting an enriched curriculum which, in a long term perspective, could contribute to reduce youth unemployment rates and NEETs - Not in Education, Employment, or Training – in the participants' areas.

The field of experimentation has been job opportunities in eco-friendly tourism.

The general objectives the partnership agreed on pursuing have been:

- <sup>35</sup>/<sub>17</sub> detailed knowledge of students' territories and Cultural Heritage in comparison with the partners' ones
- <sup>35</sup>/<sub>17</sub> awareness of job opportunities in the field of Cultural Heritage and in eco-friendly tourism
- <sup>35</sup>/<sub>17</sub> developing students' hard and soft skills in subjects not usually included in the ordinary curriculum, such as economics, advertisement communication techniques, web-design, film shooting and editing, business start-up
- <sup>35</sup>/<sub>17</sub> increasing students' sense of initiative and entrepreneurship
- <sup>35</sup>/<sub>17</sub> developing high level competences in the language of the project and good competences in the languages of the partner countries and at least in one of the other European languages
- <sup>35</sup>/<sub>17</sub> promoting the understanding among European citizens
- <sup>35</sup>/<sub>17</sub> using ICT to get information and provide information to specific targets and to accomplish project activities and products
- <sup>35</sup>/<sub>17</sub> using EUROPASS to certify ICT competences, languages' knowledge and learning/teaching/training mobilities abroad for students, teachers and other partners involved
- <sup>35</sup>/<sub>17</sub> having a number of participants in the project undertake quite long periods of learning/teaching/training in partners' countries

<sup>35</sup><sub>17</sub> experimenting innovative student's centred teaching methodologies and CLIL lessons

<sup>35</sup><sub>17</sub> improving teachers' skills in foreign languages, ICT and innovative teaching methodologies

As concerns the activities, besides the ordinary project class work on the agreed topic of investigation and production of materials related to it, the following innovative activities were planned:

1. ordinary school curriculum enrichment with:
  1. embedded modules on entrepreneurship and Cultural Heritage preservation and valorization
  2. blended learning of a second foreign language
  3. students' job-training on the field of Cultural Heritage valorization and tourism
2. opening a project website as materials' repository and project dissemination
3. opening a Web TV to promote both the project and Erasmus+ programme, show project products and promote territories
4. one month exchange of students and teachers in the second year of the project together with the ordinary short-term students exchanges in the first year.

The methodologies the partnership agreed on using to work with students have been: cooperative learning, flipped classroom, CLIL, learning by doing.

The tangible results the partnership expected were those deriving from the activities listed above which became final products.

The intangible results and impact expected were innovation, internationalization and modernization for all the partners involved, cooperation at all levels, increased knowledge of European programmes, promotion of citizens' active participation in society and lifelong learning, improved skills in ICT and foreign languages, greater understanding and appreciation of diversity.

The potential long term benefits we imagined were: the overcoming of the mismatch between the skills and competences required by the 21<sup>st</sup> century society and by labour market and the skills and competences the students usually develop at school, together with students' fostered sense of initiative and entrepreneurship.

## PARTNERS

PARTNERSHIP	COUNTRIES
SECONDARY SCHOOL - ISTITUTO SUPERIORE LARINO – Coordinator	LARINO ITALY
SECONDARY SCHOOL - PRIRODOMATEMATIČESKA GYMNASIA AKADEMIK “NIKOLA OBRESHKOV”	BOURGAS BULGARIA
SECONDARY SCHOOL - ZESPOL SZKOL KATOLICKICH -	SOSNOWIEC POLAND
SECONDARY SCHOOL - ATATURK ANADOLU LISESI -	KAYSERI TURKEY
REGIONAL EDUCATIONAL AUTHORITY - UFFICIO SCOLASTICO REGIONALE - MOLISE -	CAMPOBASSO ITALY
MOLISE CULTURAL HERITAGE AUTHORITY - SOPRINTENDENZA ARCHEOLOGIA del MOLISE -	CAMPOBASSO ITALY
MOLISE CHAMBER OF COMMERCE - CAMERA DI COMMERCIO del MOLISE	CAMPOBASSO ITALY
LARINO MUNICIPALITY	LARINO ITALY
KAYSERI MUNICIPALITY	KAYSERI TURKEY
STOWARZYSZENI E WSPIERANJA EDUKACJI CHRZESCIJANSKIEJ NON – PROFIT ORGANIZATION	SOSNOWIEC POLAND

## **SECTION 1 – ACTIVITIES IMPLEMENTED BY ISTITUTO SUPERIORE LARINO IN COOPERATION WITH ITALIAN PARTNERS**

The output “An enriched School Curriculum – a good practice” experimented under this project for two school years by ISTITUTO SUPERIORE LARINO was aimed at a group of 27 students attending the third year of Liceo Classico and Liceo Scientifico. It was activity no.1 of the output and consisted of enriching the ordinary school curriculum with three new subjects and having the students involved in the project attending lessons and laboratory activities, doing tests and getting marks and assessment as for the other subjects of the ordinary school curriculum.

The aim was to make the students develop knowledge, skills and competences in the field of Entrepreneurship and Cultural Heritage in a perspective of job opportunities.

The innovation consisted in the fact that students attending Liceo Classico and Liceo Scientifico are usually oriented to continue their studies at university but, unfortunately, most of them haven't got a clear idea of their future job.

The innovative aspect of the project has been that of anticipating students' reflection on their possible future occupations, orienting them in choosing their further university studies considering their attitudes, the labour market requirements, the job opportunities abroad offered by the EU.

The three new subjects that enriched the ordinary curriculum were:

1. Spanish language
2. Entrepreneurship
3. Archeology

Besides the three subjects above, it was also compulsory for the students to attend job-training activities provided by Larino Municipality, partner in the project, whose part of the output was organizing those job-training activities and rewarding the students with a work-bursary issued with its output financial support.

### **ADMINISTRATIVE ORGANIZATION**

Before the lessons and activities started, the school electronic register was set to match the students involved in project with the new enriched curriculum and to have the new subjects associated with those new subjects' teachers.

This aspect was essentially administrative, however it was a novelty for the clerk who was in charge of it and she needed constant assistance by the project contact person and coordinator.

The electronic register used at school is “Axios” and the phases to set it for the enriched curriculum were the following:

1. making a copy of the digital ordinary school curriculum

2. adding the three new subjects
3. matching the three new subjects with the respective teachers
4. associating the students involved in the project with the new enriched curriculum

The procedure had to be done for three times because the students involved in the project were 27 and they attended three different classes of two different sections of the school.

In the end, the new subjects' teachers were able to open their electronic register page, read the names of the students, call the roll and write absences, evaluations, lesson topics and notes.

On the other hand, parents and students had the possibility to access the electronic register with their username and password and see all the records. The same could be done by the classes' coordinator teachers and that was important to have the Erasmus+ project fully acknowledged by all the classes' teachers, even those who were not directly involved in the activities.

This first step was essential to make all the actors understand the importance of the experimentation, to give evidence of the activities performed and track students' lessons' attendance and performances. The last two pieces of information were particularly important because they contributed to the students' term evaluation. Students' term and final school year reports included the subjects of the enriched curriculum, evaluations and absences.

While setting the electronic register we met the following problem: only school teachers could be associated with the subjects. It was a problem because the subjects “Entrepreneurship” and “Archeology” had to be delivered by the staff of two Italian partners: Molise Chamber of Commerce and Molise Cultural Heritage Authority. The solution was to have two school teachers associated with the electronic register. Those teachers participated in all the lessons delivered by the staff of the two Italian partners.

At the beginning the solution seemed only a way to overcome the problem, but actually it revealed to be successful because it helped the students to feel those lessons totally part of their school curriculum.

## **CHOOSING THE SECOND FOREIGN LANGUAGE TO ENRICH THE CURRICULUM**

Meanwhile dealing with the setting of the electronic register, a survey was carried out among the students to choose the second foreign language that had to enrich their school curriculum. The choice was among Spanish, German, French and Russian, as we had qualified school teachers for them. Students' choice was Spanish and Spanish lessons officially started on November 2014.

The delay was due to the fact that, according to the project, lessons had to be partly delivered in class and partly delivered on-line in a virtual class specifically opened. The school was provided with the e-learning platform “Moodle”, but the Spanish teacher was not able to use it. The project

contact person and coordinator was experienced in Moodle and she helped the Spanish teacher to learn how to use it.

## **SECOND FOREIGN LANGUAGE LESSONS**

The students attended Spanish lessons once a week, usually on Wednesday, from 01:00 pm to 02:00 pm for a total of 33 hours a year for two years. Besides, for each school year they had on-line activities for 66 hours. In total the students had 198 hours of Spanish. The students were all totally beginner and after the two years most of them were B1 and some A2 of CEFR – Common European Framework of Language. The students didn't sit an exam to get an International Certificate but the teacher tested them according to CEFR based sample tests.

## **OBSTACLES MET IN SECOND FOREIGN LANGUAGE LESSONS' DELIVERING**

Despite of the positive results as concerns students' language learning, the experimentation made us face two problems we think are important to highlight to those who would like to experiment the same enriched curriculum.

The first problem refers to the European rule according to which only internal staff can work on project outputs. Respecting that rule was a big deal for us because the teacher who delivered Spanish lessons in the first year of the project was a Spanish mother tongue teacher who taught Maths and Physics in the school. She had had experience as mother tongue teacher in several state schools in Molise and, hence, she was totally qualified. Unfortunately, she was a temporary teacher and the next year she had to move to a different school.

Luckily, we still had a teacher of Spanish in the staff, but she was not a mother tongue teacher, she knew little of the project and she was not able to use Moodle platform. So, again, the project contact person and coordinator had to help the new teacher to learn how to use the e-learning platform and explain the project in details.

The second problem we met is directly connected to teachers' skills in effective e-learning teaching. Considering the fact that nowadays several universities provide on-line courses or activities, we strongly recommend to have specific training for teachers so that they can help their students to be confident with that type of teaching and learning.

Our students' experience could have been more positive if that skill had already been part of the Spanish teachers' curriculum.

Nonetheless, we can affirm that using Moodle platform has enhanced our students' and teachers' ICT skills.

To download the materials related to the Spanish lessons, please visit

<http://istitutosuperiorelarino.it/euroka2/index.php/outputs>



## **“ENTREPRENEURSHIP” AND “ARCHEOLOGY” LESSONS**

They started in April 2015, when financial support was available.

The lessons were respectively delivered by the staff of Molise Chamber of Commerce and Molise Cultural Heritage Authority, both partners in the project and responsible of this part of the output entitled “An enriched School Curriculum – a good practice”

### **ENTREPRENEURSHIP LESSONS**

The students followed 33 lessons per each year of the project. In total they attended 66 lessons which were delivered by 2 experts from Molise Chamber of Commerce.

The subject was totally new for the students, so the first lessons were devoted to the acquisition of specific vocabulary and concepts, but later students were involved in lab-activities and in field trips to visit local firms.

The laboratory activities consisted firstly in consulting websites to collect data referred to tourism in Molise Region and possibilities to start a new innovative business in that field. Secondly, students were followed to look for financial support both through calls for proposal issued by the Regional Government and crowdfunding.

As mentioned above, a school teacher was always present during the lessons and recorded in the electronic register the topic of the lessons, the students' absence and evaluation.

To download the materials related to the Entrepreneurship lessons, please visit

<http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

### **ARCHEOLOGY LESSONS**

As for “Entrepreneurship”, for “Archeology” the students followed 33 lessons per each year of the project. In total they attended 66 lessons which were delivered by 5 people belonging to the staff of Molise Cultural Heritage Authority. One was an archeologist specialized in the Roman Age, one was an archeologist specialized in Middle Ages, one was an archeologist specialized in funerary anthropology and two were experts in 3D reconstruction of archeological sites.

Unfortunately, unlikely the Spanish lessons, both “Entrepreneurship” and “Archeology” lessons had to be delivered in the afternoon. Usually students attended 3 lessons each time because they consisted mostly of lab-activities and many times they were delivered on archeological sites or museums or local tourist firms or facilities.

Besides, we met problems in modifying morning lessons' timetable; it was possible only three times and not because of school ordinary subjects' teachers' objections, but simply because a lot of morning lessons' teachers also worked in other schools and changes in their timetables would not

have been possible.

Nonetheless, results in terms of students' knowledge and skills acquisition have been extremely positive and formed the basis of the job-training activities the students performed under the guide of Larino Municipality.

Particularly relevant are the skills the students acquired in the field of archeological sites' 3D reconstruction. The tangible result has been a video made in cooperation with the experts of the Molise Cultural Heritage Authority. To edit that video students firstly had lessons on taking photos, using a drone to take photos, using specific 3D reconstruction softwares, making a video-storyboard, making a video storytelling and finally how to integrate those skills with those acquired during archeologist lessons and, finally, make a final product of good quality.

When the video was ready, it was uploaded in the youtube channel of the project and linked to the project website. Besides, a QR code was made and it was embedded in displays positioned at the archeological site of the Roman Baths which were the object of the 3D reconstruction.

In performing those activities students not only developed specific skills, but received information and became aware of the multitude of jobs connected to the Cultural Heritage valorization.

It has been a highly job-orienting activity that, without the Erasmus+ project, couldn't be accomplished.

At the same time the video is a form of dissemination of Erasmus+ project and programme and a great form of publicity for the local archeological sites.

For the materials and final products related to Archeology lessons, please visit the page

<http://istitutoperiorelarino.it/euroka2/index.php/outputs>

## **ERASMUS+ PROJECT IN THE ORDINARY SCHOOL SUBJECTS' CURRICULA**

The Erasmus+ project has had an impact on all school subjects' curricula.

For subjects like, Art, English and Italian language the ordinary curriculum was reinforced respectively with activities aimed to better know Medieval Architecture, Cultural Heritage related to food in Molise and UNESCO sites in Italy and in partner countries.

Most of the lessons have been delivered using CLIL methodology and ICT tools were used to produce related materials. Large use of Google Suite for Education has been done and it is now normally used by all the school teachers.

Besides, the Art teacher used e-learning teaching methodology for part of her curriculum to reinforce the skills students were developing in Spanish lessons.

During Art lessons, the Italian students worked especially on the Medieval castles in the region. The activities were implemented at the same time with the Polish students who were working on their

own region Medieval castles; the Polish students worked with the aim of investigating both Cultural Heritage and job opportunities in the field of tourism, the Italian students with the same aim and with the intention of applying to have those castles recognized as UNESCO World Heritage.

All the activities performed contributed to determine great Cultural Heritage knowledge, but also to improve students' ICT and English competences especially in fields not usually covered in ordinary English lessons.

As concerns the other ordinary subjects, the project has impacted on them especially during students' learning mobilities when hosted students had classes together with hosting students. Teachers of Science, Maths, History, Philosophy and Italian language organized activities and lessons using CLIL methodology and ICT tools to help hosted students to follow and understand the lessons.

This activity contributed to enhance English and ICT skills in both students and teachers.

For the materials and final products related to these activities, please visit the page

<http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

## **WEBTV ACTIVITIES**

Before the start of Erasmus+ project, Istituto Superiore Larino had submitted a project to receive financial support from the Italian Ministry of Education to equip the school with ICT devices like whiteboards, tablets and computers. Among the ICT devices required there were also those necessary to set a web-tv. The project was approved and in July 2015 a web-tv room was fully equipped and, starting from September 2015, also the web-tv activities planned for the Erasmus+ project as “activity no. 4 of the output An enriched curriculum – a good practice” could begin.

Students were organized in groups to be journalists of a newsroom. They made researches, wrote articles, made interviews, shoot videos and finally video-recorded TV news which were broadcasted through the project website.

This activity was shared with the other partner schools and it has given a great contribution in developing 21<sup>st</sup> century skills like collaboration, communication, critical thinking, creativity and effective ICT tools usage.

For the materials and final products related to WEB-TV activities, please visit the website

<http://istitutosuperiorelarino.it/euroka2/>

## **JOB TRAINING AND WORK BURSARY**

From April to September 2016, students involved in Erasmus+ project had job training and worked as “tourist guides” at the local museums and archeological sites.

To implement this activity a close cooperation between Istituto Superiore Larino, Larino Municipality and Molise Cultural Heritage Authority took place.

On one side Larino Municipality performed all the administrative steps to organize the job training and issue students' work-bursaries with its project output financial support.

First of all, they, looked for a person among its staff to appoint as tutor. They perfectly succeeded because they were able to appoint the person who is responsible for the Municipal Museum and is an archeologist too. That person had meetings with the school tutor and the Cultural Heritage Regional Department staff and the two tutors together organized students' job-training.

In this phase students translated into English the monuments descriptions they were asked to present to foreign tourists. This activity was done during ordinary English lessons at school.

The competences the students developed in job-training activities have been reported by the school tutor to students' teachers and they were taken into account for students' term assessment. They were considered competences acquired in non-formal education activities and included in the students' portfolio.

As already stated, the students worked as “tourist guides”, under the supervision of Larino Municipality tutor and the school tutor, from April to September 2016 in non-school days. They worked usually on Sundays or during local festivals. They met about 300 people and about 40 were English speaking visitors. The students were organized in small groups and had shifts. In total, each student worked for 15 hours and received a work-bursary of € 389.09, taxes included.

The students were aged 17 and it was not easy for them to renounce holidays. But the experience was extremely important for them especially to practice public speaking and active citizenship, understand responsibilities that come from being a worker and appreciate the value of money earned and not simply received by parents.

For the school it was an activity that anticipated the requirements of the Law no. 107/2015 and equipped the school with some experience on how to conduct activities like those.

For the Municipality it was a formative experience too because it was the first time it managed that kind of activity and it helped to acquire knowledge on administrative matters never faced before.

Last but not least, the experience gave the start to an effective cooperation among three institutions that in the past usually worked separately on similar matters like archeological sites promotion and valorization to attract visitors and positively affect local economy.

For the materials and final products related to job training and work bursary, please visit the page <http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

## **ACTIVITIES IMPLEMENTED BY THE REGIONAL EDUCATION AUTHORITY**

The Regional Education Authority assisted the school all around the experimentation of the enriched curriculum and finally validated it as a good practice.

They also contributed to disseminate the project and participated in the dissemination events organized by the school.

Besides, they tried to establish relationships with representatives of the Regional Government to have the curriculum experimented by the school recognized as credits for students attending future regional vocational courses to become tourist guides.

Finally, as Molise Region was on the way of re-organizing its list of qualifications and having them match the European Framework of Qualifications, the Regional Education Authority tried to be the link between the National Agency for Public Policies Analysis and Molise Regional Government. Unfortunately bureaucracy lengthiness has been stronger and the process is still on the way.

Another important contribution given to the project implementation by the Regional Education Authority has been school teachers' formation on the themes of evaluating students' competences and recognising competences students acquire in non-formal and informal education activities and during mobilities.

For the materials and final products related to these activities, please visit the page

<http://istitutosuperiolarino.it/euroka2/index.php/outputs>

## **PARTNER SCHOOLS' ACTIVITIES**

As explained in the project overview, because of a very limited schools' autonomy in modifying the ordinary State School Curriculum, the output implementation at partner schools was realized mostly during afternoon extra-lessons. Whenever possible, afternoon lessons topics were also addressed during morning lessons and new teaching methodologies transferred to organize ordinary subjects' lessons.

## **PRIRODOMATEMATIČESKA GYMNASIA AKADEMIK NIKOLA OBRESHKOV - BOURGAS - BULGARIA**

They were responsible for activity no. 2 of the output. The activity was entitled “Multimedia project products”. The aim was to develop students' ICT skills in producing multimedia products related to the topics addressed by the project and “feeding” project website with them.

As for the Polish and Turkish partner schools, because of national laws, no extra subjects could enrich the ordinary school curriculum and no changes could be done to the national subjects' syllabuses. However, the students were allowed to have afternoon extra-lessons in ICT, History and

foreign languages to fulfil their task. Their teachers organized those afternoon lessons experimenting student-centred methodologies like problem solving, cooperative learning and learning by doing in order to enhance students' sense of initiative and creativity. Entrepreneurship, which was one of the project priorities, was practised not to learn how to start a business, but to train the students to make choices and take risks. As the teachers did when they decided to experiment new inclusive teaching approaches. While performing the activities, the students also improved their foreign languages competences and their creativity, together with awareness of their own and partners' Cultural Heritage and job opportunities in that field and in the one of tourism. The materials produced were shared by the project students, together with the producing techniques acquired, with the other students at their school during ordinary lessons. As concerns the project partner students, Bulgarian students shared their achievements with the foreign students through social media and during mobilities, when they presented their achievements to the hosting community and cooperated with the hosting teachers and students to produce materials. In the afternoon lessons the Bulgarian students attended, they were also trained in management and were responsible for organizing activities to perform during the second project meeting held in Bourgas in September 2015 and the students' mobility the Bulgarian school hosted in March 2016. In those occasions Bulgarian students were tourist guides for the guests.

The competences the students developed through all these activities have been taken into account for students' term assessment.

For the materials and final products related to “Multimedia project products”, please visit the page <http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

### **ZESPOL SZKOL KATOLICKICH – SOSNOWIEC - POLAND**

They were responsible for activity no. 5 of the output. The activity was entitled “Coming to life again”. The aim was to make the students aware of the contribution given by EU to National Governments to improve their areas both in social, cultural and economic fields. It was a study case on the nearby Malbork and Będzin Castles which, thanks to the financial support of the EU, in a couple of years had been restored and have become tourist resorts and sources of jobs and incomes for the area. The focus was again on job possibilities in the field of tourism and the competences required to perform related jobs, that is ICT, foreign languages, History knowledge, entrepreneurial competences and active citizenship.

The students met their ICT, History and foreign languages teachers in the afternoon and made researches, went on field trips and produced multimedia products on the topics. With the support of the staff of Stowarzyszenie Wspierania Edukacji Chrześcijańskiej, the non-profit Polish

organization in the partnership, the students had also management lessons to improve their sense of entrepreneurship.

As concerns foreign languages, before mobilities to Italy students had afternoon classes of Italian language delivered by their French teacher that is graduated and highly skilled in Italian language. For the other mobilities, teachers and students followed on-line free courses.

The methodologies mostly used have been: problem solving, cooperative learning and learning by doing.

The Polish students usually exchanged their new-brand skills and knowledge with the other students at their school during ordinary lessons. While they shared their achievements with the foreign students involved in the project through social media but especially during mobilities, when they also presented their achievements to all the hosting school community.

The competences the students developed through this activity have been taken into account for students' term assessment.

For the materials and final products related to “Coming to life again”, please visit the page <http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

#### **ATATURK ANADOLU LİSESI – KAYSERİ - TURKEY**

They were at their first experience with European projects and were responsible for Activity no. 3 of the output entitled “Etwinning twinspace, project website and facebook group”.

The aim pursued by this activity was related to using ICT tools to collect information and communicate on-line messages effectively.

Considering the importance the Internet has acquired in the years as concerns trading and business, the topic has been extremely relevant to the project priorities.

Besides, the Erasmus+ project has been an opportunity for both students and teachers to use the ICT tools the school had just been equipped with by the Turkish Ministry of Education.

Because of the project, those tools have been used not only to study lessons and do homework but to exchange knowledge and materials.

As for the other foreign partner schools, the activities were performed in afternoon extra lessons, every week on Fridays. The students were given marks according to their contribution to the project. The students developed skills in using ICT to shoot, edit and share videos in social media and on the project website. These skills are not normally covered by the ordinary school curriculum and they enriched and personalized the curriculum of the students involved in the project. Moreover, students shared their new skills with their schoolmates and it contributed to foster the European feeling among the school community.

Both students and teachers became acquainted with etwinning platform, but, unfortunately it was not constantly used for the project because participants found social networks easier to manage. Nonetheless, the project contributed to spread the etwinning platform through the partners. In the next future it is going to be used both to look for new Erasmus+ partners and to run virtual projects. For the materials and final products related to the activity, please visit the page <http://istitutosuperiorelarino.it/euroka2/> and the facebook group accessible by a link in the website main menu.

## **NON-SCHOOL FOREIGN PARTNERS**

In the partnership there were two non-school foreign partners: Kayseri Municipality and the Polish non-profit organization Stowarzyszeni e Wspieranja Edukacji Chrzcisjanskiej. The first had had experience in managing European projects but non in partnership with schools; the latter was totally new to European programmes and projects.

### **KAYSERI MUNICIPALITY – KAYSERY - TURKEY**

They contributed to Activity no.1 of the output and they shared with Larino Municipality the task of organizing students' job training and issuing work–bursaries for them.

The activity took place in November 2016 and 22 students' from “Ataturk Anadolu Licesi” worked as tourist guides at two museums in Kayseri :

[www.selcuklumuzesi.com](http://www.selcuklumuzesi.com) [www.millimucadelemuzesi.com](http://www.millimucadelemuzesi.com)

To implement this activity a close cooperation between Kayseri Municipality, Larino Municipality Ataturk Anadolu Licesi and Istituto Superiore Larino took place. It has been a significative exchange of a good-practice.

Kayseri Municipality for the first time performed all the administrative steps to organize under age students' job-training and issue work-bursaries for them with tits project output financial support.

Investigating the appropriate procedure according to Turkish Laws was quite complex.

Once they definied it, they appointed a tutor chosen among the Municipality staff responsible for the city museums. That person had meetings with the school tutor and the two tutors together organized students' job-training.

The students worked as “tourist guides” under the supervision of the two museums' staff and the tutors. They had their job-training in the afternoon after their school lessons. They met a lot of visitors and got 104 positive assessments from them. The were organized in small groups and had shifts. In total, each student worked for 10 hours and received a work-bursary of €74.00, taxes included.



The experience was extremely important for the students especially to practice public speaking and active citizenship, understand responsibilities that come from being a worker and appreciate the value of money earned and not received by parents.

The competences the students developed through this activity have been reported by the school tutor to the students' teachers and they have been taken into account for students' term assessment.

For the materials and final products related to the activity, please visit the page

<http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

## **STOWARZYSZENIE WSPIERANJA EDUKACJI CHRZESCIJANSKIEJ – SOSNOWIEC - POLAND**

They shared with Zespol Szkol Katolickich the responsibility for activity no. 5 of the output. They performed activities aimed to foster the sense of initiative in students. That skill is normally interconnected with the entrepreneurship competence which was one of the objective of the project. As the organization is a non-profit one, the staff worked on the principles of management first and secondly on time management, on how to cope with stressful and complex situations and on learning styles and techniques. The activities were performed at the school premises and delivered by the organization staff. They involved both students and teachers who attended the course after the regular school time. They enriched the students' curriculum with topics not normally covered by the ordinary school curriculum, even if experts consider them essential to develop in students the competences considered essential for the 21<sup>st</sup> century society and for an effective long-life learning. The competences the students developed through this activity have been taken into account for students' term assessment.

For the materials and final products related to the activity, please visit the page

<http://istitutosuperiorelarino.it/euroka2/index.php/outputs>

## **FINAL RESULTS**

The final tangible results of the project find evidences in the products realized and they are :

- improved skills in ICT, both for teachers and students
- improved competences in foreign languages
- improved sense of initiative and entrepreneurship in both students and teachers
- improved competences in using student-centred teaching methodologies
- improved cooperation with local authorities

The intangible results and impact have been:

- innovation, internationalization and modernization for all the partners involved
- cooperation at all levels
- increased knowledge of European programmes
- promotion of citizens' active participation in society and lifelong learning
- greater understanding and appreciation of Cultural Heritage
- greater understanding and appreciation of diversity
- greater students' awareness about job and career opportunities
- greater participants' awareness about opportunities offered by European Programmes

The potential long term benefits we imagine are:

- the overcoming of the mismatch between the skills and competences required by the 21<sup>st</sup> century society and by labour market and the skills and competences the students usually develop at school
- students' fostered sense of initiative and entrepreneurship

We also expect that schools will be more concerned about the competences developed by their students in non-formal and informal education activities and will foster their students to participate in them and take them into account for the students' global assessment.

## **FOLLOW-UP**

All the partner schools have plans to continue offering their students the possibility to personalize their school curriculum. In Italy the students enrolled in the first school year are offered music, archeological and technical design lessons in their ordinary school curriculum.

In Bulgaria, the school is already offering its students Chinese language lessons that are financially supported by Bourgas Municipality. Besides, they are planning to offer entrepreneurship formation to their students through afternoon voluntary workshops.

In Poland, as referred by the Polish partners, Educational Authorities are planning to sustain personalized schools curriculum and at partner school level they are continuing the experience of blended foreign language teaching and learning because of the low cost of the activity.

All non-school partners are planning to participate in Erasmus+ projects both as partners or coordinator and to continue the positive cooperation started with this project.

## **SUSTAINABILITY**

The Erasmus+ KA2 project “The *ruins* of the past to power Europeans' future” was submitted in 2014. During the two years of implementation the project priorities and objectives have become the fields addressed by the National Operation Programmes.

The project partnership, as well as other possible organizations interested in experimenting such an innovative enriched school curriculum, can apply National Operation Programmes calls for proposal. Other possible sources of financial support could be crowdfunding or local enterprises financial support.

## **TRANSFERABILITY**

We consider all the activities performed within the Erasmus+ KA2 “The *ruins* of the past to power Europeans' future” transferable, provided the adaptations necessary to suit different users' and learning objectives needs.

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## ***KA2 PROJECT***

### ***The “ruins” of the past to power Europeans' future***

Project code 2014-1-IT02-KA201-004253



Official project logo made by the students at Ataturk Anadolu Lisesi  
and chosen through an international contest among the partnership's participants

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The front page picture represents Europe whose back eye looks at the glorious past  
while all her body is projected towards a peaceful and prosperous future

The author is an Italian student called Rosa Cesaride

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