

Subjects:

1. Innovative good practises in the digital era;
2. Entrepreneurial skills in educational and social environment
3. Methodology bottom-up
4. Foster Inclusion

Goals :

1. Class discussions and team-work: students were taught to work in small groups in order to share ideas, opinions, to learn how to listen to each other , how to make proposals. In this context it is very important the role students are given in order to build up a sense of responsibility and independence.
2. Digital skills and the use of applications and social networking sites: students have acquired digital competence using apps in order to make videos - brochures and pictured uploaded them online. Moreover thanks to the use of digital devices students have been able to create a product collaborating and sharing ideas and they have learnt how to share the materials online and to promote them on social networking sites.
3. Social and educational entrepreneurship: This is one of the key competences required by the European Council. Social entrepreneurship in education is a new approach of developing entrepreneurship competence where school has a fundamental role. It is about building up competences and skills in students in order to spend them in life . It has a social and environmental purpose that's why the themes chosen were green and sustainable tourism across the use of digital devices. Students have learnt how to observe the surroundings, how to analyse it, create new solutions -sustainable solutions- in order to do something different . This is useful to build up in young people valuable skills for becoming European citizens.
4. Development of creativity and innovation: throughout creativity students recognise new opportunities, give new solutions in order to develop all the services on the territory. The methodology used has been the bottom-up which puts the student at the centre of the learning/teaching process. In this way students can build up a series of skills they can spend in the future .
5. Promote learning, develop strategies for ensuring the process of students;
6. Promote social inclusion: It is about involving in the project students with social and economical disadvantages and cultural differences . At the same time, foster inclusion is aimed at keeping up with new school systems, students with different culture and habits. This process has to enhance the peculiarities of each of the participant.
7. Reinforce the use of English: English is used to communicate for personal and educational purposes; it is the main language used for the communication in real situations and to prepare products.

Staff meetings :

- three meetings necessary to carry out the objectives of the project, planning the short term exchanges of students and teachers ; the activities
- 1st kick off meeting in Orte - November 15-17, 2017- Presentation of the partners; Planning of dates of staff meetings and short-term exchanges among students; decide the role and the task of each country; online competition for the logo of the project.
- 2nd meeting in Hoogeveen - January 23-27, 2018- Presentation of the logos made by the students ; conditions of online elections for the winning logo; presentation of the video of the students ' introduction; students' mobility in Seville;
- 3rd meeting in Aliveri - September 26-29, 2018- Presentation of the program for the exchange in Hoogeveen; an abstract for the exchange in Orte;
- the current meeting Seville November 20-23 ,2019- talking about the materials and the products needed to prepare the final report.