
 <b>Erasmus+</b>		<b>Creative Ways of Teaching: Recycling Art and Entrepreneurial Attitude</b>	2015-1-ES01-KA219-015525
Date of the draft: 22 <sup>nd</sup> /05/2017		<b>SPANISH VISIT – MINUTES</b> 15 <sup>th</sup> to 19 <sup>th</sup> May 2017	Draft Version: 1.0

### MONDAY 15<sup>th</sup> May 2017

**- Introductory activities: Welcome by the Spanish coordinator and school authorities and project video presentation**

9:00 – 10:00

The Spanish teachers picked up the teams from the hotel. They were taken to the “Auditorio de la Asunción” where the Spanish coordinator, Francisco Román Martínez, the headmaster, Francisco Linares Valcárcel, and the rest of the Hungarian team welcomed students and teachers. They visited the cloister of the auditorium as well as the photo exhibition that was on. The student Leila Rodríguez El Moutí sang two songs and accompanied herself on the piano.

10:00 – 10:30

After the protocol, the different videos about guest countries’ schools and cities were shown. Then, Italy presented their video tutorial about the products of the street market and Slovakia the video advert, also promoting the products aimed at being sold in the market.

10:30 – 11:00

**First Students’ Committee**

The project coordinator explained the ideas and summarized the agreements that the students had reached in Etwinning before going to Spain. They had to come up with ideas about how to organize the products in the market according to the agreements reached in Italy, Slovakia and Hungary and their conversations in Etwinning. Then, they split into different groups, went through the agreements and made decisions.

The common ideas added by all the groups of students were:



- They should talk to people in the market and the Spanish students should go to explain potential customers what the project is about
- The students would go singing songs to get customers’ attention
- The official poster should be displayed for dissemination and project information
- They would raise money to buy some food to be offered to customers
- The students would take turns to be in the stalls in order not to overload them. Then, they divided into different time slots to attend the stalls.
- The products should be arranged according to their porpoise and not by countries

11:30 – 12:00

Teachers and students from the different countries and their hosts went to the Provincial Council Palace where the authorities welcomed them and the press took the official pictures and notes to be published on the newspapers. Then the President of the Provincial Council officially opened the Project Work exhibition in the palace, where the artworks were going to be shown for two more weeks.

12:30 – 13:00

Teachers and students visited the Teatro Circo where the representatives explained the history of the theatre, when it was built, the different refurbishments undergone, the shows on, etc.

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13:00 – 14:00

The Spanish students prepared a scavenger hunt around the city centre for their peers and Manuel Rodríguez, our Math teachers, accompanied our partner teachers to visit the most important parts of the city.

**TUESDAY 16<sup>th</sup> May 2017**

8:30 - 12:00

**Open-air Recycling Art Market**

The coordinator Francisco Román and some other teachers went to the market at 8:30 to set the market in the area where the authorities had assigned for this event. The students arranged the products as agreed the day before and they split up in different time slots to be in the stalls. In the meantime the rest of the students tried to attract people trying to explain the project, offering food from different countries and singing songs. Our PE teacher juggled using poi equipment made from tennis balls and lengths of rope.

The regional TV, Castilla La-Mancha TV, came to interview us and film the event, which was broadcast in the news that evening reaching the show ratings point of 4.5 and the share 18.5 according to [www.kantamedia.es](http://www.kantamedia.es) ranking for that day.

We invited the NGO we were working with to be with us in the market because we thought it was better publicity and dissemination for both of us. The NGO was TILUCHI, a non-profit association working against child poverty in Bolivia, helping them with shelter, families, schools, etc. In this market we obtained 207,00 € and the whole amount went to help TILUCHI.

At 12:00 o'clock we dismantled the market and went to the school for the second students' committee.

13:00 - 14:00

**Second Students' Committee**

The students' committee had two different parts:

- Presentation of the business plan in front of all the participants: The students of the Hungarian team showed their business plan. They thought about a product that could fit in our project: "THE PERFECT COUCH" consisting of creating comfortable couches for students in schools extending their customer segments to Buffes, cafes, youth clubs, bars, etc. The business plan consisted of 4 different parts: the business canvas, the elevator pitch, the video advert and a video about the making process.
- They had a second meeting to draw some conclusions about this market and the evolution from the beginning of the project. They also wrote about how the project had made an impact on them from the entrepreneurial point of view, their attitude towards waste, packaging, environment, etc. These are the conclusions they came up with:

What it worked	What it didn't work
<ul style="list-style-type: none"> <li>- Products were very well organized</li> <li>- Good prices</li> <li>- Great atmosphere: sellers attitude</li> <li>- Offering food</li> <li>- Call people's attention</li> <li>- Show how things work and wearing some</li> </ul>	<ul style="list-style-type: none"> <li>- There were still too many people behind the stalls</li> <li>- Too many sellers behind each stand</li> <li>- Not everyone was taking part actively</li> </ul>

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products - Talkative people - Being kind to customers - Making noise	
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### **Their comments and conclusions about the project**

- From the entrepreneurial point of view

Most students mentioned that the Business canvas and the business plan has been an essential part of the project and to understand how the world of marketing works.

There are a lot of comments saying that they have learnt a lot about how to set a business and how to sell things in an effective way.

Some students say that now they are aware of the importance of working together with other people, which makes the task more effective and successful in many ways. The place, price, advertising are absolutely important aspects to set up a business.

The importance of good coordination and organization as one of the most essential things in order to succeed is also widely mentioned.

Another comment that is repeated in several reports is that they are aware of the need of setting business that should take the environment into account.

- From the environmental point of view

The vast majority also agreed that recycling is important to preserve the environment and the activities of the project has made them aware of the huge amount of waste we produce in our daily life and that we need to find alternatives to the current way of producing goods.

Most of them also say that they didn't know how many different things can be done from materials that other people would call rubbish.

- From the artistic point of view

Some reports mentioned that now they know more recycling techniques and create artistic objects. The project has widened their minds and now they can understand and appreciate Art better.

- From the cultural point of view

The students also were happy about meeting people from all around Europe and spend some time with the families. Most reported it as the best experience of their lives, so far.



It was also mentioned in the report that they feel they have more knowledge about their partner countries culture.

- From the linguistic point of view

It is also mentioned in most reports that they feel more confident when they speak English and that they have learnt a lot from their peers from other countries. They see this improvement as a way to have more opportunities in their future lives.

16:00 – 20:00

Students and teachers visited Alcalá del Júcar

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### WEDNESDAY 17<sup>th</sup> May 2017

08:30 – 09:25

#### **Co-training activities: CLIL Methodology II workshop.**

All teachers had the opportunity to attend the end of the second part of the workshop about CLIL methodology run by the teacher Ms Maria José García Alfaro. In this session, they worked on the activity “How to simplify a Text” to finish with the workshop.

09:25– 10:20

#### **Co-training activities: Art, Entrepreneurship and Special Needs.**

The second training activity of this mobility started and the teachers could attend the beginning to have an idea of how we work in our school with our learners with special needs. The workshop was run by the teacher Ms Carmen Guerrero Alfaro. When the workshop had the break the accompanying teachers went to the EA theatre to help the students with their Recycling Art workshop.

09:00 – 13:00

#### **Recycling Art workshop**

The students were taken to the EA Theatre to make puppets using foam and some recycled materials. They were accompanied by their peers and the coordinator of the project, Francisco Román Martínez.

11:00 – 13:00



#### **Transnational meeting**

The coordinators attended the meeting, which was mainly aimed at giving some information about the final report and goal revision according to the comments the Spanish National Agency (SEPIE) made in the meeting they held the 4<sup>th</sup> May 2017 in Madrid.

#### **Content and Agreements of the transnational meeting:**

##### GENERAL AND IMPORTANT INFORMATION

- It was informed that the deadline to send the final report is the 31<sup>st</sup> October 2017 and that no reports could be sent before the 31<sup>st</sup> August. The National Agency will have 2 more months to assess the report. The reports that the coordinator send is not the same as the rest of the partners’ because the former is the comprehensive report and the latter are the partial ones.
- **IMPORTANT:** The coordinator must send the final report before his partners and the partial reports must match with the coordinator’s.
- Everybody must take part in the final report, as it is something global.
- Partners must send the partial report to their own National Agencies.
- Partners must do their own financial statement to be assessed by their own National Agency. The different National Agencies will send the financial reports to the Spanish one (SEPIE), which will assess them all.
- The financial statement must reflect the **unit costs**, NO THE REAL ONES.
- The Mobility Tool contains the Declaration of Honour, which must be signed by the legal representative.
- Everyone sends 2 different documents: the partial (or total in the case of the coordinator) Final report and their own financial statement.
- The reports must get at least 50 points to be approved. If they are not, they will be penalized with an important amount of money.
- Impact and Follow-up is the most important section in the report (Assessed with 40% of the final mark: Relevance 20 points, quality of the teams and partnership 15 points and quality of implementation 15 points)
- The coordinator must upload the results to the platform BEFORE he sends the report, which means that the outcomes and the website must be ready before the final report is filled.

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## CONTENT AND TIPS OF THE FINAL REPORT

We must:

- Edit the tense of the verbs in the activities, descriptions, etc. (don't use future when we are talking about what we have done in the past).
- Say whether and how the needs specified at the beginning of the project have been covered.
- Justify how we have shared the different tasks the be specific about why we did it that way.
- Highlight the didactic, nature of the activities.
- Avoid generalities: if we say we have improved our language skills we have to specify how.
- Avoid initials or explain them first time they appear. Use Content and Language Integrated Learning instead of CLIL the first time we mention it on the report and then specify that we'll use the initials for the rest of the project. This way the evaluators will know what we are talking about because most of them are not familiar with teaching vocabulary.
- Stick to the names of the activities according to the Erasmus+ guide THAT WE HAVE MENTIONED IN OUR INITIAL PROJECT: A1, A2, A3... are the activities that we can pay with the budget of the project; M1, M2, M3... are the transnational meetings; C1, C2, C3... are the training activities.
- Ensure visibility to dissemination, sustainability activities and their impact.
- Analyse the data and be specific about the indicators of impact
- Pay special attention to the website because it's not important what we do but how we show what we have done. The Spanish National Agency has drawn special to this topic and has stressed the importance of the website and the way it is organized.
- Include the links to facebook and other sites and platforms (eTwinning, tweeter, etc) and explain how we have used them in our project.
- Upload the logo of the project to the platform. Only the coordinator has the permission to do it. The logo of Erasmus + must be visible in the website and it must be the first thing we see on the web.
- Link our Erasmus + project website to our schools websites in a way that it is easily visible.

## THE WEBSITE

- The main site must have the general information about the project. The tabs that should appear in the main site are: HOME – ABOUT – PARTNERS & MOBILITIES - PRODUCTS – PHOTOS – E-TWINNING
- The subsites must be more specific and detailed about the activities carried out in each country.
- In each subsite we must have the following tabs: OUR SCHOOL - PARTNERS & MOBILITIES – PRODUCTS – PHOTOS - PRESS ROOM
- The different tabs must contain:
  - OUR SCHOOL: some information about our schools, the video we made about our schools and cities and two buttons: one with the link to the main site of the project and another one with the link to our school website
  - PARTNERS & MOBILITIES: information about the different mobilities. This section can be freely arranged.
  - PRODUCTS: here we need to upload the most important outcomes and activities of our project: The business plan (including the business canvas, Elevator Pitch, Video Advert and video tutorial about the making process), the videos about the products of the market (the video advert and the tutorial about the making process), the training activities, the logo competition, activities done from different teaching departments and finally the photos of pallets and sculptures if they haven't been displayed in another section of the subsite.
  - PHOTOS: This section can be freely arranged. We can upload pictures about our students working on the activities, the working process of some activities, the photos of the mobilities, etc.

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- **PRESS ROOM:** An important section of the web where we have to upload the activities we have done in our school, city, region, etc for dissemination of our project and maximize its impact.

20:00

A European dinner was offered in Carmen Guerrero's home to teachers where each partner could bring some food representing their countries.

#### **THURSDAY 18<sup>th</sup> May 2017**

8:00 – 20:30

##### **Visit to Altea (Alicante)**

Students and teachers from all the participant countries went to visit Altea in Alicante. We visited the old town and the promenade along the sea. After lunch we visited the beaches and the Marina.

#### **FRYDAY 19<sup>th</sup> May 2017**

8:30 – 10:20

##### **Co-training activities: Entrepreneurship and Education workshop.**

Teachers had the opportunity to attend this workshop where our Economics teacher Josefa Aguilar Heras prepared some activities in order to show our guests how we work with our students and encourage them to develop entrepreneurship attitude.

8:30 – 10:20

In the meantime, the students did some activities about their countries in the computer room. Our Technology and Math teachers Ascendino Gómez Ruíz and Manuel Rodríguez Avendaño prepared the activities.

10:20 – 11:15

Students and teachers visited the Music Room where Francisco Roman's students had prepared a concert for them.

11:45 – 14:00

After the break our PE teachers, Gorka Rodríguez Oliván and Remedios Charcos Bueno prepared some activities for our students and the teachers had the last part of the transnational meeting where they could fill the evaluation form and have the certificates of attendance as well as their Europass.

20:00

The farewell dinner for teachers took place in La Olla de San Ginés and the students prepared a farewell party for their peers.

