

Copyright© IKY/EMΣ, 2018

Με επιφύλαξη παντός δικαιώματος. All rights reserved.

Απαγορεύεται η αντιγραφή, αποθήκευση και διανομή της παρούσας έκθεσης, εξ ολοκλήρου ή τμήματος αυτής, χωρίς την έγγραφη έγκριση του IKY/EMΣ.

2010-1-ES1-COM06-20566

"One Europe under seven heavens"

Έτος έναρξης: 2010

Γλώσσα: EN

Τύπος Επιχορήγησης: COM-24M

Partners: 7

Outcomes: 12

Activities: 11

Meetings: 7

Staff (mobilities): 16

Students (mobilities): 16

C. Identification of the Beneficiary & D. Identification of the Partners

Role	School	Type of organisation	Size (staff)	Size (pupils)	Country
PA	1o Geniko Lykeio Tavrou	General secondary school	staff 21 to 50	51 to 250	GR
CO	COLEGIO EL BUEN PASTOR	General secondary school	staff 51 to 250	501 to 2000	ES
PA	A' TECHNICAL SCHOOL NICOSIA		staff 51 to 250	251 to 500	CY
PA	Thor Heyerdahl videregående skole	General secondary school		501 to 2000	NO
PA	LICEUL TEORETIC ZIMNICEA	General secondary school	staff 21 to 50	251 to 500	RO
PA	ABIDIN PAK-PAKMAYA ANADOLU LISESI	General secondary school		51 to 250	TR
PA	STREDNA PRIEMyselNA SKOLA		staff 51 to 250	251 to 500	SK

E.1. Summary

Summary

Επτά σχολεία από επτά διαφορετικές χώρες συνεργάστηκαν σε ένα project με την ονομασία "One Europe Under Seven Heavens" κατά τη διάρκεια των σχολικών ετών 2010/2011 και 2011/2012. Ο κύριος στόχος γι' αυτό το πρόγραμμα ήταν η διαπολιτισμική ανταλλαγή μεταξύ μαθητών και εκπαιδευτικών. Τα αγγλικά ήταν η κυρίως γλώσσα του συντονισμού, της επικοινωνίας και των εκδόσεων. Κατά τη διάρκεια αυτού του προγράμματος, όλοι οι συμμετέχοντες μοιράστηκαν μία ευρεία διαπολιτισμική εμπειρία αυξάνοντας την γνώση για την κάθε Ευρωπαϊκή χώρα προκειμένου να συγκριθούν εκείνες οι όψεις οι οποίες οικοδομούν την ταυτότητα της κάθε περιοχής όσον αφορά τις παραδόσεις, τα λαϊκά ήθη και έθιμα, τη μουσική, τις καιρικές συνθήκες, τη γαστρονομία. Γι αυτό το λόγο στις διάφορες δραστηριότητες που έγιναν, οι μαθητές κάθε σχολείου αντάλλαξαν πληροφορίες με τέτοιο τρόπο ώστε τώρα να κατανοήσουν καλύτερα την Ευρωπαϊκή ταυτότητα έχοντας την ελπίδα να αισθανθούν πιο κοντά στους μαθητές άλλων χωρών των οποίων βίωσαν τον πολιτισμό, γεγονός το οποίο αποτέλεσε το σημείο κλειδί για την εκκίνηση οικοδόμησης μίας κοινής Ευρωπαϊκής ταυτότητας. Κατά τη διάρκεια της διαδικασίας, όλοι οι συμμετέχοντες διεύρυναν και εμπάθουναν τις γλωσσικές τους εμπειρίες χειριζόμενοι διεπιστημονικές προσεγγίσεις και πολυγλωσσική επικοινωνία. Επίσης αύξησαν τη γνώση του στο ICT κατά την προετοιμασία διαφορετικών δραστηριοτήτων.

Translation of Summary into English

Seven schools from seven different countries have cooperated in a project called “One Europe Under Seven Heavens” during the school year 2010/2011 and 2011/2012. The main aim for this project was intercultural exchange between students and teachers. English was the main language of coordination, communication and publication. While carrying out this project, all participants shared a broad intercultural experience by increasing the knowledge of each European country in order to compare those aspects which build each regions identity related to its traditions, folklore, music, climate, gastronomy. For that reason different activities were carried out through which students of each school exchanged information in such a way that they can now better understand the European identity and hopefully they feel closer to the students from other countries they have now experienced each countries culture and this has been a key start point for building a joint European identity. During the process, all participants widened and deepened their linguistics experience by handling interdisciplinary approaches and multilingual communication. They also increased the knowledge of ICT while preparing the different activities.

E.2. Outcomes

NR	Outcome Type	Description	Date Start	Edu Field
1	Lecture (EVENT06)	Students made Power Point presentation of school and school system in each country.	2010-11-29	Civics (0107)
2	Cultural events (EVENT03)	Web site presentation	2011-01-15	Music (0104)
3	Cultural events (EVENT03)	Student presentation (PowerPoint & Video)	2011-03-02	Vocational subjects (010k)
4	Other products (PROTH)	CD with presentations from all countries	2011-04-08	Music (0104)
5	Cultural events (EVENT03)	CD with presentations from all countries (PowerPoints and videos)	2011-10-12	Sports (010h)
6	Learning resources (PR03)	Dictionary with words and sound from all eight languages involved	2011-12-02	Foreign language (0109)
7	Debate (EVENT04)	Communication platform to increase interaction among the students	2011-03-10	Foreign language (0109)
8	Public awareness campaigns (PR17)	Calendar for 2012 presenting the different countries involved	2012-01-01	Civics (0107)
9	Brochures (DISS02)	Brochures containing information about each visit	2012-05-08	Other basic programmes (010l)
10	Presentation of results (DISS06)	Each student has a passport with information about themselves and questions to be answered by other students. The passports travel to all countries and get answers and stamps.	2012-04-26	Foreign language (0109)

NR	Outcome Type	Description	Date Start	Edu Field
11	Website (DISS03)	Website as our final product documenting most of the activities and all the products	2012-06-30	Foreign language (0109)
12	Comparative studies (PR02)	Student made wall paper showing on a graph the differences in climate in between the different countries	2012-03-03	Geography (010e)

E.3. European Added Value

What was the added value of the partnership towards a more intensive European cooperation?

This project gave the opportunity to students from different socioeconomic background to experience different forms of norms and values. This multilateral partnership focused on intercultural exchange that took place between students and teachers. Our students ,especially those who had never been abroad, were motivated very much because they discovered new cultures ,traditions and languages living with host families in each country as the best way to learn was to live it. Realistic communication gave our students a greater sense of the relevance of languages. The students and teachers had the chance to enrich the methodology and knowledge acquired by comparing different education systems. Thanks to this project, Europe is presented now in our schools through our students' and teachers' eyes.

E.4. Partnership Objectives Achievements

Please summarise briefly the main aims/objectives of your partnership

1)We tried to solve the obstacles to learn a foreign language encouraging them to write and translate texts into English, creating a non-artificial context for them to use English which helped them to obtain a deeper insight in the necessity of learning foreign language. 2)Through the activities -such as traditional games, music, food- ,our students had the opportunity to present their regions' culture from their own point of view. 3)The activities we carried out enabled the students and teachers to get the idea of how we see our regions. 4)Students increased their knowledge about their own region and other European Regions while preparing the materials needed for the activities or during the visits. 5) Participants made friends from other countries and got to know other cultures. They realized that they have both similarities and differences in their cultures and they learned to show respect to these differences. 6) Students had the opportunity to travel, see new countries and interact with other students through the activities held which helped them to broaden their horizons. 7) We created an atmosphere for the students to take decisions and derive conclusions from them. 8) We encouraged the participants to use ICT through the facebook pages "One Europe under Seven Heavens" and "Seven Heavens" using e-mails, preparing power point presentations, filming videos, recording soundtracks. 9) In each school we had students and teachers project groups and they had meetings regularly to prepare activities. During the visits the groups from different countries worked together. They communicated with each other through e-mails and facebook pages about the activities. 10) The activities, the visits and meeting people from other European countries increased their motivation. The communication in English helped them to realize the importance of language skills. Working together for the activities, one helped the other

and participants shared their knowledge of ICT. 11) Practicing the language, gave the participants the motivation to start learning English and continue in the future to communicate with their friends in other countries.

E.5. Key Competences

Please enter the specific key competences addressed by your partnership

Cultural awareness and expression (KC8)

Communication in foreign languages (KC2)

Social and civic competences (KC6)

Please specify any concrete measures and activities undertaken at partnership level:

E.6. Horizontal Issues

Horizontal issues addressed by partnership

Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)

Cultural and linguistic diversity (CulDiv)

Racial or ethnic origin (RacEth)

If other, please specify::

Concrete measures and activities undertaken at partnership level:

E.7. Workplan and Tasks

If some of the tasks carried out are different from those planned at application stage, please explain why

1) We decided to prepare a DVD containing presentations instead of a moodle because it was easier for the students to prepare and keep it. 2) DVD with the traditional games from all countries was made by Cyprus because that activity took place there. 3) DVD with the traditional musical instruments from all countries was made by Turkey because that activity took place there. 4) Dictionary for tourists was made by Romania because that activity took place there. The words were recorded in Norway. 5) The students presented the traditional food of each country in power point presentations and videos, and tasted the food at the cultural events. 6) International Passports are designed and filmed by each country. 7) Instead of creating a blog, we decided to create a Facebook page for the project, since many of the students already from the beginning established friendships on this exciting communication platform. The communication and cooperation for the project, it was done in two ways, in every school there was a person responsible for communicating by e-mail with the other persons from the other schools, and the second way of communication was done among the teachers and students from the same school. A person was responsible for translating the e-mail and make them public for the other teachers. So by keeping a constant communication between every teacher from each school, every colleague taking part in the project was included in the exchange of messages. Using e-mail for smaller units of communication and individual messages was the basis of communication. The Facebook group and the Facebook page were means of communication, too. Finally visiting groups would have ensured the depth necessary in our communication to build up stable long-term relationships. We believe that the most intense communication was the one face to face, which makes it an indispensable element in a mid-range and long-range perspective, while the easiest and quickest way of ad-hoc-communication was provided by electronic media. In a round of e-mail exchange, a timetable was set up for the project.

The coordinating institution had distributed a final version resulting from these "negotiations".m.

E.8. Communication and Cooperation

How would you describe the cooperation and communication between the participating organisations involved in your partnership? Were all organisations equally involved?

Regarding the communication and cooperation for the project, it was done in two ways, in every school there was a person responsible for communicating by e-mail with the other persons from the other schools, and the second way of communication was done among the teachers and students from the same school. A person was responsible for translating the e-mails and make them public for the other teachers. So by keeping a constant communication between every teacher from each school, every colleague taking part in the project was included in the exchange of messages. Using e-mail for smaller units of communication and individual messages was the basis of communication. The Facebook group and the Facebook page were means of communication, too. Finally visiting groups would have ensured the depth necessary in our communication to build up stable long-term relationships. We believe that the most intense communication was the one face to face, which makes it an indispensable element in a mid-range and long-range perspective, while the easiest and quickest way of ad-hoc-communication was provided by electronic media. In a round of e-mail exchange, a timetable was set up for the project. The coordinating institution had distributed a final version resulting from these "negotiations".

E.10. Evaluation

E.10.1. Progress Monitoring

How did you monitor and evaluate the progress and the expected impact of the partnership?

Regular evaluation sessions (session)

What were the main conclusions and consequences of the monitoring and evaluation?:

1) Evaluation of the working process and progress: This is the first Comenius project for all the participants. Therefore, in the beginning we had a problem communicating the results from meetings and what to prepare for next time to everybody. For every meeting we had an evaluation session. During this process we found ways to make this work well. After that, the progress has been satisfactory. The intermediate progress report actually helped us realize the problems and find ways to solve them. 2) Evaluation of the impact of the partnership: For the students, this partnership had a very important impact! They got the chance to practice their foreign language skills, and they experienced and realized the importance of learning foreign languages. They made friendships across borders, and learned a lot about the differences and similarities of living conditions among young people across Europe. For the teachers, the cultural exchange has been the most important part. To experience the diversity of school systems and teaching conditions across Europe has given us a better basement for evaluating our own practice and given us new perspective on our own situation.

E.10.2. Results/Products/Outcomes Achievement

To what extent were results/products/outcomes previously identified at application stage achieved?

To a very high extent (Tvhigh)

If your outcomes were different to those indicated at application stage, please explain the reasons for these changes:

Instead of creating a blogg, we decided to create a Face book page for the project, since many of the students already from the beginning established friendships on this exciting communication platform.

E.10.3. Aims/Objectives Achievement

To what extent were the aims/objectives previously stated at application stage achieved?

To a very high extent (Tvhigh)

In case of underachievement, please explain which aims/objectives were not achieved and for what reasons:

F.1. Participants

Type	Gender	No. of Pupils/Learners/Trainees	Out of which No. of Pupils/Learners/Trainees With Special Needs	No. of Teachers/Staff	Out of which No. of Teachers/Staff With Special Needs
LOCAL ACTIVITIES	Male	7		2	
	Female	9		3	
TRANSNATIONAL MOBILITIES	Male	7		2	
	Female	9		3	

F.1.2. Age Ranges

Age Range: 16-19 years

No. of Pupils / Learners / Trainers: 16

F.2. Partnership Activities

NR	Activity Type	Description	Date Start	Duration	Actors
1	Presentation of results (DISS06)	P.P.presentation of our country	2010-10-01	10	2
2	Presentation of results (DISS06)	p.p presentation of our school	2010-11-29	4	1
3	Other (OTH)	video with a Christmas song	2011-01-20	2	14
4	Presentation of results (DISS06)	P.P presentation about Traditional food	2011-03-02	4	2
5	Presentation of results (DISS06)	P.P presentation about Traditional musical instruments	2011-04-08	3	2
6	Presentation of results (DISS06)	P.P presentation about Traditional games	2011-10-10	4	1
7	Peer Learning (COLL03)	Dictionary with words and sound from all eight languages involved	2011-12-05	2	2
8	Presentation of results (DISS06)	Calendar for 2012 presenting the different countries involved	2012-01-10	2	2
9	Presentation of results (DISS06)	Brochures containing information about each visit	2012-05-08	3	3

NR	Activity Type	Description	Date Start	Duration	Actors
10	Exchange of ideas and good practice (METH04)	Each student has a passport with information about themselves and questions to be answered by other students. The passports travel to all countries and get answers and stamps.	2012-04-26	700	All students
11	Presentation of results (DISS06)	Students made wall paper showing on a graph the differences in climate in between the different countries	2012-03-15	2	2

To what extent were the planned activities previously stated at application stage achieved?

To a high extent (Thigh)

Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why:

F.3. Impacts

F.3.1. Pupils/Learners/Trainees

Area	Rating
Increased language skills (Pupil-Lang)	High impact
Increased ICT skills (Pupil-ICT)	High impact
Increased social skills (Pupil-Social)	High impact
Increased motivation (Pupil-Motiv)	High impact
Increased self-confidence (Pupil-Self)	High impact
Increased knowledge about partner countries and cultures (Pupil-Culture)	High impact
Other (Pupil-Oth)	Not applicable

Please comment on your choices:

Our students had a middle level language skills among the participating students, what they learned, was to adapt the language to a functional communication level, which is a very important skill. Since they lived in host families, they learned a lot about the other partner countries and their culture, and their social skills were challenged and surely improved. To handle a situation like that - to manage the challenge of living in a foreign family for nearly a week - definitely increased their self-confidence.

F.3.2. Teachers/Staff

Area	Rating
Increased language skills (Staff-Lang)	High impact
Increased ICT skills (Staff-ICT)	High impact
Increased pedagogical skills (Staff-Pedag)	Not applicable
Increased motivation (Staff-Motiv)	High impact
Increased project management skills (Staff-PrjMng)	Very significant impact

Area	Rating
Increased knowledge about partner countries and cultures (Staff-Culture)	High impact
Other (Staff-Oth)	Not applicable

Please comment on your choices:

I, as the project's coordinator, have increased my project management skills to a large extent. I also feel I have increased my language skills, and I love travelling, so it increases my motivation even if it is a lot of work. The other teachers, who have participated in one or two mobilities, may have freshened up on their language skills through practicing English during the trip, and most of them see the opportunity to travel as a motivating factor.

F.3.3. Organisation

Area	Rating
Changes to the curriculum/training programme (Home-Curr)	Not applicable
Changes to organisational arrangements (Home-Org)	Not applicable
Increase support of the organisation management (Home-Supp)	Small impact
Changes in language teaching policy (Home-LangPol)	Medium impact
Increased cooperation among staff (Home-StaffCoop)	High impact
Other (Home-Oth)	Not applicable

Please comment on your choices:

The impact of our project is limited to the students and teachers involved, but it may work as motivation for others to involve in other European or international projects. Many teachers expressed their decision to take part in a new programm like this, next years.

F.3.4. Local Community

Area	Rating
Increased support and participation of family members (Local-Family)	Very significant impact
Increased cooperation with other local organisations (Local-Coop)	Not applicable
Increased cooperation with local companies (Local-Comp)	Not applicable
Increased support and participation of other local actors (Local-Actor)	High impact
Other (Local-Oth)	Not applicable

Please comment on your choices:

Since most of our students had foreign students living in their home for a week, all the families were involved to a large extent. Family members were also involved in some activites.

F.3.5. Other impacts

F.4. Dissemination & F.5. Sustainability

F.4. Dissemination

How have you informed your organisation/other organisations/the local community of the results of your partnership?
Dissemination through the media (DISS09)

How have you informed your organisation/other organisations/the local community of the results of your partnership?
Dissemination within own organisation (DISS07)

Please comment on your choices:

For every mobility we (the students and I) have written an article (or a travel letter) which has been published on the school web site - including pictures, a description of the activities carried out and the students' impression of the country visited.

F.5. Sustainability

How do you think that the outcomes of your partnership could be used by others?

As a motivation to involve in other European and international projects! To make friends across borders and learning how other young people in Europe live is important knowledge for Greek students. It was a very good experience for all students living in their house or at the houses of their foreign friends with students with other culture. They had the opportunity to see how the students work to their country. Many of our students made friends that they will stay in touch with, and some will visit their new friends again already this summer.

F.6. Mobility Participation

NR	Host Organisation	Receiving Country	Receiving Location	Description	Start date	End date	Duration (days)	No. of Pupils	No. of Staff
1	COLEGIO EL BUEN PASTOR	ES	Murthia		2011-03-01	2011-03-06	6	9	3
2	ABIDIN PAK-PAKMAYA ANADOLU LISESI	TR	Edremit		2011-04-07	2011-04-13	7	3	3
3	A' TECHNICAL SCHOOL NICOSIA	CY	Nicosia		2011-10-12	2011-10-16	5	2	2
4	LICEUL TEORETIC ZIMNICEA	RO	Zimnicea		2011-12-01	2011-12-06	6		2
5	Thor Heyerdahl videregående skole	NO	Larvik		2012-02-28	2012-03-04	6	2	2
6	STREDNA PRIEMYSELNA SKOLA	SK	Snina		2012-04-20	2012-04-25	6		2
7	COLEGIO EL BUEN PASTOR	ES	Murthia		2012-06-07	2012-06-10	4		2
Total:								16	16

G. Lessons Learned

G.1. Problems/Obstacles Encountered

If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.
Other, please specify (Oth)

If other, please specify:

I tried to take with me as many students as I could, because the families who send children to my school are in a very low economical condition and it is not expectable for them to go anytime out of our country. So the cost was very high, something that I solved by my own. For the future I believe they have to give more money. If you add that we don't take the whole amount at once but some of them after the program ends you can understand that in countries in bad economic situation, it is a big problem to participate.

Please enter here any other comments you may have:

Some of the cities we visited were far away from the capital of the country, so we spent enough money for the planes and railway or buses. On the other hand it was very interesting because we saw places that it was impossible for many of us to see.

G.2. Comments and Suggestions

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.):

ΣΥΝΔΕΣΗ ΜΕ ΑΛΛΕΣ ΣΥΜΠΡΑΞΕΙΣ

Συμμετοχή σε άλλες συμπράξεις: Καμία

Συμπράξεις ίδιας περιφέρειας: 38

Κωδικός	Τίτλος
2010-1-ES1-COM06-20823	Sharing Past, Present and Future
2010-1-DE3-COM06-10880	Unser Wasser: gemeinsame Lebensquelle - gemeinsame Verantwortung
2010-1-DE3-COM06-10879	Towards a European Identity
2010-1-TR1-COM06-16112	REMOVING THE BORDERS WITH THE MYSTIC STORIES
2010-1-PL1-COM06-11259	From the History of the Nations to the History of Europe
2010-1-TR1-COM06-13678	It is time for fun with physics;play,learn,live.
2010-1-CZ1-COM06-03675	Reducing Climate Change
2010-1-FR1-COM06-15402	Eau source de vie et de culture en Europe
2010-1-GR1-COM06-03992	Tradition and young generation in multicultural Europe.
2010-1-ES1-COM06-20423	HOMO LUDENS: L'EUROPE EN SCÈNE!
2010-1-TR1-COM06-16292	Traditions around Europe without Borders
2010-1-LV1-COM06-00869	The Union of European schools against violence and social exclusion
2010-1-FR1-COM06-15437	Taking care of myself and others- a way to an European passport for citizenship
2010-1-GB1-COM06-05970	Olympic Values
2010-1-DK1-COM06-01833	Go green, go clean, act now!
2010-1-PL1-COM06-11269	From root to fruit
2010-1-DE3-COM06-10938	Europe in our hands - a lively approach to improve friendship and communication among peoples all over Europe, by building up self-confidence and self-esteem
2010-1-FR1-COM06-14581	"TCHOU-TCHOU" LE BIBLIO-TRAIN EUROPEEN

Κωδικός	Τίτλος
2010-1-TR1-COM06-16272	Europe Without Prejudices
2010-1-CZ1-COM06-03719	European Myths and legends
2010-1-PL1-COM06-11237	Be Globally Aware
2010-1-IT2-COM06-14314	THERMAL SPRINGS IN EUROPE
2010-1-FR1-COM06-15467	Des paysages et des hommes : l'influence du paysage sur l'homme et de l'homme sur le paysage
2010-1-RO1-COM06-06851	A GRREN EUROPE IS POSSIBLE BY LEARNING SCIENCES TOGETHER
2010-1-RO1-COM06-06880	L'alimentation, le sport et la santé.
2010-1-ES1-COM06-20397	Building Europe from roots
2010-1-DE3-COM06-10767	European Students develop their Construction Skills for Children in Need
2010-1-FR1-COM06-14297	A LA RECHERCHE DE NOS RACINES
2010-1-BG1-COM06-03034	EUROPEAN MOSAIC - THE 7 WONDERS OF OUR CITY
2010-1-LT1-COM06-02850	We are in love with fairy tales
2010-1-GR1-COM06-03933	The mutual cultural influence of colonization and migration
2010-1-IT2-COM06-14441	WHAT? JUST WATER!
2010-1-LV1-COM06-00873	Our Forefathers' Regional Cultural and Historical Heritage
2010-1-IT2-COM06-14409	Replay Energy: Naturally Engaging the World
2010-1-IT2-COM06-14313	DEEP ROOTS FLY HIGH
2010-1-IT2-COM06-14411	Architectural diversity: the bridge to intercultural education
2010-1-TR1-COM06-13750	Traditional Festivals: food, dance and song
2010-1-GB1-COM06-05885	Getting Our Schools Healthy

Συμπράξεις με παρόμοιο θέμα: 0

Κωδικός	Τίτλος	Ομοιότητα
2010-1-ES1-COM06-20566	"One Europe under seven heavens"	0%