

Partnership content and organisation of EUREKA

1. What are the concrete aims of the Partnership?

- Enhancing the **creativity** of pupils in **science education**, e.g. sciences, maths, biology, biotechnology, environment, economies, arts.
- Providing **input and possibilities** to the partner schools which are not available in the daily curricula.
- **Central role for pupils** from all partner schools working multilaterally on the theme of *inventions*; teachers and staff are functioning as pedagogical advisers.
- **Collaborating with associated partners, e.g. universities, local companies and authorities.**
- **Inter- and multidisciplinary** approach.
- Project results will be **disseminated** by every partner school in all schools, the local community, parents organization, provincial, regional and national authorities.
- Practising **skills** e.g. ict, social, foreign languages, information technology, citizenship.
- To set up **project journals and a EUREKA-website** with the outcomes of the project work.
- **Mobility** for teachers (project meetings), heads (study visits) and some pupils (5 pupils per country per project meeting).

2. What impact is the Partnership expected to have on the participants and other interested parties (on the pupils, teachers, institutions, local community, wider educational community)?

- The **implementation on micro-level** (school, local community, regional pedagogical authorities) of the benefits from the multilateral project work.
- Learning from the way of doing in the partner schools and **transfer of know-how** to the partner schools.
- Enhance a closer **co-operation** between the partner schools.
- A better awareness of **European citizenship** by pupils, teachers, parents and local community.
- **Pupils:** additional skills other than practised in daily school life; opportunities to cooperate with pupils from the partner schools and to work together with universities and companies..
- **Teachers:** comparative approach towards stimulation of creativity in science education. Learning from the foreign colleagues.
- **Institutions:** further implementation of enriching European projects into curricula. We try to integrate pupils of our schools as much as we can. The project and the results will be disseminated to the whole school community and the parents.
- **Parents:** involvement in projects by their children and by hosting some foreign students during project meetings.
- **Local community:** contacts with the local communities of the partner schools.
- **Wider educational community:** transfer of experiences to pedagogical advisers

3. How do you intend to evaluate the progress of the Partnership and its impact on the participating pupils and teachers, the participating institutions and, where relevant, on the local community?

- **Each partner will identify appropriate methods of evaluation** – these may include: questionnaires, interviews, observations, group discussion with students & teachers, student reports, presentations to an outside audience, diaries & work records together with some external evaluation & opinion – possibly inspectors or consultants.
- During the yearly teachers' conferences time will be dedicated to **jointly evaluation** of the progress and the impact of the project on the participating pupils and teachers, the participating institutions and the local community.
- In preparation a **common questionnaire** (based upon MICE-T programme: a common European approach to self evaluation of Comenius 1 projects at school: <http://mice-t.net>) will be submitted to the pupils, the teachers, the heads of school, the parents and the local community.

4. How do you intend to disseminate and use the results, experience and end products amongst the participating institutions, other institutions and the local community?

- Pupils' work will be **exhibited and project journals** which will be shown and **disseminated to the whole school population, the parents, the local community and press (also local TV)**. All project results and news of the encounters are integrated in the website of the schools and in the newsletters of the school towards parents, pupils and old-students.
- **Parents** are involved in the project by information sessions, the hosting of some foreign students and their attendance at project activities.
- These project results in the different partner schools will be **submitted to all partner schools** and put on the website of the project.
- It is our aim to produce a **final product** (website, booklet) with the results, skills and experiences of the project (subthemes: chemistry, biology, biotechnology, physics, maths, biotechnology, environment, art)..
- Skills and know-how will be **shown to other schools** willing to start up a project. Pupils are acting as multipliers towards other schools (also for projects for primary education).

5. Please describe the role and tasks of all institutions involved in the Partnership.

- **Role of all partner schools:**
 - The organisation of project work in the own school and in the local community.
 - Participation in project meetings for teachers and some pupils.
 - Regular contacts between the schools, the teachers and the pupils.
 - Participation in study visits for school management.
 - Contacts with parents, local community and press, local companies and industries, universities, national Comenius-agencies.
 - Participation in the dissemination of the project results
 - Ensuring to agreed time frames and deadlines..
- **Role of the coordinating school:**
 - cf. tasks of each partner school

- It is the responsibility of the coordinating school to ensure that these tasks are manageable and achievable within the agreed time limits of the project.

6. How will effective communication and cooperation between the participating institutions be ensured?

Effective cooperation and communication will be achieved by:

- In each school a so-called 'European cell' is responsible for the implementation of the project into school curricula (with heads, teachers from different subjects and administrators).
- Partner schools know each other quite well and friendship amongst teachers has become the heart of the project. Everybody knows how to handle in the most effective way and we help the new partner schools to integrate in the best way.
- Regular communication between the partners on equal basis. The coordinating school is conducting the project in cooperation with all partner schools.
- Yearly general teachers' conference, project meetings for teachers and some pupils, study visits for heads.
- Communication by email, telephone, fax and forum on the websites of the school. All website of the partner schools are linked to each other.

7. Active involvement of pupils and/or staff:

Active involvement of pupils:

The whole project is based on the very active participation of the pupils in the planning, the implementation and the evaluation of the project. This enhances their life skills in organizing:

- They have to apply for participation in the project. They have to proof their motivation and skills.
- They are getting acquainted with the framework of the project.
- Pupils and teachers are cooperating in the organization of a project meeting.
- Pupils are in touch with their colleagues from the partner schools.
- Pupils are involved in the preparatory project work.
- Some pupils are participating in the project meetings.
- Pupils elaborate an exhibition or happening on the project results, as well as the editing of a common project journal.
- Pupils are responsible for the dissemination of the project in the school, the local community and by their parents.
- Pupils are fully integrated in the evaluation of the project (cf. Mice-T-evaluation forms).

Active involvement of staff

The impact of the project will become evident in various aspects of school life:

- Pupils and teachers will be able to experience and benefit from the development of new approaches and methods of teaching and learning.
- The school will have evidence of these different approaches being communicated to staff and this may then become part of the school's normal practice and planning.
- The educational community will become aware of the developments and progress of the project by a variety of means, such as local head teachers' meetings, meetings with school governors and parents, shared training opportunities with teachers from neighbouring schools, highlighting achievement by partner's

attendance at regional or national conferences that form part of the school's normal development programme

8. Integration of the Partnership into the curriculum and/or ongoing activities:

Pupil involvement

- Project work and meetings are fully integrated into the curriculum of the participating pupils at the institutions involved.
- In lessons of chemistry, maths, biology, physics and economy attention will be given and time will be dedicated to work on the project.
- Mobility for 5 pupils per country per project meeting.

Pedagogical issues

- Head and teachers of the schools are being informed about new pedagogical views as outcomes of the common project work.
- Skills & teaching methods ; exchange of pedagogical materials ; new active learning methods ; comparing methods with partners ; social skills – being a good host for a project meeting or conference; ICT skills & use of ICT within European context; developing intercultural experiences.

9. If your Partnership concerns intercultural dialogue, please explain how you will address this them.

The project is linking partner schools from all over Europe : Belgium and Italy from the pioneering countries, Portugal and Spain from the enlargement of 1986, Austria and Finland from 1995, Cyprus from 2004, Rumania from 2007 and Turkey as a candidate Member State. It is our aim to activate the intercultural dialogue and especially the link with the new Turkish partner. Some schools (like the Spanish and the Cypriotic) have pupils from different nationalities, cultures and religions. A general emphasis on the importance of the process of practical co-operation in projects involving actors from different cultural backgrounds. We need to proceed from Intercultural Dialogue to Intercultural Collaboration and Co-operation based on equality and citizenship.

10. If you have planned specific activities around one or several of the Comenius priorities, please explain in detail the concrete measures you intend to take :

To promote early language learning, multilingual comprehension and/or Content and Language Integrated Learning (CLIL)

- During project meetings and other project work pupils are following courses in different languages and they get an introduction in the language of the partner school with whom the cooperation is running. Pupils will be motivated to learn the language(s) of their partners. Courses will be given in another language than the native language.

To help people with a disability or other special needs to take part in the Partnership

- There are no specific pupils with disabilities or special needs. If there would be specific pupils then they will get all equal opportunities to take part in the project.

To help promote the participation of pupils or organisations disadvantaged for socio-economic, geographic or other reasons

- It is our aim to integrate pupils from new countries or less-favorite regions and from geographic peripheric areas, such as the partners from the Açores and others.

To make sure that girls/women and boys/men have equal access to the Partnership

- There is equal access for all girls/women and boys/men.

To meet the needs of children of occupational travellers and or mobile workers

- We do not have pupils of occupational travellers or mobile workers.