** "Skills for the Future of Europe"**

**Report on the Initial Meeting of the Erasmus+ Project: Aurich, Germany January 12th-16th 2015**

**Key points:**

* **All resources, surveys, photos etc. to be shared on our E –Twinning project Twin Space. Each school to ensure a link to this site is on their school website. Each school website to have a dedicated page or area for Erasmus+ information. Each school is to have a display board in a prominent place in the school building, so any visitors are kept informed about the project.**
* **All partners to access the Twin Space once a week minimum, and check FORUMS.**
* **Each Transnational Planning Meeting should consist of a period of time; say 5 days, with a core 2-3 days which all partners must attend all day.**
* **It is essential that colleagues who attend Transnational Planning meetings have a good command of English, so that they can follow the discussion and contribute to the joint work.**
* **Main aims of project: Improvement in attainment in key subjects of 5%, Improved ICT skills, Improved attendance, Shared best practice, Staff professional development, Improved Language skills, Peer learning, Development of “soft skills” (team work, attitude, resilience, perseverance, problem solving, aspirations for the future etc.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Comments/discussion | Action needed | Person/s responsible | Deadline |
| **1. Introductions** | Alison led introductions so everyone was aware of who each partner is and their role in their school.Present: ITCG F. Niccolini; Alessandro Salvini, Simona Sacchini, Giovanni Mazzau, Nuccio OssoSzkoła Podstawowa nr 13, Gliwice: Mariola Bucher, Ela Cichon, Barbara JaworekArmatör Yakup Aksoy Mesleki ve Teknik Anadolu Lisesi: Hulya Karaman, Asiya, Meltem, ElvanSt John's Wetley Rocks: Diana Higton, Alison BlaneyLambertischule Aurich: Kai Muenzel, Johannes Coesfeld, Meike Schlichting,Melanie Reents, Claudia,Kußmann, Dorothea Wuerdemann and all the staff of the school.Erasmus+ grants were received by the Polish school at the end of November 2014, and by the English, Turkish and German schools in December. The Italian school is yet to receive the funding. |  |  |  |
| **2. Results of initial surveys.** | The importance of the survey is that we need to show the impact of the project on our pupils, parents and whole school community. We need a baseline to start with to compare with at the end of the project.From the results so far from the survey and the discussions around the table is was obvious that each partner schools agree that the skills that employers want to see in the next generation of employees are skills that we need to emphasis to our pupils. It will be necessary for us to ensure that our Business Partners explain to our pupils what they will be looking for in the workforce of the future. Difficulties have arisen because the original questionnaire was too difficult for primary aged children.The group devised a simple survey with key points which can be used by all partners. The surveys will be carried out and Italian partners will summarise each partner schools results when all schools have completed the surveys.Results will be uploaded to the project Twin Space to share with partners. | More focused and relevant survey to be carried out by all partners.See link at:<https://docs.google.com/forms/d/1yNz3lVNpGrgUEgXMkG_aE_ABp9vOTcjBJ47hGckJF30/viewform> | Alessandro | All surveys are to be completed and sent to Alessandro by the ***end of February 2015.***An email from each school will also be sent to alert Alessandro. |
| **ITCG F. Niccolini** | Italy presented their results which will be published on the E-Twinning platform.The survey group consisted of 39 Italian students aged 16-17. The survey was carried out in English.The school consists of two sites: business economics and electronics. Through discussion it appears that very similar problems exist in Italy as in other partner countries. Most Italian students gain a school leaving certificate which most students consider useful for future careers. Students worry about their futures because they are aware of the current EU economic and employment situation. They are concerned about being unemployed and poor, and are rather pessimistic. Many students think of manual jobs as being a last resort, but this idea is based on prejudice and ignorance of such jobs as plumber. This may be as a result of social and media influence combined with the support they get from family and the lack of information available to them. They also have been encouraged to see university education as their main focus, as this has been driven by political influences There is a lack of technical education, and it is regarded as second rate compared with academic study. (as in the UK). |
| **Szkoła Podstawowa nr 13, Gliwice** | 40 students surveyed aged 10-11 using the Primary simple survey. Only those pupils, whose parents agreed and signed, took part in the survey. The results were presented to partner schools. The school contains children from families with a professional background who are well educated. As a result, the pupils have high aspirations and think they are destined for successful careers. Also there is a university close by, so the children know about university education. There were some interesting results, especially where the children seemed unsure about, or thought themselves lacking in skills of the use of the internet. Pupils also seemed naïve (possibly because of their own family circumstances) about the current employment and economic situation in the EU. Like the Italian survey, many seemed unwilling to think about a manual career. Results will be uploaded to the project Twin Space to share with partners. |
| **Lambertischule Aurich** | Have yet to carry out the initial survey. Results will be uploaded to the project Twin Space to share with partners. |
| **Armatör Yakup Aksoy Mesleki ve Teknik Anadolu Lisesi** | Turkey have conducted the survey. Hulya discussed the results with all partners. Vocational education is important in Turkey. Students are willing to travel for employment. The students’ families are mostly those with high school education, many with parents who have skilled jobs or are retired (20%) 20% having university education. A significant number of the students questioned (30%) don’t care about education, but 70% think they attend school to get a good job. Like the Italian students, and perhaps because these students are older, they are concerned about future unemployment, They think learning a foreign language is important for their future employment, but this is not reflected in their efforts in the classroom! They consider ICT and MFL the most important subjects, but think Maths is not important (they find it difficult, lack perseverance and don’t see the practical applications of the subject.)Most of the students at the Maritime School are male. They consider pay to be important, but also satisfaction in the job, and finding a career that matches one’s qualifications.70% of those questioned want to go to university. The survey was carried out in English. Results will be uploaded to the project Twin Space to share with partners. |
| **St John's Wetley Rocks** | St John's carried out the simple survey with pupils aged 7-11. They have yet to complete the analysis of the survey. As a Primary school not all questions were relevant to the pupils. Results will be uploaded to the project Twin Space to share with partners. |
| **3. Progress with project so far. (Work with link business, work done with other stakeholders including students)** |
| **Lambertischule Aurich** | Have established links with two partners: ZNT nature and science centre and EEZ (education and energy centre). Both are a gateway to big company Enercon, a business partner. As a nature project the school has planted 150 apple trees which they hope will be the schools business enterprise. Parents’ Parliament in school has been involved with the project so far.Children are aware of the project being introduced and know the purpose of this visit.The meeting with the mayor of the town on Thursday was planned to disseminate the project within the locality.The internal competition to design our project logo has been held. | Decide on Mini-Enterprise  | **Kai** | May 2015 (by time of visit to Italy) |
| [**ITCG F. Niccolini**](http://twinspace.etwinning.net/1600/pages/page/7532)  | Business partner is ENEL Green Power, the biggest company for generation and distribution of renewable and sustainable electricity in Italy. This company produces geothermal energy, which is clean energy produced by complex system - natural water pumped in to vapour ducts FUMAROLES (like geysers), which convey the water into a turbine which produces electricity. Has a small impact on nature. The town where it is based is Larderello. The schools have worked with the company for about 30 years. About 50% of pupils work in the company. Pupils visit the company about 20 times per year. The idea of the school for their Mini-Enterprise project is to build a drone which will detect geothermal abnormalities of the vapour and report this to a computer. This will be the prototype and models of the drone will be brought to England to be sold. Information has been disseminated quite a lot so far as this project has been worked on for quite a long time.The internal competition to design our project logo has been held. | A film of recent work with ENEL will be uploaded onto our TwinSpace. | **Giovanni** | 25.1.15 |
| * [**Szkoła Podstawowa nr 13, Gliwice**](http://twinspace.etwinning.net/1600/pages/page/7533)
 | The school has begun a project called “Parents -Enthusiasts and Experts.” Parents with special jobs and hobbies are invited into school to share their work/hobbies with the children. Projects so far include visits to local council offices, military exercises, meteorologists. They have also held special lessons in school when 10-11 year olds delivered to their class a presentation about their parents’ profession or job. There was a special lesson for year 4 of visit of parent who is a coal miner. There was also a lesson with robots from technical college and an explanation of how important English, Maths and ICT were for a career in engineering. Year 3 pupils made scrapbooks about people and their jobs. Yrs. 5-6 made comic strips about their dream jobs and how to get the job.Their business partner is called DARPIN, which specialises in the most innovative cooling (refrigeration) and heating as well as power generating systems with the use of renewable energy. Some children have visited the company. Publicity so far - newsletter with article about the programme which explained who ERASMUS was, the aims of the project, who the partners are, and what the work will be.  The internal competition to design our project logo has been held.They have yet to decide what their Mini-Enterprise in the 2nd year of our project will be. | Presentation will be uploaded on to E-Twinning website. | **Ela** | 25.1.15 |
| **Armatör Yakup Aksoy Mesleki ve Teknik Anadolu Lisesi**  | Their business Partner is GESTAS Ship Building Company - ferry construction. The link is well established over time, and the company employs many local people. The project has been announced to the students and some presentations have been made. The internal competition to design our project logo has been held.They have yet to decide what their Mini-Enterprise in the 2nd year of our project will be. | Decide on Mini-Enterprise  | **Hulya** | May 2015 (by time of visit to Italy) |
| * [**St John's Wetley Rocks**](http://twinspace.etwinning.net/1600/pages/page/7531)
 | The school will work with JCB (producing vehicles for construction and farming, and JCB Academy partners. (Involve parents in careers and giving careers advice) So far, the school newsletter has carried a story about the success of the Erasmus+ application, and Yrs. 3-6 (aged 7-11) know about the project.The proposed Mini-Enterprise product for St Johns will be fridge magnets with Erasmus logo, school logos etc.The school will also develop a Princes Trust contact - green energy, to link with the renewable and sustainable energy theme of [Szkoła Podstawowa nr 13, Gliwice](http://twinspace.etwinning.net/1600/pages/page/7533), [ITCG F. Niccolini](http://twinspace.etwinning.net/1600/pages/page/7532)  and Lambertischule Aurich. |  |  |  |
| * **4. Choose winning project logo.**
 | This was chosen from a selection brought to the meeting from each partner school. It symbolises a key to unlock the future of Europe. It was designed by Francesco Fabbri from the Italian Partners | Design uploaded to Twin Space for use in all documentation. | **Alessandro** | 16.1.15 |
| * **5. Review original application and plan first year in detail, with clear outcomes.**
 | We all agreed to have a launch event in our schools and local communities to share the aims of the project. | Dissemination to all school communities to introduce project, share results of initial survey and to explain the next steps of the project and to share the aims and possible outcomes. Date of launch to be shared with all partners in advance so Skype can be used if possible. Schools to exchange Skype names on forum site of E-Twinning.Press releases and information uploaded onto the E-Twinning Twin Space. | All partners. | All to be completed by end of March 2015. |
| It was decided that Facebook and Twitter accounts would not be included at the moment as we would rather ensure the E-Twinning space would be used more thoroughly. | Each partner school agreed that each Friday all areas of Twin Space will be checked and emails answered. | All partners | Each Friday |
| Each partner school to be responsible for the press release and media coverage of visits at their school.Alison Blaney agreed to produce a short report after each visit to share with each partner.  | Produce reports on each Transnational Planning meeting | **Alison** | Within one week of end of each visit. |
| Each school to research their link business, visit and prepare some information to be shared with each school. This is to be photographs with simple captions. This is to be shared through uploading to Twin Space by end of March 2015. | Presentation on business to be prepared for sharing with partners (use PowerPoint or similar) | All Partners**Nota Bene: Alessandro** to confirm which version of PowerPoint to use. | To be completed by end of March 2015. |
| Each school to arrange a career convention (exhibition involving parents and local businesses, universities, colleges and high schools, where children are given information on what careers may be open to them later in their lives, and what skills are needed by employers).. Progress to be discussed at meeting in Italy. | Take photos, videos etc. and prepare presentation for sharing at visit to Italy in May 2015 | All partners |  to be completed by the end of June 2015 |
| * **6. Decide on which schools are responsible for different aspects of the project.**
 | E-Twinning Twin Space | Support colleagues, manage membership and monitor usage. Moderate Chatroom when used. Ensure deadlines for uploading materials are adhered to. | Alessandro | On going |
| Surveys | Collate and analyse results | Italian School | End Feb 2015 |
| Mini-Enterprise | Devise criteria  | German school | May 2015 and ongoing |
| Impact of project | Measure and make use of ECAS portal  | Polish school | On going |
| Business links | Monitor progress and ensure all partners are maintaining good links and sharing that with partners. | Turkish school | On going |
| Transnational mobilities reporting | Write report to share with partners | English School | After each visit |
| Transnational Planning Meetings | Organise activities, transport and accommodation | Italian, Turkish and Polish schools | See dates agreed |
| Enterprise Week May/June 2016 | Organise activities, transport and accommodation | English School | May 2016 |
| * **7. E-Twinning Twin Space**
 | Time was spent on day 2 to look at E-Twinning together and to ensure all partners have added members. | Support colleagues, manage membership and monitor usage.Interact with Twin Space and upload all documents, photos and videos.  | AlessandroAll partners | On goingEach Friday |
| * **8. Fix dates, venue and aims for next meeting.**
 | Next Transnational Planning Meeting in Italy to evaluate first year of project and share progress. | Organise activities, transport and accommodation | Italian school | 28th-31st May 2015 to include core 2 days 29th-30th for project planning and evaluation, and visits. |
| Confirm dates for Italy. Nearest airport PISA | Partners to email Italian partners with exact dates they can travel to and from Italy | All partners except Italian school | End Jan 2015 |
|  Change dates for visits to Turkey and Poland.Visit to UK with students and Mini-Enterprise week | Turkey 5th-10th October 2015Airport Istanbul (4 hours’ drive to Gelibolu)Poland 14th-17th March 2016Nearest airport KatowiceEnd May/Beginning June 2016 | Hulya to confirm datesEla to confirm datesDiana to let partners know possible dates | End Feb 2015End Feb 2015End Feb 2015 |

In addition to the project work, the following activities took place:

**Meeting with the Mayor of Aurich**
The group also attended a meeting with the Mayor of Aurich, Heinz-Werner Windhorst.

The mayor leads the decision to fund the new building of EEZ (Energy Experience Centre) with other partners including the educational arm of Enercon, the wind turbine manufacture, for use by the schools in Aurich and the surrounding region, as well as for teacher training, apprentices from the company Enercon and as a tourist centre. It is very important that the Lambertischule Aurich can show their commitment to the project and by introducing the European partners and explaining about the Erasmus+ project the Mayor can see how committed they are.

The mayor explained that the area used to be poor but by offering free nursery places and supporting schools they have attracted industry in to the area (such as Enercon) .This has attracted more people to live in the area thus they will pay more taxes which will allow the town to keep its competitiveness. He appreciates the value of projects like Erasmus+ and often meets children from abroad who are in the area with projects.

This is the reason why he is supporting the new building of EEZ so much.

He has a very good impression about the project and hopes for long lasting relationships with the partners.

**Visit to ZNT (Zentrum Natur und Technik)**

Dr. Kai Leferink was our guide and tutor.

This visit enabled partners to experience a project normally done with pupils aged 10-11 years.

Topic is Wind Turbine

Step 1 Using card provided make a simple wheel.

Step 2 Mark the centre.

Step 3 Place pin in centre.

Step 4 Place tooth pick through centre whole.

Step 5 Place a drinking straw over the toothpick.

Step 5 Try to rotate it using wind.

Step 6 How can you make your wind turbine work best in the wind?

Step 7 Add base and make alterations so that your wind turbine works equally well where ever it is positioned in front of the fan.

Step 8 Find a solution so that the turbine works equally well no matter from what direction the wind is blowing or how fast the wind is blowing.

Step 9 Using black card add a wind vane to improve your turbine.

Step 10 Put all wind turbines together and produce wind farm.

Next steps

We were next given the task of building a model wind turbine based on the principles we had discovered for ourselves. This time we used plastic and metal, creating the requisite parts using a variety of simple tools supplied. We were given a rotor, base plate, and templates for the rudder or sail, which angles the wind turbine into the wind.

**Visit to EEZ (Das Energie-, Bildungs- und Erlebniszentrum)**

This is a new centre under construction next door to the Enercon plant and will provide areas for the ZNT as well as teacher training, facilities for training tradesmen and apprentices, amongst other possibilities. The centre is due to be completed in June 2015.

**Tour of Lambertischule Aurich**

Staff from all partner schools visited the classrooms and were shown a demonstration of drumming from a music group. All partners gave a presentation to the whole school to introduce the partner schools and explain their part in the project.

**Meeting staff of Lambertischule Aurich**

A range of activities took place, including a dinner for all partners and staff and representatives of the Lambertischule Aurich parents association. There was also a visit to the local bowling alley, and an excursion to Emden Regional Museum where partners found out more about the history and geography of the area, and the importance of wind power to the maintenance of land in the region. A visit to Emden Art Gallery included a practical workshop on the theme of Asger Jorn collage.

The whole visit was well organised and partners were welcomed by Kai and his staff, making us all feel we have a basis of a good team.