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## **MONDAY 16<sup>TH</sup> NOVEMBER 2015**

### **- Introductory activities: Welcome by Spanish school headmaster and School visit**

The teams were picked up from the hotel by the coordinator and were taken to the school where the Spanish headmaster welcomed them. Two sculptures made of recycled pallets representing our project and teams were shown and displayed at the hall of our school. Then the school visit took place so the partners had the opportunity to see some different objects made out of reused materials, activities that were taking place in our classrooms in some subjects: History, Geography, Biology, Technology, our urban vegetable garden and the shop for students with special needs.

### **- Team Building activities**


The meeting sessions started in the library and each partner was offered a folder made of reused wood from wine boxes with a black and white picture of a guitar and the Erasmus + logo at the front developed with chemicals in the traditional way instead of being printed. The Spanish artist settled in Florence, Gloria Marco Munuera, made this work.

Another special object was given as a welcome gift, a five-sheet foldable book (one sheet per country). The book was made of recycled cardboard. When the book was unfolded, a tree with 4 branches in each sheet was displayed. Each branch had a word related to the project: recycled art, friendship, creativity and cooperation. Each sheet was written in the language of a member partner because the trunk represented the project. This work of art was made by the artist Virginia Leon.

Then a necklace was given to the women and a key ring to the men, both objects made of recycled paper, as an example of what the open-air market could hold.

After breaking the ice, each partner was asked about their expectations or worries about the project and some ideas come up:

- Working from the artistic point of view was very important for the Italian team as they have a very skillful teacher in their school who can support the project in this aspect.
- Some partners said we should develop strategies and the eagerness to work on some things that can be sold and built from the IT point of view
- We should look for some creative collaboration among partners but also from our own teams specifying the activities in each school in both, teachers and students' meetings working from our strong points: for instance, IT teachers are important in Slovakia, video editing in Hungary, etc.
- It could be a good idea to do some Job shadowing
- Risks: art teachers are not always available in all countries so the students should get in touch with other countries' peers to come up with some ideas.
- Webshop, Facebook students - exchange website for the products we make: promoting solidarity and second hand market
- Hungary has a strong CLIL and bilingual methodology and even if they don't have a big art background they have very skillful students. Financial studies = senior students can contribute
- It is important to make our students aware of why recycling is important. To develop that goal we will promote social skills from an artistic point of view. History of recycling: metal and glass. Greek students very talented and they should have the chance to show their skills and share their ideas.
- Not to exclude anyone
- Communication: Facebook = Ildikó's site

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#### **- Allocation of tasks: the minutes**

Although the coordinator will be responsible for writing the official minutes, we thought it could be useful if somebody else could help in this task in order to make sure we miss the fewer agreed details, as they are important to carry out the project. The coordinator proposed that there is a sort of tradition towards the youngest in the group should be in charge of the minutes: we all agreed and Pavol, the Slovakian coordinator, will help with the minutes. We also thought that as he will be busy during the visit to Slovakia, it should be somebody else who takes over only when we are working there.

We got through the project and the rest of the tasks allocated in it were confirmed as follows:

- Italy will coordinate Robotics. Italy, Spain and Slovakia will prepare a mechanical device made out of recycled material.
- Hungary will coordinate Vide Editing. We all have to prepare videos about our work and they should have a common heading, design and format.
- Greece will be the web coordinator: design, keeping it updated, etc.
- Slovakia will be ICT coordinator and responsible for OER licenses management in case we need it: <http://creativecommons.org/education>
- Spain will be in charge of entrepreneurial procedure and artistic supervisor of the project. As Italy has a very skillful Art teacher, they also help in this task. As coordinators, Spain will monitor all the different actions, like interdisciplinary education (with the help of the Hungarian and Greek partners), activities with students with learning difficulties, etc.

#### **- Handling project risks: communication and language problems**

We went through different communication problems that could put some aspects of the project at risk. These problems are:

- Language (sometimes people do not get what is being said). To handle this risk it is useful to get some feedback throughout some forms and surveys as well as make somebody to paraphrase what has been said or agreed.
- Computer. We should avoid getting late in answering e-mails because we have to make sure messages have been received. If we are busy at some point we agreed to send an “I got it” message after receiving an e-mail for confirmation.

#### **- Project: general view**


- The general points of the project were reviewed throughout [Google slides](#) (click on the link). IMPORTANT POINTS: entrepreneurial attitude, digital interaction, Artistic point of view, connecting curricula, Market, europass and co-training activities.

#### **- The budget**

How to handle the budget according to the agreements signed with our National Agencies was shared and explained in the following file with [Google slides](#) (click on the link).

#### **- Connecting Curricula**

It is compulsory to connect the different curricula in some way or another even if the activities described on page 27 in our project are not definite so they can be changed and more can be added. Joining curricula by different subjects is highly welcome. Parts A1a (building some devices for IT lessons) and A1b (set up a small shop of recycling art for less able students) are obligatory in the project in schools where those subjects are taught. Whatever extra ideas you have (and it does not have to be in the project proposal) will be welcome.

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**TUESDAY 17<sup>TH</sup> NOVEMBER 2015**

**- The mobilities: setting up the actual dates**

Dates of the meetings	Students' Age	Host countries	Business Plan	MPr Video	Advert Video
4th April 2016	14-15	GREECE	Spain	Slovakia	Hungary
16th May 2016	15-18	ITALY	Greece	Hungary	Spain
10th October 2016	14-17	SLOVAKIA	Italy	Spain	Greece
3rd April 2017	14-16	HUNGARY	Slovakia	Greece	Italy
8th May 2017	13-17	SPAIN	Hungary	Italy	Slovakia

- In Slovakia (October 2016) we will revise all dates for 2017

**OTHER AGREEMENTS ABOUT THE MOBILITIES:**

- Business Plan consists of the video advert, video making process, business canvas and elevator pitch (3 minutes long)
- Presentation about our own countries: video, live performance etc. up to 5 mins, altogether 5 presentation in each Transnational Meeting

Video agreements

- Making process timing: up to 5 minutes
- Adverts videos: 20'' to 1 min
- Subtitles in English
- Deadline for video format agreements: before Christmas (Hungary will be in charge of the proposal).
- Hungary responsible for shape - template of the videos and setting youtube channel to upload videos

**HOSTING STUDENTS**

- Hungary has students who might not host their peers at home but at the dormitory at school.
- MORE students can be sent for mobility, if it can be handled within the budget (perhaps before the last mobility it will be clear); some may offer family or two extra to host the students, e.g. Spain referred to that option.
- We use [matching cards](#) (click on the link) for finding suitable matches during mobilities

**- The recycling Art Market**

In order to get better dissemination opportunities it could be a good idea to set up the Market in a local festival, the local weekly open-air market, etc.


Products to be sold in the market: we will try them to be different from the ones that other partners are making to have a large variety of goods.

**- Handling project risks: bad weather conditions**

We must prepare an alternative to the open-air market in case the weather conditions are not good enough to hold it on the street. Each country should look for their own alternative according to what they have available in their cities.

**- The business plan**

The business plan was explained in throughout [Goggle slides](#) (click on the link).

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After the presentation, we agreed that Business Plan consists of the video advert, video making process, business canvas and elevator pitch (3 minutes long)

**- Age and grades of students taking part in mobilities**

For the range of age taking part in mobilities see chart displayed in section “The mobilities: setting up the actual dates”


Deadlines:

- 10th Feb. 2016 List of students and teachers going to Greece (specify gender)
- 10th March 2016 List of students and teachers going to Italy (specify gender)

**- Co-training activities**


Co-training activities are described on the project from page 38 to 46. The activities are referenced in the project form as follows:

Country	Activity No.	Project page	Description
Greece	C1	38	<ul style="list-style-type: none"> <li>• Web Design Workshop This workshop is aimed at sharing how to create a website. It will tackle web design concepts such as domain name, hosting, nameservers and web editors. We will gain a good knowledge of images, text and the colour aspects of a website. We will learn how to publish and index a website successfully, know how to use autoresponders to automatically answer emails, create confirmation emails and follow-up messages in AWeber.</li> <li>• Seminar: Art, Sciences and Special Needs This seminar is planned to show how to develop creative and aesthetic capacities in pupils with difficulties to learn in the traditional way, mixing Sciences and Art, and how to get these students engaged in order to prevent drop-out and develop basic skills and simple scientific work in a self-sufficient way.</li> </ul>
Italy	C3	39	<p>"Robotics I and ICT" Workshop</p> <ul style="list-style-type: none"> <li>- Design and build an electro-mechanic timer control of the bulbs of a traffic light. The traffic light must have three colours: green, orange and red. The main dimensions of the whole project must be 30 cm x 30 cm x 40 cm as maximum size.</li> <li>- The main parts of the project must be made using recyclable material such as cardboard, wood or recycled plastic</li> <li>- This device might be replaced by another one with similar features</li> </ul> <ul style="list-style-type: none"> <li>• "Video Editing I" Workshop</li> <li>- Apply foundation concepts in non-linear video modification, film direction, and digital sound editing.</li> <li>- Develop a basic proficiency with the tools and techniques available in standard digital video editing programs.</li> <li>- Shoot, capture, edit, and output short video projects, organizing footage and modifying it into a coherent sequence.</li> <li>- Set up short video projects and shoot them using a variety of appropriate camera angles, shots, and framing.</li> <li>- Apply techniques for establishing or breaking continuity in a video sequence.</li> </ul>
Slovakia	C5	41	<p>"Robotics II and ICT" Workshop</p> <ul style="list-style-type: none"> <li>- Design and build an electro-mechanic lift which operates up and down its cabin. The main dimensions of the whole project must be 30 cm x 30 cm x 40 cm as maximum size.</li> </ul>

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			<ul style="list-style-type: none"> <li>- The lift will stop when reaching the top or bottom position. The cabin must go up and down at a reasonable speed</li> <li>- All the material used for the lift structure must be built from recycled material (e.g. using an electric motor from an old or broken toy)</li> <li>- This device might be replaced by another one with similar features</li> </ul> <ul style="list-style-type: none"> <li>• "CLIL Methodology I" Workshop <ul style="list-style-type: none"> <li>- What is CLIL</li> <li>- Examples of CLIL Lesson Plan</li> <li>- Lesson Framework</li> <li>- Exploiting Texts</li> </ul> </li> </ul>
Hungary	C7	42	<p>"Video Editing II" Workshop</p> <ul style="list-style-type: none"> <li>- Edit a video sequence to synchronize it to a musical soundtrack or dialogue.</li> <li>- Apply a variety of techniques for expanding or compressing the perception of time in a video sequence.</li> <li>- Add title sequences to a digital video and animate the sequences using key frames.</li> <li>- Perform basic production checks and output video in common formats including DVD and the Web.</li> <li>- Apply basic techniques for mixing a soundtrack incorporating the human voice, ambient noise, sound effects, and music.</li> </ul> <ul style="list-style-type: none"> <li>• Seminar: "Art and Maths" <ul style="list-style-type: none"> <li>- Sharing the result of the former Hungarian project "Art Meets Maths" whose goal is to raise interest in Science from the point of view of Art. We will work together using new media and ICT, integrating experience of a number of school subjects, Science, Maths, Art, History, Languages. This way we have been able to show to our students that Maths itself is not only a subject, instead it surrounds us in multiple ways.</li> </ul> </li> </ul>
Spain	C9	44	<p>"Entrepreneurship and Education" Workshop</p> <ul style="list-style-type: none"> <li>- How to promote entrepreneurial attitude among Secondary School students</li> <li>- From the basic idea to business</li> <li>- How students work in an entrepreneurial process designing their own products, and promoting their own ideas</li> <li>- Showing the outcomes.</li> </ul> <ul style="list-style-type: none"> <li>• "CLIL Methodology II" Workshop <ul style="list-style-type: none"> <li>- Dealing with vocabulary: how to define the words</li> <li>- Checking understanding</li> <li>- Correcting Errors</li> <li>- Presentation Skills</li> </ul> </li> <li>• "Art, Entrepreneurship and Special Needs" Workshop <ul style="list-style-type: none"> <li>- Developing mental organization with the specific tasks for an artistic project</li> <li>- Transform recycling material into something useful</li> <li>- Foster self-esteem in our learners throughout artistic and creative process</li> <li>- Setting up a small shop: activities to develop basic skills.</li> </ul> </li> </ul>

**Note that the descriptions of the activities are for guidance only, although the kind of activity cannot be changed at all.**

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**- The evening workshop: puppets**

During the evening we did a workshop in “EA Theatre” in Albacete about how to make puppets using foam and some recycled materials. It might be useful for our project. Each team made its own puppet.

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Trip to TOLEDO

**THURSDAY 19<sup>TH</sup> NOVEMBER 2015**

**- Targets and deadlines**

- Weebly platform for our website: <http://ucef.weebly.com> <http://tvtales.weebly.com>
- Wix as a way of introducing and presenting our business plan (plan B as well)
- Logo and poster: pictures on etwning (winners from each country); vote via email and each country decides which one is the best logo. The results will be made public by the coordinator. The local competition will take place within January and the international winner should be decided within the first week of February.
- Common poster representing the project. Feel free to make as many posters on your own as you want. Using the [Spanish template in green](#) so everybody can change the information in their own language. Picture of our own schools.
- Products to be sold in the market: we’ll try them to be different from the ones that other partners are making.
- Worksheets for various school subjects to store data about activities in project
- One common “BOOK”: 5 pages/country at the end of the project


**- The graphic timetable**

Although some deadlines have been changed we should stick to the [graphic timetable](#) because it will be of great help as it gathers the main activities of the project and their deadlines.

**- Project management: timing and assessment**

As shown in the project form, the assessment will be carried out as follows:

- We will put into practice different activities and tools depending on the nature of each objective. To assess objectives numbers 1, 3, 4, 5, 6, 7 and 9 surveys will be carried out based on the data gathered from questionnaires using Google apps and Survey Monkey. Each form and questionnaire will be scaled from 1 to 10 to assess the degree of fulfillment of an objective, which will be considered reached when it scores at least 5 points
- For some others, statistics should complete the information gathered by forms, (objective number 2)
- When assessing goals related to methodology that should be included in curricula and lesson plans, objectives will be considered reached when included in this document. This happens in objectives 2, 3, 6, 10, 11 and 12. Levels: Not achieved, partially achieved and achieved.
- Some objectives will be fulfilled throughout the activities or collaborative work implemented in our project. If the activities have been completed the objectives would be considered achieved. This is true for goals 4, 5, 7, 9, 10, 12 & 14. Levels: Not achieved, partially achieved and achieved.
- Certificates issued by host organizations will prove objective No 8. Levels: Achieved or Not achieved
- Objective No 13 will be achieved if participants have filled EUROPASS. Levels: Achieved or Not achieved
- Students will be involved in these activities

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#### - ICT tools. Collaborative work and Google drive

- MAIN TOOL: GOOGLE DRIVE (everyone signs up for Gmail account)
- We all use Google excel, slides, documents for we may have different versions of MS Office (both students and teachers!)
- We will try most the documents to be digital as we agreed to run a paperless project, so **no paper will be printed unless it is necessary**: certificates of attendance, receipts, etc.
- ICT TOOLS TO BE USED:
  1. Etwinning (The coordinator will be in charge of it):
    - Students should be invited = 4 per mobility (16 in total)
    - Teachers = all participant teachers
    - Used only for official evidence: storage
  2. Main Communication = Gmail accounts and Google Hangouts
    - Teachers
    - Students

All students and teachers in the project will open Gmail account if they don't have one.
  3. Informal communication: Facebook = Ildikó's site
  4. Storage = Google drive, YouTube... We all use google excel, slides, documents for we may have different versions of MS Office (both students and teachers!)
  5. Weebly (official website)
  6. Wix (business plan package)
  7. <https://www.oercommons.org>
  8. Google forms for questionnaires
  9. EUROPASS

#### FRIDAY 20<sup>TH</sup> NOVEMBER 2015

##### - Dissemination

Apart from what it was established on the project we came up with some new and useful dissemination ideas:

Information and dissemination among our communities:

- Parents are informed and then they think about the mobilities and after a week they decide if they have to apply or not.

At a local level

- Sculptures displayed on the street
- Market set up in a local festival, the local weekly open-air market, etc.


Dissemination poster:

The POSTER must include Erasmus + logo, EU flag, title of the project, how much you got, the information that EU funded you and winner logo. We use only official logos and flags [shared via Google drive](#).

##### - Communication platforms: Edmodo, eTwinning

We decided not to use Edmodo for communication as we have a lot of digital tools to learn already. As the Slovakian team didn't think it was a good idea to get rid of Edmodo we had to vote and, eventually, we agreed to use Google tools for fluent communication among teachers and also for students.

It was also agreed that eTwinning is not a useful tool yet because it doesn't work properly. This platform will be used as our official tool of dissemination and for our project to be shown to our colleagues from other countries. We found it useful to link our real websites and as a way of promoting our work. The coordinator will be in charge of the platform and will coordinate the access, time and deadlines.

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**- Financial agreements**

- Host country arranges the transfer from the airport to destination and accommodation, but all countries pay it on their own (host country, though, knows the best possible way how to arrange it)
- At restaurants/canteen everybody pay as they go for themselves unless it's meant to be an invitation etc.
- If it's not possible to make separate receipts then some kind of 'certificate' must be prepared and the copy of the bill would be attached to it
- Each country should pay for excursions or any other activity.
- Bring international student and teacher cards if possible for discounts, free enters etc.

**- Next meeting agenda**

**TRANSNATIONAL MEETINGS PROGRAM:**

- Co-training activities (1-2 job shadowing lessons included)
- Monitor data gathered by questionnaires and forms - improvement implementation
- Open-air recycling market
- Sculpture and Art exhibition (Students' work)
- Visiting business related to recycling
- Video presentations (4 videos: 2 about Making process & 2 advertisement)
- Website update
- Students committees: presentation of the business plan - preparing next meeting
- Questionnaires of achievement: **GOOGLE QUESTIONNAIRES to all participating members** (Even if it is better to prepare the questionnaires before the transnational meeting takes place, If we do not manage to do questionnaires during mobility, we do it after it)
- Europass

**- Certificates of attendance**

In each mobility we need the following certificates:

- One certificate for the coordinators of each country attending transnational meetings
- One certificate with the list of students and the accompanying teacher attending "Short-term exchanges of groups of pupils". A complementary certificate could be awarded to all participating students as a token of appreciation.
- One certificate for teachers attending "Short-term joint staff training events"

**- Celebration**

We all got our certificates of attendance, celebrated our achievements and filled the questionnaires to get some feedback.

