**Summary of Project Application and Feedback**

Application Summary

**Horizontal and sectoral priorities:**

* Horizontal: Supporting educators
* School education: Strengthening the profiles of the teaching professions
* Horizontal: Supporting individuals in acquiring and developing basic skills and key competences

**Reasons for choosing priorities:**

The last 20 years have seen a huge shift in the way society communicates and interacts and much of this change is proving to have a negative impact on current and future generations. Children are making unhealthy lifestyle choices due to a lack of information and intervention from parents and

mentors. Children aged 5 to 16 spend an average of six and a half hours a day in front of a screen

compared with around three hours in 1995, according to research studies. Teenaged boys spend the

longest, with an average of eight hours. Eight-year-old girls spend the least - three-and-a-half hours,

according to the study. Screen time is made up of time spent watching TV, playing games consoles,

using a mobile, computer or tablet. Health issues notwithstanding, spending a quarter of the day

online raises many internet safety concerns as well - cyberbullying, inappropriate content, sexploitation, fraud etc.

A review of 80 studies on more than 200,000 people has ranked smartphones and tablets alongside

sugary drinks as one of the biggest risks for childhood obesity. Being overweight can lead to a dozen

types of cancer, including breast, colon, kidney, liver, ovarian, pancreas and prostate. As well

increasing their risk of dying young, too much time on gadgets is damaging youngsters' eyes – the

number of short-sighted children has doubled in 50 years. Researchers say the findings are a

'significant concern' and call for more control on junk food adverts, which worsen the effects of

children doing less exercise. Research done by the World Cancer Research Fund examined the

causes of weight gain in children around the world. It found increasing amounts of time spent on

smartphones, tablets and gaming is a big driver of children getting fatter – that and sugary drinks

make up the top two.

Schools and their teachers are expected to burden more of the parenting role as children’s'

guardians, who find themselves pre-occupied with pressures from work, finance and lifestyle

choices, avoid steering their charges towards more healthy lifestyle choices. When this is added to

the multitude of curriculum, staffing and technological changes a teacher faces it is often a difficult

proposition for them to take an active role in promoting / developing a child's health and well-being.

As teachers, we accept this role but need support and continuing professional development so that

we can educate the current generation out of the negative cycle it is in. Our project aims to reinforce

the need for a more healthy lifestyle with activities that promote creativity rather than just

consumption. Some activities are designed to use digital technology to promote physical well-being in our pupils while others use technology to inform healthy choices and provide skills such as

entrepreneurship. We will also promote Internet safety with staff and pupils, still not given the time it demands when we consider the amount of time spent using the Internet. Other activities intend to

develop pupils' understanding about their mental well-being, who they are and how they can use their classroom environment in a positive way. Children will be encouraged to lead their learning at every opportunity.

As teachers it is important that we harness all aspects of technology, developing useful skills and

competencies in our pupils in a positive and healthy way. However, we intend for our project to

educate our pupils that fast, instant gratification does not provide a lasting sense of achievement. We want them to understand that a slower, creative and healthy approach will provide more enjoyment, deeper understanding and retention of their learning. The activities that we intend to provide should increase student motivation and contribute to decreasing under-achievement and positively affecting health and well-being. By sharing good practice and innovative teaching across our school systems we will strengthen the profession as a whole, raising performance in basic subjects and subject integration to reach transversal key competences (reducing drop-outs and increasing ICT, maths, outdoor education, citizenship).

**Topics addressed by project:**

* Health and wellbeing
* Entrepreneurial learning - entrepreneurship education
* ICT - new technologies - digital competences

**Project description:**

Many of our school systems are undergoing large curriculum changes at present in an effort to keep

up with the demands of the fast-paced social and economic environment which surrounds

them.Typically schools had an isolated control over pupils' education, preparing learners for exams

before continuing onto further education or work. Thus, teaching was mostly exam preparation or

exam training, especially in the final years of the secondary schools. New curricula have changed all

this as the onus of 'parenting' in the traditional sense has partly become the responsibility of schools.

We are expected to deal with an increasing array of issues such as diet, exercise, obesity and related

diseases, behaviour and emotional problems, lack of social interaction and self-esteem. A modern

teacher has no choice but to integrate opportunities for promoting positive health and well-being in

their lessons.

Teachers have to provide strategies to combat behaviour issues caused by lack of rest / sleep and

over-stimulation by electronic devices and the Internet. This has also led to a lack of exercise and

consequent rise in obesity - late nights on gaming machines, pupils being driven to school even

though within walking distance, meals derived from fast-food outlets on a regular basis. Quality

interaction at mealtimes is becoming rarer and hence the opportunities for social interaction and

discourse have lessened. More pupils have become unable to manage their emotions due to less

contact time with peers and parents. We have to consider this as an important part of our curricular

teaching or progression in the classroom will falter as will the sustainability of our current living

standards.

Our project objectives will encourage our pupils to become healthy, confident individuals who:

* have secure values and are establishing their spiritual and ethical beliefs
* are building their mental and emotional well-being by developing confidence, resilience and

empathy

* apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
* know how to find the information and support to keep safe and well
* take part in physical activity
* take measured decisions about lifestyle and manage risk
* form positive relationships based upon trust and mutual respect
* face and overcome challenge
* engage with contemporary issues based upon their knowledge and values
* have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

Pupil voice in our schools has shown a need for newer and more innovative education methods so

that students feel they are doing something useful towards their future rather than just treading water. At the same time, a more relevant curriculum will encourage school avoiders which is relevant to all countries participating.

Each school has its strengths and best practices that it can share with partners. We intend to share

good practices and create innovative methods to make the teaching process more relevant to

improving the health and well-being of our pupils. The project will develop constructive and creative

use of digital communication (ICT), enlarge participants' knowledge of the European Union, improve

language skills (English as the common project language), develop a deeper awareness of inter- cultural differences and similarities (inter-cultural competence), promote processes of collaboration

among students, improve relationships between students, teachers and staff and therefore improve

the climate of our schools.

As stated, our group of schools is varied and each school has similar and/or complimentary needs.

Our German school, a special needs school, has a wealth of knowledge in dealing with behavioural

problems and will lead in this area. Belgium (INDH) has carried out a lot of work/research into the

mental well-being of pupils and is practiced in using strategies to improve this area. The Spanish

school has been making progress into healthy eating, nutrition and sustainability and will share this

with the other participants. Belgium (Neufchâteau) is accomplished technologically and will lead with the robot technology. Austria has introduced the idea of the flexible classroom into their schools and will create the appropriate resources. Wales has experience in managing projects and will provide the project assessment materials and advice on Internet safety. Activities will be based around these areas. Our target groups of teachers, student teachers and pupils will hopefully see an improvement in health/well-being and attainment whilst developing many Key Action 2 competences (School avoiders, entrepreneurship, linguistic skills, cross-sector cooperation, active citizenship, innovation).

**Expected results:**

Participants will have:

1. Awareness of their health and what influences it.
2. Increased / developed healthy habits and permanently added them to daily routines.
3. Become ambassadors / facilitators of change with respect to the project objectives.
4. An improved learning environment due to improved behaviour.
5. Enjoyed opportunities to interact with pupils from another European area.
6. Discussed and shared their good practice on innovative methods of teaching different subjects.
7. Compared the students' performance prior to / after planned interventions.
8. Provided and shared teaching materials that contain innovative teaching methods.
9. Experienced cultural diversity and learned to respect other countries' cultural heritage through joint activities.
10. Enhanced areas of their curriculum using new technology e.g. robot trainer.
11. Developed entrepreneurial and numeracy skills as well as wider partnerships from promoting a small business.
12. Improved mental well-being.
13. Improved language skills as English will be main language of communication but other languages will have benefitted by Skype and multi lingual texts on website.
14. Creative methods on inclusive education and peer teaching.
15. An improved learning environment which changes and caters for different learning styles / behaviours.

All these will be evidenced on a project website. This will allow results and materials to be shared

with and used by the wider European community.

**Partner responsibilities:**

We decided on a modular route over the two years which makes it easier to designate task

responsibilities to each country and provides a series of way-points that can be achieved and

reflected upon regularly.

Germany: Responsible for minuting all meetings and writing report. Send a report of each meeting to every partner and stakeholder. Advise on matters for special needs pupils. Provide materials for

'What makes you, you?' activity.

Belgium (INDH): Support with website creation to display the materials produced by all schools

during the project. Provide technical expertise to other countries on Skype / Internet / Video

production. Deputy Coordinator. Provide materials for mental well-being activity.

Austria: Prepare press releases during project and provide journalistic experience. Provide materials

for flexible classroom activity.

Belgium (Neufchâteau): Assess the impact of the activities in the classroom. Provide materials for

robot trainer activity.

Spain: Responsible for coordinating release and quality control of project materials so that shared

with wider community. Advise on entrepreneurship. Provide materials for healthy eating / nutrition

activity.

Wales: Create and administer the website. Provide technical expertise to other countries. As

coordinating country responsible for administration of project. Provide baseline assessments and

analysis of data. Provide materials for online safety activity.

The project will contain six tasks and each country will be in charge of preparing one. These will be

demonstrated at the meetings to be held every 3-4 months.

**Project activities:**

Each partner school will embed the project activities into the existing school curriculum and school

development plan. Cross-curricular links will be forged when teachers and pupils plan the lessons to

meet the objectives of the project. The main focus will be developing the health and well-being

curriculum requirements, satisfying the needs of all learners across the scale.

Opportunities will be provided for pupils to acquire, develop and apply various skills to enable pupils

to think and respond in a creative manner. In order to ensure that all countries are actively involved

we have agreed to divide the project into six stages. Each country has been given one activity and

they will be responsible for the planning and preparation of the required teaching and learning

materials. These materials will be assessed and distributed at the transnational meetings as

appropriate. Completed tasks / findings will be discussed at transnational meetings before being

shared out so that pupils in the other schools have a chance to make observations.

Activity 1 - Belgium (INDH) - Mental Well-being

The aim of this activity is provide students with a set of tools that allows them to develop knowledge

of themselves by having confidence and feeling good about their identity. To know each other and

their differences (relationships) and thus feel good with others. Get involved in a social life and thus

make commitment. In essence developing their emotional intelligence. Pupils can personalise their

toolkit and use it at school but also outside, in everyday life. This tool would enable them to identify

their state of mind or their feelings and to find, if necessary, one or more concrete solution(s) to

improve a negative feeling or reinforce a positive feeling.

Activity 2 - Spain - Healthy eating and Entrepreneurship

To promote the importance of having a balance diet and living healthy habits in our pupils.

Understand the nutritional pyramid and integrate it into our eating habits. To know what obesity is

and raise awareness about its consequences. Generate knowledge and experiences on the local and

regional agri-food sector to strengthen the assessment of what entails the consumption of local

products in terms of the cultural, economic and social sustainability that the production of food in our land implies.

Activity 3 - Germany - What makes you, you?

There are fewer and fewer opportunities to be really creative as an individual. Instead pupils are

consuming rather than creating. When they do creative projects in lessons, they are often heavily

managed and seldom address skills that they really need to develop. For the rapidly changing world

that these next generations will face, it is very important to build skills that enable our children to deal with those challenges, encouraging creativity to promote a sensitive, flexible and original imagination. Pupils will be encouraged to explore themselves through media of their choice with as few guidelines as possible regarding the process and the resulting product. Methods to consciously shape and reflect on the process will be given. Pupils' work will be shared internationally via a virtual reality exhibition.

Activity 4 - Austria - Flexible Classroom

This activity allows the children to think about organising their class to favour good behaviour as well

as improve the quality of the learnings on a daily basis. This will also promote concentration and

improve skills learned. Activities will look at the organisation of classrooms to develop cooperative as well as autonomic styles of working. Pupils will be given the opportunity to design spaces inside the classroom by means of an IT simulation tool. Pupils will also create simulations of spaces, estimating measurements and scales.

Activity 5 - Belgium (Neufchâteau) - Robot Coach

Pupils will use robot programming to guide physical activity based on running and rhythm. Children

program a robot drone to act as an exercise instructor. They can adapt the programming of the robot to suit their current physical ability and condition. It also makes it possible to approach physical education in a motivational way with students programming their own "coach" with a physical activity (running, endurance) in a fun and innovative way. The programming will allow to meet the different phases of learning, warm-up, through the race and the rest period. This management will make it possible to work more differentially and respond in this way to the needs of each child.

Activity 6 - Wales - Online Safety

E-safety Factor – Using the popularity of TV programmes such as X Factor, children re-write the

words of their favourite pop song to give it an e-safety message. This makes e-safety fun and

accessible for all children. Once the song is complete, pupils then learn their lyrics and create a

dance routine to accompany it. They can also make an I-movie 'pop video' of their song. This leads up to a talent contest where songs are performed.

**Transnational Project Meetings:**

Every three to four months, we will hold a physical transnational meeting in a different country to:

* Review the work done, reflect on and address any difficulties that have arisen.
* Each partner has a task to present / demonstrate giving an opportunity to evaluate and modify before performing with pupils.
* Verify quality of work presented.
* Add work to Website for dissemination.
* Engage with local school's Journalist to raise publicity of Erasmus+.
* Provide an opportunity for cross-pollination of pedagogies and team teaching.
* We will ensure an efficient and easy communication inside the project team and with the

stakeholders by:

* Exchanging emails between the project team to propose or ask something and circulate the answers.
* We will maintain a website to post news, help and advice for stakeholders in particular for the parents and our colleagues who are not directly involved in the project.
* We will organise web conferences, via Skype, together between the project team, the children and some special guests, to prepare the meetings and to ensure follow up of the activities started during the country visits.
* We will create a YouTube channel and integrate it into the website to provide instruction and resources.

Project monitoring:

Our team is composed of experienced members who have participated in Comenius / Erasmus

projects previously and has a lot of experience in project implementation at the international level.

At transnational meetings we will use an evaluation questionnaire and we will get feedback to

improve project implementation moving forward. The evaluation questionnaire will include evaluation of the activities that were developed at the meetings as well as reflect on the materials/activities brought by teachers from their schools. Teachers will be expected to bring the agreed activity outcomes to each transnational meeting and present them to the project team. They will also be expected to provide a written reflection on the activity which considers the thoughts of participants not present e.g. teachers and pupils. The creation of all planned products of the activities will be monitored from the start with active engagement of our project team members through direct contact with participants by providing them with all necessary assistance in the process. Spain will lead the monitoring process as the coordinator has experience in quality assurance gained from being on the senior leadership team in his school. Where deficiencies in quantity or quality arise, we will as a group, provide guidance to improvements and expect that refinements are made prior to the next meeting.

Each country will be expected to lead an activity and it is expected that clear strategies are given for

the undertaking of said activities e.g. lesson plans, technical tuition, demonstration of / participation

in proposed activity etc. teachers should be fully equipped to deliver / cascade the activities into their schools upon return.

During the project, we will actively monitor how many visitors the website receives and what

resources are used and with what frequency. We will also offer website users the opportunity to give feedback which we can use to fine-tune the resources / activities.

Clear timescales for each activity will be given and the coordinator will remind participants in good

time via emails and shared website calendar of impending deadlines.

**Project Evaluation:**

Teachers

Will prepare a baseline assessment to capture teacher and pupil reflections on behaviour and

attitudes to self, school and life outside of school. We can then revisit the survey at the end of the

project and assess whether any progress has been made.

Examples of question to be asked are:

I know my rights.

I have responsibilities.

I enjoy my life.

I feel good about myself.

I understand that mistakes help me to learn and I don’t give up.

I enjoy challenge.

I try to be independent and do things for myself.

I can understand how others are feeling.

I am well behaved.

I have good manners.

I can control my temper.

I know how to calm myself down

I attend clubs outside school.

I play with my friends outside school.

I worry about things outside school.

I like to try new things outside school.

I enjoy weekends.

I feel safe out of school.

I feel listened to outside of school.

Adults care about what I think outside school.

I think I have a healthy lifestyle.

I know how to keep myself safe outside school.

I know how to keep myself safe online outside school.

PLEASE NOTE: This is not a final list (concentrating on well-being) and is meant to be representative

of the type of questions asked. We will add/amend this to ensure it reflects all aspects to be focussed on such as entrepreneurship, nutrition and physical activity. There will be surveys prepared for younger / lower ability children to be administered with support where necessary.

Schools that are able to will consider the relevant attainment data for participant pupils and compare this to the levels achieved at the end of the project. This will then be compared to historic data and any progress noted.

Each activity planned can be considered a way-point in our journey. Reaching the end will be a

measure of success.

After every transnational meeting and training workshop, the activities carried out in the project will

be evaluated using discussions and participants' surveys. Teachers will present their pupils' work.

This will allow the coordinator to evaluate impact at each stage.

Activities will be assessed for consistency and validity - points arising will be discussed during

training activities.

The website will have a blog element which will allow feedback from the public and teaching profession.

We will each set up an Erasmus corner in our schools to share photos and information about the

mobilities and the project.

Through newsletters, each partner has regular feedback to all staff and stakeholders at their school

to include parents, governors and local community.

At each mobility, coordinators team review the mobility, prepare the next one and ensure the next

task is understood by the country responsible.

Website hits can be polled.

Pupils will be given evaluation tasks after each participation - these will be age relevant. These will be brought to meetings along with the relevant project work.

The website will have quizzes to ascertain understanding and/or opinion of certain elements.

Towards the end of the project pupils will take part in videoed discussions about the project which

will be shared where appropriate.

Entrepreneurship can be quantitatively assessed and linked to monetary gain.

**Handling Risk:**

Insufficient knowledge of the English language for the participants: Support of the local English

teacher and language quality review by the native English speaker (Wales). At least 3 partners have

previous experience in similar multi-countries project.

Health issue with a teacher during a mobility: Medical sheet of each participant before the travel,

ensure a proper medical assistance in the travel area (doctor phone number). Use of dynamic risk

assessments where necessary.

Resignation of one or more partners: keep regular contact before and during the project. Maintain

properly the documentation of the project and file it on the website in order to make sure that a newcomer can be rapidly updated. Deputy coordinator (Belgium) appointed.

Poor quality of activity with respect to presentation: Define a quality criterion check list and go through a challenging process by the steering committee before dissemination. If necessary, secure

undertaking to redo activity.

Lack of support from school leadership: Keep leadership informed and involve them as much as

possible in the different meetings, activities.

Reliability and availability of the IT in the different schools: The IT infrastructure has been tested and

looks fine.

The risk will be managed case by case if it happens.

Requirements not fully understood by all participants. Each transnational meeting starts by a steering committee to review achievements and decide next steps. Allow time for reflection of tasks set before meetings end so that problems arising can be solved quickly.

Safeguarding: All schools will check that they are following the relevant school policies such as

Acceptable Use Policies. Parental consent will be obtained where relevant. We will also undertake to

check that participating teachers are current with their safeguarding policy so that in the event a child raises a concern e.g. when participating in the well-being or online safety aspects, it is dealt with in the appropriate manner.

Budget: Legal representative for each school will be integral to decision making process and take

part in planning of budget so that informed decisions are made.

Project risk management plan: During each steering committee meeting the list of the risks will be

reviewed and updated.

**Project implementation:**

Activity 1 - Belgium (INDH) - Mental Well-being

Many schools already use tools to improve the well-being of children, to teach them to relax, to

express themselves, to concentrate. However, these tools are intended for the class group whereas

the aim of our project is to personalise it for each child so that they find answers independently at

school but also outside of it. Until now, the tools used within the school are offered by the teacher at

times decided by them and without it responding to a specific need of each child. It seems important

to us that every child acquires the habit / reflex action of making the process of using a tool at their

own initiative. This will lead to development of interpersonal skills such as psychosocial abilities, social skills, relational skills focused on listening, dialogue, cooperation and appeasement, improving their ability to weave, develop and maintain human relationships. Equipping them from childhood prepares them to become responsible and fulfilling adults.

Activity 2 - Spain - Healthy eating and Entrepreneurship

In this activity pupils will study the food groups that they consume and look at the impact that the

choices they make have on their health and well-being. Pupils will carry out research into where their food comes from and where it is sold and collaborate with outside agencies to e.g. health centres to gain an understanding of what poor choice can lead too. Armed with this information they will be tasked with becoming food-producers themselves, aiming to produce / cultivate food stuffs in their school gardens and marketing / selling them via a business. We believe that this will improve their health and well-being physically and give them the knowledge to sustain a healthy future.

Activity 3 - Germany - What makes you, you?

Pupils are encouraged to reflect on the question in as freely a way as is practicable which brings the

process and it's creative implementation to the foreground.

Any materials, media (art, music, new media etc.) can be chosen. At the end of the activity, the

pupils' artworks will receive special attention through the planned exhibitions locally, via the Internet and Virtual Reality. In this way pupils benefit from an even greater international appreciation as well as gaining an interesting insight into the artworks of their peers.

In giving pupils the freedom to reflect on and internalise their emotions / purpose, we expect to see

an improvement in their mental well-being. They will also have experienced cultural diversity and

learned to respect other countries' cultural heritage through joint activities. The virtual reality

exhibition will have provided and shared teaching materials that contain innovative teaching practice.

Activity 4 - Austria - Flexible Classroom

The flexible classroom provides a way in which pupils can modify the arrangement of space in a

room to give them choice in working positions e.g. standing places, sat feet in movement (elastic to

the desk, the crank set, the ball, exercise bike). It also promotes interaction by utilising different

seating e.g. round tables, seats, computer's pillows. It is also intended that pupils have the

opportunity to plan these spaces themselves using design technology software. This is innovative as

it goes against traditional classroom organisation but the expected outcomes, already being seen in

one partner school, are improved learning experiences and attainment because behaviour improves

as does concentration.

Activity 5 - Belgium (Neufchâteau) - Robot Coach

Pupils learn to program a robot / drone to coach them to a better level of fitness. Adapting the

programming of the robot allows pupils to tailor the physical exertion to their current physical

condition. We expect this to provide improved motivation allowing students to approach this type of physical activity (running, endurance) in a fun and innovative way. The programming will allow to

meet the different phases of learning, warm-up, through the race and the rest period. This

management will make it possible to work more differentially and respond in this way to the needs of each child. Over the time of the activity we will hopefully see an improvement of factors such as BMI in pupils, especially when coupled to our activity on nutrition. This activity also satisfies our objective of using innovative cross-curricular technology (programming) in areas where it is currently not considered and promotes inclusivity by considering all abilities.

Activity 6 - Wales - Online Safety

Pupils will adapt produce songs which have lyrics promoting online safety. This will develop and

embed an awareness of acceptable behaviour when going online - of themselves, their peers and

unknown persons. Promoting online safety at an early age will help them to become more responsible citizens not just on the Internet, but in real life as many of the skills and considerations are transferable.

**Communication:**

We will ensure an efficient and easy communication inside the project team and with the

stakeholders by:

* Exchanging email between the project team to propose or ask something and circulate the answers.
* We will maintain a website to post news, help and advice for stakeholders in particular for the parents and our colleagues who are not directly involved in the project.
* We will organise web conferences, via Skype, together between the project team, the children and some special guests, to prepare the meetings and to ensure follow up of the activities started during the country visits.
* We will create a YouTube channel and integrate it into the website to provide instruction and resources.
* The last project we participated in used eTwinning as a method of sharing our work. We intend to use this again to disseminate information and encourage a dialogue with the wider education community. All participant schools will enrol.

**Impact for participants:**

Pupils:

* Improvement of the average BMI of the students at the end of the two years.
* Greater awareness of responsible consumption with the environment.
* Awareness of the importance of consuming local products due to its effect on the local economy and its nutritional benefits.
* Collaboration with health centres / local hospitals for the elaboration of joint actions with the aim of improving the nutrition of the students.
* Generate a permanent change of habits among students and indirectly in their families.
* Dissemination: reports (statistics, graphics, infographics), via web, presentation to families, explanatory video.
* Pupils will have developed an understanding of their own well-being and use the toolkit provided under their own initiative.
* Pupils will have a greater understanding of online safety and will have refined their online presence to a healthy, sociable level.
* Develop their critical thinking.
* Increased autonomy when creatively thinking.
* Improved motivation thanks to interactive technology appealing to all learners especially students who are prone to dropping out of school.
* Improved ICT skills needed in a modern workforce.
* Improved English and Numeracy skills through working with their European partners.
* Encourage collaboration between pupils with a wide range of learning and physical abilities.
* Removal of fearful perceptions about other cultures.
* Entrepreneurial skills developed at a young age.
* Become more active European citizens.
* Allow personal growth and development of all during children's most formative years by providing access to a variety of creative forms of self-expression.
* Encourage respect and tolerance whilst promoting the importance of building a sense of common belonging.

Teachers:

* Understand and compare each country's educational system and socio-cultural situations.
* Increased acceptance of migrant families into communities.
* Share good practice amongst teachers and enhance continual professional development.
* Benefit from an international network of practising teachers.
* Staff will learn to compromise but lead strongly.
* Develop new ideas and teaching and learning strategies.
* Improved professional competence, e.g. reflecting on their teaching methodology.

Impact on participating organisations and relevant stakeholders:

* Schools will have got more qualified teachers through applying the created innovative teaching methods.
* Discover a new way to learn, communicate and share information.
* Improved cooperation with teachers and students.
* Make Europe something more concrete for parents, local authorities and colleagues.
* Activities within the project will result in the creation of education resources which can be used by partner school or other institutions in the future.
* Closer links to business community.
* Value for money in technological investment.

**Impact at local, regional, national, European and/or international levels:**

The desired impact of the project at a local level is:

* Improved standards in attainment across the curriculum and especially the key skills.
* The European factor in education will have strengthened at a time when current events are causing a strain.
* The quality of teaching will have improved by making teaching methods and learning opportunities more attractive to students.
* New technology embedded in curriculum with value.

The desired impact of the project at the regional and national level is:

* An informative website reflecting our project which provides a series of innovative tools for the use of other teachers across Europe.
* Schools participating will become beacon schools - role models and advisors to neighbouring education establishments.

The desired impact of the project at the European level is:

* European languages will be promoted.
* Best practice shared across national barriers.

**Impact measurement:**

The coordinators from each country will collaborate on a survey to be undertaken by participants

after the first transnational meeting. This will have a broad scope and require pupil, teacher and

school leadership input - reflecting on the impacts mentioned in previous box. Survey will be retaken

at the end of the project to help measure the impact of the work done.

**Dissemination and Use of Project's Results:**

Local targets:

* Participating pupils and teachers in the school.
* Non-participating pupils and teachers via internal cascading - weekly teacher meetings and training
* days.
* Local newspaper and radio stations via invitation to participate.
* Parents via school and project websites.

Regional / National targets:

* Teacher training colleges - offer of seminars to student teachers.
* Use of national agencies, consortia and other tiers of education - resources to be shared on national
* platforms if available e.g. HWB in Wales.
* School advisors to be informed of project so that they can advise other schools on participating in EU
* projects.

EU Targets:

* Use of eTwinning portal to disseminate project progress. Potential external participants to be appraised and supported with our materials should they wish to take a role.

**Dissemination Activities:**

Ongoing dissemination of developments and successes via project website and e-Twinning portal.

Local community and parents to be kept informed of progress and invited in to see pupils' work first

hand - Erasmus display corner.

Discussion of any problems encountered, ideas and particular successes during project meetings in

each country.

Pupils and staff keep in regular contact by e-mail and e-Twinning.

Broadcasting elements will provide a wide audience.

Contact local newspapers and/or local TV stations to report progress.

Project to be highlighted in local community newsletters.

Participation in meetings and seminars of national agencies etc.

Exhibition of pupil work and activities undertaken on project website and e-Twinning portal.

Disseminate project information to local teacher training institutions and university.

**Dissemination Responsibilities:**

Belgium will be responsible for managing the blog and Twitter as a news outlet. They will also

oversee the use of the e-twinning platform where they have had many projects and contacts. The

Belgium coordinator has participated and contributed to Comenius / Erasmus+ seminars on

numerous occasions.

Wales will oversee the creation of the project website. The Wales coordinator is experienced in web

design professionally. The Wales coordinator has also spoken at seminars for Comenius in the UK.

Transnational meetings will be used to invite local press to inform them about the project - this has

proven to be a good method of dissemination in previous projects.

We also hope that by having an element of media broadcasting in our activities, opportunities will

present themselves to further inform the public - our last project taught us about the value and use of local radio stations.

Costs for the above are expected to be small but will be born equally by all partners.

2019 KA201 Application Assessment Feedback

Organisation Name: Pontlliw Primary School

Application Reference Number: 2019-1-UK01-KA201-061397

Project Title: Developing healthy and creative citizens.

Overall Score: 79/100

Overall Comments from the External Expert:

A thoroughly worked through project with very clear and very ambitious aims. The proposal is built

upon a solid societal analysis of the perceived problem and its central focus is to support educators

and to help students. The innovative teaching practice iterated in the proposal is aimed clearly at

increasing student motivation and decreasing under-achievement in a way that could have a

profound effect on the health and well-being of the students involved – which is essentially all

students in the participating schools. The project is framed in a local, national and international

context but it also based firmly on the experience of the teachers involved. This leads, in this case,

to very clear project objectives and the potential results based on these objectives are both

ambitious and realistic.

The application shows that all areas of the project have been carefully planned in order to achieve

the objectives over the two years. The work programme is detailed and realistic and the timetable of

activities over the three years are suited to the needs of the partner organisations and project

participants. Participants with fewer opportunities will also be involved in the project activities from

across the partner organisations. Evaluation will be ongoing over the three years. The budget would

offer value for money and the grant request is acceptable.

The participant organisations do have a wide range of experience and knowledge to ensure that the

work programme is carried out effectively over the two years of the project. A number of the

partners have taken part in Erasmus+ and Lifelong learning projects in the past. The methods of

coordination and communication are clear and the partners will maintain a website to post news,

help and advice for stakeholders in particular for the parents and other colleagues who are not

directly involved in the project. eTwinning will be used as a method of sharing the project work and

outcomes through the dissemination process.

The proposed impact of the project is clear, ambitious and (for the student participants) potentially

life-changing. It is nothing less than a ‘permanent change of habits’. In terms of impact on the

schools there is a clear aim to see this pedagogic approach embedded into the curriculum. The

iteration of impact deals with students, teachers and with the potential pedagogic and systemic

effects. It deals convincingly with the effects at a local level and wider - although the potential wider

effects are dealt with in a way that is slightly less convincing. The dissemination activities are, on the

whole, appropriate and effective (although the bid does include some in-project activities that are

perhaps not dissemination).

Overall this is a good proposal application building on previous Erasmus+ and European linking

projects. The coordinator applicant has in parts referred to their own organisations background

especially in the dissemination section and should have made it more partner inclusive.