



# MEMORANDUM

# European Active Citizenship

European Active Citizenship



Europe 2020

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# Introduction

Our main objective is to keep on working on the contents developed in the Euroscola 2015 competition called by the European Parliament but focusing now on the new objectives established for Europe 2020, the European Union's ten-year jobs and growth strategy. It was launched in 2010 to create the conditions for smart, sustainable and inclusive growth.

The success of the Europe 2020 strategy depends on the involvement of all sections of society. The responsibility for action does not stop with governments. Everyone is needed to achieve the Europe 2020 goals: businesses, trade unions, non-

governmental organisations, individual citizens...

We intend to make our students aware of the importance of these objectives and the need to know the European institutions and policies as well as work the mathematic, linguistic and communicative competences through the creation of radio podcasts, theatre play, mathematic competition (gymkhana), statistics researches, documentation and design of information boards, and the writing of proposals and memorandums.

Our Project has been centered on these four main issues:

- ★ Environment and renewable energy
- ★ Fighting poverty and social exclusion
- ★ Migration and integration
- ★ Youth employment

Our students have looked for information about these issues and have put in practice their competences in the international meetings: in Zagreb (Croatia) a mathematic competition (statistics, charts and proportions problems related to the topic problems) have been held; in Sibbo (Finland) the pupils have grouped together to record radio podcasts; in Córdoba (Spain) they have performed a theatre play. The working teams have been made up by the students from the different participant countries and the contents of their works have been related to one of our four project cores.

In order to carry out a Project about the European Citizenship it is necessary to gather the highest number of possible perspectives. The perfect situation would have been to count with a partner from each European country but the project would have been so difficult to manage and coordinate like the EU itself. That is why we have decided to set up a limit of five partners.

The sample is small but varied enough: northern and southern countries, a founding member of the EEC (Italy) and countries that were accepted in the last EU expansions of the last decades; a country which got enrolled after years of

peaceful and democratic coexistence (Finland) and others that came in on Europe after a dictatorship (Spain), a recent independence (Latvia) or even after a bloody civil war (Croatia), other countries that have undergone the euro crisis or which adopted the currency in the middle of the recession (Latvia). The partners of this project have such diverse cultural backgrounds and at the same so many different features like the European Union itself.

The last international meeting has been held in Riga (Latvia) in May 2018. Its single subject has been “The future of Europe”. Our students have worked on papers and have written a memorandum about:

- ★ A summary of the distinct activities carried out during the time the Project has taken place.
- ★ A study of to which extent the participant countries have got the objectives of Europe 2020 as well as the rest of the countries in the EU.
- ★ A document with proposals to be taken into account to guarantee the future of Europe according to the need of the youngest citizens.



# PART ONE: SUMMARY

Chronology



Testimonies





# XVII Gimnazija

(Zagreb, Croatia)

## Chronology

SEPT

Introductory session by the Agency for Mobility for participants in Erasmus projects.

OCT

Meeting of the teachers participating in the project: defining of the activities to be carried out, sharing responsibilities.

NOV

Meeting with the parents and students participating in the project: presentation of the project, conditions and responsibilities.

Meeting with students: defining of the activities to be carried out, sharing responsibilities.

DEC

**Students:** gathering information on the project topics, a visit to the House of Europe, creating of the posters.

**Teachers:** coordination sessions on the mobility in Zagreb (learning to know what gymkhana is, planning activities and visits to the institutions during the mobility).

**Students and teachers:** work in groups on different project topics.



2016

JAN

**Students:** getting in touch with their guests.

**Teachers:** 3 coordination meetings (defining the destination of the trip, organizing the visit to the mayor's, planning visits to the museums, organizing restaurants,

**Students and teachers:** meeting on organizing the mobility (a detailed presentation of the gymkhana mobility, defining hosts, sharing tasks for the gymkhana, setting tasks for the guides around Zagreb).

informing the police about the public event and getting the permits, organizing catering), workshop on Kahoot, a presentation session on the project and the upcoming mobility for all the teachers, finding a hotel for the guest teachers).

FEB

**Students:** final preparations (creating guidebooks, final instructions on organizing the gymkhana, technical support).

**Teachers:** 5 coordination meeting + wapp coordinations on a daily basis (checking all the appointments, going through all the tasks which have been defined in previous meetings, establishing first contacts with the media, finding sponsors and establishing contacts with them, making of the badges, printing of the banner and posters).



MAR

The International meeting in Zagreb takes place from 5<sup>th</sup> to 10<sup>th</sup> February. And the main activity is the international gymkhana.

**Teachers and students:** evaluation session and preparatory session on radio podcasts, sharing responsibilities, defining deadlines, dissemination.



APR

**Students:** researching project topics to be dealt with in the podcasts, a visit to HTV (national television), workshops on creating and recording a radio podcast (NGO Vang), interviewing people from institutions related to the





APR

topics, writing of the scripts, searching for the appropriate sound effects, learning how to use a mixing desk, recording the podcasts.

**Teachers:** establishing contacts at HTV and Vang, coordination of the activities, support with the script writing and recording, 3 coordination meetings (checking on the tasks carried out or yet to be carried out).



MAY

The mobility to Sibbo takes place from 8<sup>th</sup> to 12<sup>th</sup> May.

**Teachers:** evaluation session and preparatory session for the theatre play.

**Teachers and students:** gymkhana for the 8<sup>th</sup> graders of Zagreb's elementary schools.





JUNE



**Teachers:** Croatian proposal for the play (The Little Prince).

JULY

**Coordinators:** interim report, request for the quality label (Gymkhana).

SEPT

**Teachers:** coordination session (regrouping of the project members).

**Students and teachers:** reading the play, defining tasks for the play (dividing into two groups - 1. actors, 2. scenography, costumes, sound effects).

OCT

**Coordinators and some students:** Festival of Mobility (presentation of the project).

**Students and teachers:** 4 reading rehearsals, proposals for the scenography.

NOV

**Students and teachers:** 6 rehearsals on the stage, drafts for the scenography and costumes.

**Students and teachers:** 4 rehearsals including scenography and costumes, dress rehearsal, performance on Dec. 20.

**Students:** creating of the costumes and scene props, creating of the leaflets.

**Teachers:** 2 coordination meetings (organizing technical support-microphones, mixing desk, lights), invitations for the teachers, students and parents, dissemination.

DEC



JAN

**Coordinator:** request for the quality label (Radio Podcast).  
**Teachers and students:** evaluation of the play.



FEB

The mobility to Cordoba takes place from 11<sup>th</sup> to 16<sup>th</sup> February.  
**Teachers:** evaluation session and preparatory session on memorandum, defining the tasks and deadlines, sharing responsibilities.

MAR

**Teachers and students:** creating the memorandum group, explanation of the tasks, sharing the tasks, organizing panel discussion on emigration.  
**Teachers:** writing the report, establishing contacts with the guests for the panel discussion.  
**Students:** creating proposals, researching the project topics, inviting guests to the panel discussion, creating questions for the participants.



APR

The students do the reports on how Croatia has fulfilled the Europe 2020 objectives.  
 The reports are published on Etwinning.



MAY

The mobility to Latvia takes place. The proposals will be argued and voted.  
 The chosen proposals will be included in the final memorandum.

Finishing all the work needed for the Memorandum.

JUNE

Translating the Memorandum into Croatian  
 Finishing all the work needed for the Final Report required by the National Agency.

Applying for quality labels to the eTwinning projects.

## Testimonies

For me, the Erasmus+ Project has been an incredible experience. I feel comfortable claiming that in the name of all of the students, too, simply because I am convinced that others feel the same way as I do, since this project is such a win-win situation.

During the project, we have learnt a lot and become conscious of the problems that surround us. However, it has not been the typical “bombing people with problems” and leaving them without hope of anything ever getting better. We have been given constant support from our teachers, which really made us all, dare I say, believe in adults and in each other. It has really been amazing to see the faith every one of our teachers had in us and the responsibility they were ready to let us handle.

As far as the result of the project is concerned, I have to repeat that I think it has been a complete success in every aspect. If we talk about the students, the project has made us get to know our surroundings better – we've investigated our cities, became friends with people who before were only strangers going to our school, done things we've never imagined doing before!



I feel free to mention that amongst all the friendships made and things learned, there is definitely a really special bond between all of us who participated in the making of the theatre play in Spain, which I am really thankful for. There's just something about conquering your stage fright or your language barrier next to complete strangers while having fun, and have it all turn out as brilliant as the play did.

Finally, my point is that I am truly convinced that this project is a step to a better Europe. For, even though it might seem like a small step, it is a very important one. One day in the future, we, as a generation, will face problems, and in that moment we will know that to every problem comes a solution. We will be ready to cooperate on an international level to improve the future of our world, of our Europe. And that is, in my opinion, the most important, and so often left out, role of school – to prepare us well for future challenges. And it's what this project definitely managed to do.

*Karla Škrlec (Student)*



## Experience with erasmus 2020+ europe project

I am very grateful and glad that I have had the privilege to be a part of Erasmus project, because from the start it has showed me what people are capable of doing when they are motivated, curious and want to create something new and learn in the process.

Our project started in 2016 at the beginning of the school year, with the focus on establishing four main groups (Youth unemployment, Ecology, Migration and integration and Poverty) and finding different ways of portraying these problems. We made posters, interviews, reports and analysis with interns, professors of Politology, staff in the House of Europe... By doing these assignments, not only did we find out more about Europe, EU, current geopolitical and political problems and European history, but we also learnt how to properly write a report; or ask the right questions when interviewing; or sum-up all the important information, in short all the things that will be required from us at university, we had the opportunity to practice here.

The first time when the phrase "international project" finally got its meaning, was when the first mobility happend. In March all the chosen students from participating countries came to

Zagreb for seven days. Through games, meetings and strolls around the city first connections, shared memories and friendships started to slowly form.

The other part of the school year we focused more on the preparations for the task of creating a radio-talkshow about the topics of our project. We organised groups for technical part, groups for leading the talkshow, groups for finding and creating stories with, of course, the help from our teachers. Soon came the second mobility to Finland, some would argue the most anticipated one. In May, all excited and eager we came to Finland and met our host families. The first impression that we got, was that everything was very well organised and in total balance. No surprises or confusions, those 6 days went in a blink. We were amazed by the beautiful and fully equipped school that we never wanted to leave (a true rarity), the people who are open, educated, laid back and cooperative and of course dumbstruck by the nature and the capital Helsinki. The highlight was the final production of our second radio-talkshow, on which we all worked hard. We came back to Zagreb enriched with new experiences, impressions and knowledge.

The second year took off with the start of realising that we have a school play to make. The school play was about



the environmental issues and what happens to a town when disobeying basic rules for keeping the environment clean and eco-friendly. Again, groups were organised, rehearsals were made, both the teachers and students came together and combined all their knowledge and skills to make a show that we would all be proud of. This production was also a kind of preparation for the real production that was to be held in Cordoba, Spain. All five participating countries were to make the play there and in that way reflect on the environmental problems that the EU deals with.

There is still the last mobility, to be held in Latvia. The main theme of the trip will be a memorandum to the project and reflection on the achieved tasks in the last

two years. It is sure going to be amazing and memorable in its own way, as the last three also were.

To sum-up, I would like to say that it has been a really great experience and I am glad that I have a feeling of what is like to participate in an internationally orientated project, that being said I appreciate all the hard-working people who have made this project real and not just a good idea on the paper. The only criticism I have, is to make these Erasmus projects even more accessible to high schools, rather than to universities, which is more often the case.

*Leda Špiranec (Student)*



## Impressions of the coordinator

To be honest, when we decided to participate in this project, I did not expect it would be so much work. But then, on the other hand, each new thing we make or learn makes me feel proud and satisfied.

Of course, we have encountered problems- lack of time, room...For

example, we should rehearse, but there is a horrible mathematics test tomorrow, so our actors should learn for it...or the students from elementary school have their volleyball training in the same hall and at the same time as we our rehearsal... Or, we should travel to the other end of Europe, but the money that has been allocated covers only half the costs...or all the students want to travel, but there is simply not enough place for everyone...You have to write loads of reports, make sure that everything is done on time, that everybody does his or her task properly, do the things which you have perhaps no experience with... And then you think-do I really need all this in my life? I have asked it myself more than once. And I can tell you-I do not need it, but I do enjoy it!!! (Of course, not always!)

When I think, first of all, how many great new people we have met through this project, and how many new friends our students have made! When saying this, I mean people from abroad, but also from our school or our local community.

Secondly, we all have been forced to master certain tools or skills which are new to us, and it feels good.

Thirdly, the project issues have made us think about the world around us, which we sometimes tend to forget,

because we all concentrate too much on our subjects. I think we are all amazed now at what we have done, how many new things we have tried and how much responsibility we can transfer to our students, and then see that they will manage it!

So, I will finish by saying-Yes, I would do it again!

*Sandra Tardelli, coordinator for XVIII. gimnazija, Croatia*

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# Kungsvägensskola

(Sibbo, Finland)

## Chronology

2016

SEPT

Informing the school staff about the mobility and what it entails. Also the students were informed about the project.

OCT

The teachers are informed by the coordinators about the different aspects and topics the project will require each of the teacher groups to conduct in their classes.

All the students in school are informed about the project at a morning assembly.

The compiling of the logo for the competition is given to the art teachers and their groups.

Students make presentations of the school (pictures and videos).

NOV

Starting the project work in classes. The topics of Europe 2020 targets and our goals for the project work are reviewed and recapitulated in a meeting with the maths and science teachers.

The targets of environment and renewable energy, fighting poverty and social exclusion, migration and integration, and youth employment are discussed and shared at the meeting. The planning and structure for making



Project meeting Urbino, Italy October 16-21, 2016.

of the posters for the Gymkhana in Croatia is started.

The teachers going to Croatia are chosen and they are informed about the project work in detail.

The students were informed of the Gymkhana project and mobility during a morning assembly and a call for applications was made both on the intranet of our school (wilma) and during the morning assembly.

DEC

Students start research for the Gymkhana mobility during classes in English and science.

The teachers going to Cordoba meet up with the coordinators. Students prepare the posters, glossaries and coordinator and IT teacher coordinate the layout and design of the poster.

The printing is arranged.



JAN



The posters were sent to Zagreb, and the mathematics teachers worked out questions for the Gymkhana which were checked by the teachers in the project member countries according to the order of the checking decided beforehand. The preparations and meetings with the students selected to go to Zagreb went on. They planned the trip, revised the data from the posters. Other classes used the data from the posters for quizzes and information research during classes in science and English. The twin school of ours also used the information on the posters for similar purposes.

FEB

The maths teachers prepared questions for the Gymkhana quiz. The questions were cross checked by the member countries and delivered to the Croatian school for the Gymkhana.

The students and teachers responsible for this mobility were planning and organizing the trip together and preparing for the tasks in Zagreb.

Also a visit to YLE , the Finnish national broadcasting company was made by the Zagreb Finnish team participants to take part in a workshop about podcasting led by reporter Lucas Dahlström from YLE/x3m team.

MAR

Zagreb Gymkhana mobility. Gymkhana competition: international teams of students of the five member countries took part in the competition using maths and English skills. Teachers were juries and watchers.

Back at home: The students continued their work with Erasmus assistant teacher on podcasts and planned, wrote scripts and made interviews about podcasting and the experiences of being



an assistant teacher.

APR

Gymkhana at Kungsvägen school with participants from Botby högstadium, Sipoonjoen koulu, Sipoonlahden koulu, Sibbo Gymnasium and Kungsvägen took part. Organizers were the teachers and students in KVS.



Also a group discussion with the youth worker responsible for work with students who were in danger of exclusion and drop outs Bodil Weckström from the municipality along with Guy Enqvist, social pedagogue, were interviewed by students from 8<sup>th</sup>

grade.

The questions were prepared by reading the Welfare report from the municipality.

The interview was done in Swedish and simultaneously interpreted and by 9<sup>th</sup> grade students. The cultural report discussion podcast was made by 9<sup>th</sup> grade students on environmental issues (saving the world from plastic waste) prepared during ninth grade lessons in biology and English. And the Breaking news by 8<sup>th</sup> grade students based on environmental issues.

The podcasts were uploaded on TwinSpace and cross checked by the teachers involved in the project from the other member countries.

The Sibbo mobility planning was continued (started already in March) with the team of Erasmus teachers. The youth workers and host families were also involved.

MAY

Preparing for the Sibbo mobility, teachers, students, host families, the Scouts and youth workers from the

municipality and the congregation of Sibbo involved.

SEPT

The interim report was compiled and sent to the national agency. The new project group of teachers assembled the first time.

The call for and election of students for the Cordoba mobility was started.

The first group started with the reading of the scripts, rewriting them in a more colloquial English and working on the scenes.

OCT

The group was coached by drama instructor Matilda Anttila during workshops in school.

The group rehearsed very actively once or twice a week, and the props were created in art classes.

The project group teachers also met for the initial preparations for the mobility in Cordoba.





NOV

The group had intensive rehearsals in school every week. The play was rehearsed on the stage in Nicby hjärta, the music and the lights were taken care of by the school "aunt" and a ninth grader. The last rehearsals were made. The play was performed in front of all the teachers, principal, former teachers and other staff in school November 30<sup>th</sup>. Also parents were invited. The group got high praise for its performance from the audience and was acknowledged for their work at the Finland 100 years festive gathering in December.



DEC

Due to Finland 100 years theme week and projects there was no work on the

Erasmus + mobility in December 2017. Christmas greeting were sent.

JAN

Rehearsals for the play resumed, the families participated in meetings about the mobility in Cordoba.

Contacts with host families and our pupils were taken. The school was informed about the trip.

FEB

Cordoba mobility February 11-16<sup>th</sup>. Also detailed preparations for the last mobility were made there.

Sharing the responsibilities and organising the upcoming and last mobility in Riga in May.

MAR

Call for participants to the last mobility. Election and first meeting of teachers and group. Getting a grip of the task. Head of the Youth Unit Mia Liljeberg and special youth worker Ronja Roms and youth worker Tom Sundman from the municipality talk about work done for teenagers and young adults who are at risk of getting excluded from society due to social issues, unemployment, lack of social network or chances to further education. Many questions were asked by the group who as a preparation had read



the welfare plan, the Europe 2020 objectives, and the report of the ministry on poverty among families with children in Finland.

The group also was advised on all the national web based counselling services and help sites there were.

APR

Proposals and reports were worked on in maths classes during the 9<sup>th</sup> grade mathematics and proposals were worked upon during weekly meetings of the group lead by the coordinators.



APR

They were uploaded onto the Twinspace.  
The monthly summary was posted on Twinspace twice by the coordinators, but got erased.

Now again uploaded.

Our part was researching about poverty and social exclusion.

The testimonials were asked for.

MAY

The mobility to Latvia takes place. The proposals will be argued and voted.  
The chosen proposals will be included in the final memorandum.  
Finishing all the work needed for the Memorandum.



JUNE

Translating the Memorandum into Swedish.  
Finishing all the work needed for the Final Report required by the National Agency.

Applying for quality labels to the eTwinning projects.

2018

## Testimonies

Experience , hard work and helpful colleagues - project based learning of the Finnish coordinator :)



The Active European Citizenship project really was not at all what we expected it to be. Although we all had experiences from before from European projects, we never had taken part in any project that was so versatile, so thorough, so time consuming , so challenging, and so ambitious. Although the very many extra hours we put in it got everyone in really tight spots trying to manage deadlines in the otherwise also hectic school work , the project work also delivered a lot of high quality student and teacher work. The project gave us insights into the work of other European countries at times when you really do the utmost, work hard and aim high. Due to this particular project, top students also got some challenges and the teachers involved learnt hands-on

experience on working with different school cultures, management and deadlines.

For our part, the Riga memorandum experience especially, and the Cordoba, the Zagreb and our own mobility in Sibbo not to be forgotten, resounded the goals of our curriculum ie to teach our children to become independent learners in integrated topics such as social sciences, maths, drama and debating, meeting and presentation skills in real life. It was an eyeopener and reminder to us about how getting your voice heard in society requires exactly those last mentioned skills. You have to be able to get your points across, not only rely on the fact that everyone will read through different expert statements, but instead learn that to be able to influence your society, you have to raise your voice, be able to communicate, debate , defend your points and change your mind; learn about social facts and knowledge about Europe 2020 goals, the drama in English, the parliamentary-like work experience, all of this important for the future Europeans.

The students involved started from being somewhat shy and careful into being more confident at expressing themselves, communicating and getting their ideas and proposals across to audiences of both varying language skills as well as varying knowledge in the topics. Actually it was a lesson for some of them that eg debating skills really are useful, there are countries where belonging to



the European union and having all the freedom to do it, still was a celebrated and appreciated, that drama is a universal way of getting important issues across, that writing manuscripts and talking live and editing when podcasting is not just a piece of cake, but actually requires a lot of work.

Not to forget all the cultural knowledge they got and gave being guests or hosting guests as regards food culture, spare time activities, schoolwork (joining lessons in other schools), family life in general. Valuable personal experience and gained insights to weigh the world against;

a world which is filled with extreme movements, juxtapositioning, fake news and disinformation. Thus perhaps hopefully being able to make more informed decisions based on knowledge rather than hearsay or agitation.

It's been a rough road, but gave us more than we ever hoped for. We are thankful for have been given the chance to be part of this ambitious work!

*Hillevi Lassas, coordinator for  
Kungsvägensskola, Finland*



# IIS Raffaello

(Urbino, Italy)

## Chronology

2017

**SEPT**

Communication activities: partners, local authorities, sponsors  
Figuring out how much work had to be done: defining the project team.  
9<sup>th</sup> -12<sup>th</sup> graders begin their work



**OCT**

Teachers Meeting planning.  
Project Meeting, Urbino, Italy 16-21 October 2016.  
Planning Gymkhana activities.

Focusing on Radio podcasts and Theatre activities.  
Revising our project application.  
IIS Raffaello school: introduction to the tasks to be completed.

**NOV**

Searching for information about Europe 2020:

- ★ Environment and renewable energy
- ★ Fighting poverty and social exclusion
- ★ Migration and integration
- ★ Youth employment



The schools taking part in the project made sure that their students learnt about Europe 2020 strategy, with an emphasis on Key issues.

**Migration and Integration** is the key topic that was investigated by students from Italy:

A large group of students from our school took part to a lecture given by Piero Bartolo -a doctor working at Lampedusa hotspot- that was given at Urbino University.



NOV

Students found out about some true stories of migrant people the doctor met at the Italian hotspot.

Focus groups were held at school in English about the Europe 2020 Strategy In IT lessons our students learnt how to create digital posters.

DEC

Students write texts for the posters. Students come up with questions for other countries which are taking part in the project. Glossary of terms and their explanations are created by students.

Students prepared three posters with news, and at least two graphics and statistics about one of the topics. Size of the boards: 60x84 cm. Migration and Integration: students from Italy.

JAN

Teachers from each school prepared four questions on the chosen topics and from the information boards; the questions included mathematics problems. The correct answer was attached to each question. The receiving school checked and answer the questions made by the sending school:

- ★ Sending school Croatia - Receiving school Italy
- ★ Sending school Italy - Receiving school -Spain

Uploading on the project Twinspace a glossary of terms on migration and integration.

FEB



All the made and received posters are shown along the school main corridor. Students get ready for the trip to Zagreb. Students discuss the rules of the game. Students create presentation on Croatia and on Zagreb.

MAR

From 6<sup>th</sup> to 10<sup>th</sup> of March International European Active Citizenship Gymkhana in Zagreb:

- ★ Some of the host students acted as controllers of the gymkhana game.
- ★ The guest students plus some host students, in international teams, played the gymkhana using Maths and English
- ★ Teachers acted as watchers and members of the jury.

A prize was given to the winning team. Work after trip to Zagreb and preparing activities for Sippo:

- ★ Shooting the Podcast at school about renewable energies and poverty issues.

- ★ First PODCAST and SCRIPT on eTwinning.



- ★ Subject: Interview about child poverty and social exclusion, including a commercial about renewable energy.



APR



All the schools organized the European Active Citizenship Gymkhana in their towns, inviting other schools to join the activity. Gymkhana day at IIS Raffaello high school in Urbino the April 8<sup>th</sup> 2017.

PODCAST and SCRIPT on eTwinning:

- ★ A cultural programme (music, theatre, cinema, etc.) about one of the goals Europe 2020.
- ★ More SCRIPTS: Commercials about renewable energies

28<sup>th</sup> April RADIO SCRIPT crosses CHECKING amongst the different partner countries.



MAY

5<sup>th</sup> May Third PODCAST and SCRIPT in eTwinning.



MAY

From 5<sup>th</sup> to 12<sup>th</sup> of May International European Active Citizenship Mobility to Sippo:

- ★ Erasmus students joined classes or finished up podcast recordings they had arranged in their own countries.
- ★ Erasmus students and teachers and KVS (host school) students and teachers started an orienteering race in Helsinki (at the same time they had to read and answer questions some of the Europe 2020 key targets).

- ★ Erasmus teachers and students, KVS students and some teachers were taken by bus to Storskogen natural reserve.
- ★ Students and teachers experienced the Storskogen natural reserve for a Day in the forest with games, lunch and some information about the nature in Finland.
- ★ Finishing up the work on the project: podcast recording and publishing  
Handing in the documents for the Etwinning "EAC" Quality Label certificate.

SEPT



Project group planning of new activities. The play script "The right Decision" was read at school and the play performance was planned for November 2017 for our school plenary school audience composed of about 40 Italian students aged 14-15.

OCT

Started reading the performance script together with a large number of students from two different III year groups.  
Organized the first rehearsals on a voluntary basis (1 additional hour every week).  
Poster creation for performance.



NOV



Rehearsals every day for the 10 days before the actual performance.  
Prompt creation.  
Stage curtains were created (we do not have a proper stage at school).  
The performance was held in the school plenary room on the 26<sup>th</sup> November (younger students aged 14 were selected as audience). The performance was held during "The European Language Week" celebrated every year at our school.  
Request for the Etwinning quality label for the Radio Podcast Project.

DEC

The video of the performed play was uploaded on the cloud.  
Performance pictures were shared  
The experience was commented in the actor's classrooms.

The students for the mobility to Cordoba were selected.  
The students' parents were informed in details about the project.

JAN

Request for the quality Label for the "European Active Citizenship" TwinSpace  
Evaluation of the play (watching sections of the video recording of the play)

Getting ready for the mobility to Cordoba: reading again the script and doing rehearsals  
Reading the Cordoba Guide file received from the Spanish partner

FEB

From 12<sup>th</sup> to 17<sup>th</sup> of FEBRUARY International European Active Citizenship Teatro Gongora in Cordoba:

We all participated to the following activities:

- ★ A guided tour through Cordoba (centre)
- ★ A Guided tour of the Mosque
- ★ Memorandum session – teachers
- ★ Europass session – teachers
- ★ Rehearsals – pupils
- ★ Show horse

- ★ "The Right Decision" in Teatro Gongora
- ★ Evaluation session for teachers and pupils
- ★ Visit Medina Azahara



MAR

Selection of the five students who will take part to the Riga meeting.

Start working on the proposals on sustainability that will be argued and discussed in Latvia. Two groups of III year students were involved in discussing about the proposals to be chosen and why.



Having a look at the files published by the project coordinator on the project TwinSpace (Eurostat statistics on Europe 2020 objectives).

We started creating the summary of the project and we also included the opinions and experiences of pupils and teachers. This information will be attached in the Memorandum. An e\_portfolio regarding the activities carried out in Italy was started in order to keep track of all the work done and to be able to disseminate it amongst all the school teachers, students and their families. It will be soon published on the school webpage (by April 2018) and it will be completed by the end of the present school year.



APR

Proposals (by students): we actually managed to post them on our TwinSpace at the beginning of April.

Report (by student): we managed completing it by the 20<sup>th</sup> of April

- ★ Italy - environment and renewable energies
- ★ The monthly summary was posted on our TwinSpace
- ★ The Transnational Mobility (held in Urbino, 2016) summary was uploaded on our TwinSpace.

Students were asked to upload their testimonials on our TwinSpace.



MAY

From 7<sup>th</sup> to 12<sup>th</sup> of May International European Active Citizenship Memorandum in Riga:

- ★ A summary of the already done work throughout the whole European Active Citizenship Erasmus+ project.

- ★ A report about how far the Europe 2020 strategy objectives have been achieved up to the moment both in the participant countries as well as in the whole EU.

- ★ A proposal to keep on working in the future: The future of Europe.

JUNE

Translating the Memorandum into Italian

Finishing all the work needed for the Final Report required by the National Agency.

Applying for quality labels to the eTwinning projects.

## Testimonies

The Erasmus+ project was one of the best experiences of my entire life.

I'm not telling this just because during my travel in Zagreb I have seen beautiful landscapes and monuments or because I made a lot of new friends and met some other people that have made my life a bit more full of beautiful

experiences or even because I have rediscovered some special friends who attend the same school I am attending, but because I have met and shared a piece of my soul with a very special family, my new special family!

*Brahim Baalla (Student)*

*III G, IIS Raffaello, Urbino, Italy*



Last May me and two of my classmates went in Finland thanks to the Erasmus Plus European project. We stayed there for a week, from 8th to 13th May.

Now, almost a year later, I can say that it was really a great experience. If I have to say the truth, I have to admit that at the beginning it was not that easy, because we were alone in the hosting families, without our friends, parents, and teachers. In fact we were hosted by a Finnish family, and we had just our "twin"

to talk with. But, sincerely, I learnt a lot from this "journey" some things that will help me not only at school, but in life too. And I really wish all could have the possibility I had.

I also met a lot of other guys from other countries, and sometimes we still keep in touch. For example, for Christmas I sent to "my" Finnish family a book with some typical Italian products, and they did the same. The Erasmus is something that manages to connect different countries and cultures, and there's nothing more beautiful than that.

Obviously we also had to speak English all the time, so I improved my skills by learning a lot of new words. I will never forget this experience.

*Bargnesi Milena (Student)*

It was a wonderful experience for everybody, we left a piece of our hearts and we can't wait to come back as soon as possible.

Have available a true theatre for act was indescribable, the public was made for the most of guys, and acted in English with foreigners wasn't absolutely

difficult, because everybody was really good.

We found Spanish people really welcoming, indeed we spoke without problems also with people in the school who weren't part of the project, they stopped us in the hallways, in the yard. Out of school...

We enjoyed the time spent with the families, we didn't have problems, and we were able to communicate with them even if they didn't speak English. We liked to see the different routines and do what they usually do, for example Ilaria went to the academia where her "twin" plays piano and Greta went to Francisco's football training. We also met their friends and we think that Spaniards are really nice and funny.

The city seemed to us wonderful and very big, although for them is small. It's a tourist location but it has also a lot of historic places to visit, indeed we can see both the Arab and the Roman domination. The new conquerors haven't destroyed what was there before so now everyone

can see the cohesion between the two heritages.

Unfortunately after a week, a huge relationship was established with the others. It was very hard to leave them, indeed as soon as we got out from the car we saw each other and we have achieved that everything was going to finish. We cried a lot, it was truly one of the best weeks of our whole life; we will always carry it in our hearts. Still today when we think about it we get excited.

This experience helped us to get stronger our relationship, for example in the afternoon we were often together. For example Salma, Ilaria and Lucia were in the same group, Paola and Greta in another.

If someone told us now to set out to do an experience like this or just to go and see our "twins" we would leave immediately no matter what, without thinking twice.

*Salma Bensellan & Greta Paolini  
(Extract Students from Urbino, ITALY)*

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Erasmus+ project "EAC"

It's easy to say that this Erasmus + project was a "great experience" for me but not so easy is to explain how much I have learned from every person I met during the different activities of these two years.

I would like to thanks my Italian colleagues for having involved me in the

project and also my new European colleagues from Spain, Latvia, Croatia and Finland for their cooperation, friendliness and willingness to share and enjoy new experiences. It was really a nice team and it was a pleasure to work together!

*Ombretta Michelini from Italy  
(Teacher)*





# Rigas 25 vidusskola

(Riga, Latvia)

## Chronology

2016

**SEPT** Documentation for the public authorities.  
Figuring out how much work has to be done.  
9<sup>th</sup> - 12<sup>th</sup> graders begin their work.

**OCT** School presentation for Urbino.  
Project Meeting, Urbino, Italy 16-21 October 2016.  
Planning Gymkhana activities.  
Focusing on Radio podcasts and Theatre activities.  
Revising our project application.  
Urbino meeting material examination

**NOV** Searching for information about Europe 2020:

- ★ Environment and renewable energy
- ★ Fighting poverty and social exclusion
- ★ Migration and integration
- ★ Youth employment

The schools which will take part in the project must make sure that their students learn about Europe 2020



and the school collective's introduction to the tasks.

strategy, with an emphasis on these issues: **Young employment:** students from Latvia:

- ★ Went to the Employment State Agency where we found out about the unemployment issues in Latvia and possible solutions
- ★ Class seminars about Strategy Europe 2020
- ★ In IT lessons our students learnt how to make infographics.

DEC



Students write texts for the posters  
Students come up with questions for other countries which are taking part in the project.

Glossary of terms and their explanations. Students must prepare three posters with news, and at least two graphics and statistics about one of the topics. Size of the boards: 60x84 cm. Young employment: students from Latvia.

JAN

Teachers from each school must prepare four questions on the chosen topics and from the information boards;

The questions must include mathematics problems. It is necessary that the correct answer will be attached to each question.

The receiving school will check and answer the questions made by the sending school:

- ★ Sending school Finland - Receiving school -Latvia

- ★ Sending school Latvia - Receiving school -Croatia

Uploading the glossary of terms.



FEB



All the made and received posters are put up in the 28<sup>th</sup> classroom

Our students prepare for the trip to Zagreb

Students discuss the rules of the game.

MAR

From 6<sup>th</sup> to 10<sup>th</sup> of March International European Active Citizenship Gymkhana in Zagreb:

- ★ Some of the host students acted as controllers of the gymkhana game.
- ★ The guest students plus some host students, in international teams, will race the gymkhana and will solve the problems.
- ★ Teachers acted as watchers and members of the jury.

A prize was given to the winning team.

Work after trip to Zagreb and preparing activities for Sippo: First PODCAST and SCRIPT on eTwinning.

Subject: Interview about child poverty and social exclusion, including a commercial about renewable energy.

Group leaders prepare students for the upcoming projects.



APR

All the schools have to organize the European Active Citizenship Gymkhana in their towns, inviting other schools to join the activity.

Orienteering games at Riga Secondary School No. 25 (April 19<sup>th</sup> at the Riga Secondary School No 25, an orienteering game in Riga)

Second PODCAST and SCRIPT on eTwinning. It should be a cultural programme (music, theatre, cinema, etc) about one of the goals Europe 2020.

21<sup>st</sup> April SCRIPT: Some Commercials about youth unemployment

28<sup>th</sup> April RADIO SCRIPT CHECKING: The country should check to make sure everything is OK in the script of the Interview about sustainable future (Italy)



MAY

5<sup>th</sup> May Third PODCAST and SCRIPT in eTwinning.

From 5<sup>th</sup> to 12<sup>th</sup> of May International European Active Citizenship Podcast in Sippo:

- 🌟 Erasmus students will join classes or finish up podcast recordings/ the result from Amazing race will be announced

MAY

- ★ Erasmus students and teachers and KVS students and teachers will start Amazing Race in Helsinki.
- ★ Erasmus teachers and students, KVS students and some teachers will be taken by bus to the Sibbo.
- ★ Storskogen natural reserve for a Day in the forest with games, lunch and some information about the nature in Finland.
- ★ Finishing up the work on the project

- ★ Handing in the documents for the certificate of Quality



SEPT

Project group creation of new activities.  
The plays translation in Latvian, and performance in Latvian audience.



OCT



Choosing roles and first rehearsals  
Video shooting for the play  
Poster creation for performance.

NOV

Rehearsals in Latvian and English.  
Getting ready for teacher senior event.

DEC

3<sup>rd</sup> December the plays performance  
after the teacher senior event.



JAN

Rehearsals and role swaps for the  
upcoming performance Cordoba.

Group leaders checking the readiness  
of the artists and participants.



FEB

Preparing for the trip to Cordoba and rehearsals.

From 12<sup>th</sup> to 17<sup>th</sup> of FEBRUARY International European Active Citizenship *Teatro Gongora* in Cordoba.



MAR

We examined the materials of the strategy and tasks were given to each



student groups about the goals of the strategy.

The students created materials about the achievements Latvia has accomplished for the strategy 2020.

We were getting ready for the debates about these subjects in May. We hosted the debates in our school and we chose chairman from the 12<sup>th</sup> grade to present the subjects.

APR

The students do the reports on how Latvia has fulfilled the Europe 2020 objectives. The reports are published on Etwinning.

The chairperson, amanuenses and assembly are chosen.

Preparing for hosting in May.

Work with families which are hosting the arrivals.

Organizational questions with the institutions, which are involved in the Project.

MAY

The mobility to Latvia takes place. The proposals will be argued and voted.

The chosen proposals will be included in the final memorandum.

Finishing all the work needed for the Memorandum.



JUNE

Translating the Memorandum into Latvian

Finishing all the work needed for the Final Report required by the National Agency.

Applying for quality labels to the eTwinning projects.

## Testimonies



### Experience with Erasmus 2020+ Europe project

My experience with the Erasmus+ project “European Strategy 2020”

I am very happy that I was able to participate in this project. It was the first time that my colleagues and I had taken part in a project like this. For me personally Spain has been a country, which I always wanted to know more about. When I found out that, the coordinators for the project were from Spain I was excited. It gave me a lot of motivation.

The project began in 2016 in September with the theme “Future Europe” which is an important theme. We had to gather information about tasks that need to be fulfilled in 10 years. You had to research four main topics – Youth unemployment, Ecology, Migration, integration, and Poverty. In the span of 2 years we had to do three tasks – make a poster about these strategies, we had to play a game called Gymkhana, make

podcasts and write and perform a theatre play. It was challenging, especially for me, because English was not my strong point, but everything was in English/ the main aspect for my students was to make them interested in the topic. I teach politics in my school so the topics were very clear for me and we could discuss it right from the start. Then we had to take the topic more seriously and connect it with the work. After the coordinator, meeting in Urbina everything was clear. The project coordinators from Spain had planned everything down to the detail. They explained the task for every team. The first part started – and with we started to make posters. We had to research the Youth unemployment theme. Both - in class and after class - we read documents, visited the National Employment Agency, had meeting with specialists, made video reviews and the rest was tasked for our IT teacher. It was a great experience for the students and me alike. While doing all this I needed to learn English, I did so in extra courses. The first time when both the students and coordinators met was in Zagreb, where we were sincerely admitted. We had a unified goal – participation in a game with a team. The team had students from different countries. It was a good practice for the students both in English and general communication. We were delighted about the completed tasks and the new friends from different countries we had made along the way. Next task was podcast making. I had never made a podcast; I had to learn how to do it before I thought it to

my students. I taught them how to make interviews, write reports, and how to make recordings. In the end, we managed to do it.

Next task was to make a theatre play called “The right Decision” and to play it for the school. Now there was a problem – we had to translate it to show it to people here in Latvia. Again, work for my students. Then of course, we learned the parts in English. After all that followed the trip to Spain where we again meet our friends from other countries. The play turned out great.

In May, we had the final meeting here in Riga. We had a long preparation time. We had to show what we had done all this time – how we researched the material, our ability to lead and work with groups about the subject. The two years that we have taken part in this project have be wonderful. I have met so many

hardworking, organized and amazing people along the way. My colleagues from Italy, Croatia and Finland and our coordinators and main organizer from Spain have been a great work group to work with. Our students developed new skills and of course made new friends.

My recommendation for future work is to get the whole team together for the final meeting. Right now, I am working with many new people, which were not a part of the team at the start. For the final meeting both – the first and the newer represents could take part.

In the end, this experience has been a wonderful, creative and hard-working environment and I would love to participate in future projects and events. I want to thank every single one of you who I had the pleasure to work with.

*Rudite Liepina (Teacher)*

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# IES Trassierra

(Córdoba, Spain)

## Chronology

2016

SEPT

We start to give dissemination to the project. At the beginning of the school year, we inform the teaching staff and the didactic departments about the project.

The work is divided into groups of teachers that are going to be in charge of the different activities that will be carried out.

The project is included in the didactic programming and in the Community Learning Project of the school.

At the same time, the tutors tell their students about the project and how to take part in it.

Communication and coordination



channels with the partner countries are established.

Local mass media find out the project and give information about its launching.

OCT

The first activities of the project begin.

The first one is a competition to design the logo of the project.

Mr Cas, the coordinator of the project, attends the SEPIE conferences held in Valencia on 10<sup>th</sup> and 11<sup>th</sup> October.





OCT

The systems of control and the formal requirements a KA219 project must fulfill are explained here.

The Coordination Team and the Head of studies prepare the project documents that will be shown in the meeting that is going to take place in Urbino. (A PowerPoint with a presentation of our school and an information guide to work with Etwinning and Twin space).

In the Teaching Staff Centre, we present a project so that the IES Trassierra Secondary School teachers can learn how to deal with the tasks a KA219 project involves successfully. Workshops and Practice on Etwinning, twin space, use of social nets and Publisher are carried out.

NOV

There is a meeting with the families to inform about the project activities.

A group of students of the 1<sup>st</sup> course of Post-Compulsory Education make the project visible with a drawing they paint on one of the walls of the school that can be seen from the exterior. The design includes the logo of the project chosen in Urbino. The area of Youth of the City Hall of Córdoba collaborates with the implementation of this work.

The students of the higher Degree in Web Application Development start the web page of the project as part of their practice on the Web Interfaces Design course.

Mrs Carmona as a representative of the Europe Direct office in Córdoba gives a talk to the students of the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> courses of Compulsory Education on Europe 2020 objectives. She also talks about the importance of looking for reliable and relevant information in official websites of the European Union.

In the main part of the school, there is a space to show all the things we will do related to the project.

The project starts its dissemination through Facebook and Twitter. A page for the Gymkhana is created on Etwinning.



A meeting is held with the teachers who are interested in the project to inform them of the agreements made in Urbino and to deliver tasks and responsibilities among them.

Students of the 3<sup>rd</sup> course of Compulsory Education start their work to prepare the mobility to Zagreb. They design the information boards for the Gymkhana.

We get materials like microphones and a mixing board for the podcast activities.

DEC

The radio work is created in Etwinning. The process to choose the students for the 2016-17 mobilities is carried out.



DEC

9<sup>th</sup> December, a group of students of the 2<sup>nd</sup> course of Compulsory Education take part in a radio programme (Cope radio station in Córdoba) to learn the way a radio programme is recorded.

The works for the design of the Gymkhana boards and the development of the web page continue.

JAN

The Gymkhana boards are published on social networks (Facebook, Twitter, Etwinning and our school web page) 10<sup>th</sup> January, Mr. Cas explains the Gymkhana work in the Teaching Staff Center to teachers from different schools in the province of Córdoba.

of the activities and in the acquisition of new material.

The work is shown as an example of good teaching- learning practice to apply for a KA219 project.

The provincial government of Córdoba will help us to print the Gymkhana informative boards and will allow us to use free of charge the conference hall of “El Palacio de la Merced” to hold the Gymkhana the following March.

The Coordinator team presents the project in the office of Europe Direct to ask for collaboration in the development

The different tasks and activities of the project keep on.

FEB

The Gymkhana boards are shown in the main corridor of our school. Pupils who participate in the project explain them in English guided visits to the rest of pupils. The questions made in this activity are chose in collaboration with the partner countries.



We continue with the radio workshops once a week and the first podcast is recorded. It is an interview with the Spanish writer Alba López Paredes.

The students of the higher Degree in Web Application Development finish the design of the project. The domain is bought [www.eac-erasmus.eu](http://www.eac-erasmus.eu), and the web is published.



MAR



The first mobility to Zagreb takes place. Once we come back to Spain, the activities carried out in Croatia are disseminated through different channels (local paper, web, Twinspace, Etwinning). We also prepare the most important activity to be disseminated that is the repetition of the Gymkhana in Córdoba.



30<sup>th</sup> March, the Gymkhana EAC is held in the streets of Córdoba. Around 200 pupils from different schools participate. The schools are below mentioned:

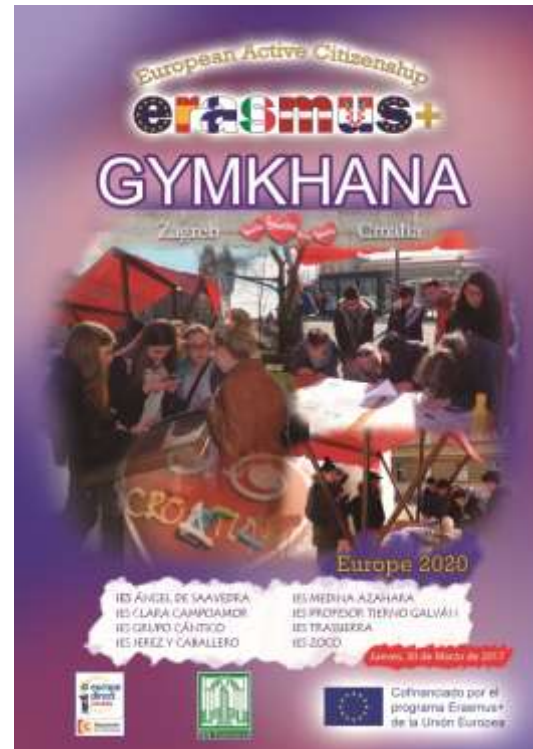
- ★ IES Ángel de Saavedra
- ★ IES Clara Campoamor
- ★ IES Grupo Cántico
- ★ IES Jerez y Caballero
- ★ IES Medina Azahara
- ★ IES Profesor Tierno Galván
- ★ IES Trassierra
- ★ IES Zoco

In the closing ceremony, we present the awards and explain what the project is about to the people attending among them Mr Torralbo as Member of the Provincial Government in Youth and Sports and Mrs Calatayud as Coordinator of Multilingualism in the Education Council in Córdoba.

The radio workshop continues during March.

28<sup>th</sup> March, pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> courses of Compulsory Education take part in a radio programme on the COPE radio station to disseminate the project. The pupils follow guide notes they prepare on their own.

We start to elaborate what is necessary to organize the gymkhana here (the game plan, the base points and the boards). The participants are pupils of the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> courses of Compulsory Education. We also invite pupils from other bilingual schools in Córdoba.



Podcasts are recorded in both Spanish and English. The latter ones follow the patterns according to the agreement among the participant countries: topic, duration and type of programme.



MAR

APR



APR



The roles are delivered among the pupils who take part in the second mobility to Sibbo. They also elaborate guide notes that will be included in the final podcast.

Before the mobility, a glossary of terminology related to radio is published on Etwinning.

MAY

The mobility to Sibbo takes place. When we come back to Spain, the activities done in Sibbo are disseminated through different channels (local paper, web, Twinspace, teaching staff)

The Teaching Staff Centre evaluates the activity positively and certifies the work carried out in Sibbo within the project Teacher Training in Schools related to the tasks of the EAC project.



The works of the Gymkhana project are completed in Etwinning and it is closed.

JUNE

We apply for the mark of quality for the Gymkhana project in Etwinning, and we also participate in the Move2Learn programme for the work carried out in this specific project.

We also prepare the follow-up reports for the SEPIE (MobilityTool and intermediate report).

JUNE

The Coordination team evaluates the project so far and includes the memory of the school that is sent to all the teaching staff in our school.

“The Right Decision” is the play chosen.

So, in June, the roles among the pupils from the participant countries are cast. The idea is to start to prepare the performance at the beginning of the following school year (2017/18).

JULY

6<sup>th</sup> July, Mr Luque as the Second Deputy Mayor in the Córdoba City Hall assists an IES Trassierra Commission that consists of different members of the Education community: Mrs Troncoso as Head Teacher; Mr Cas as Coordinator of the Project, Mrs Alcaide as President of the fathers and mothers and Mr Calvo as Director of the play.

The commission talk about the achievements of the project and ask for collaboration to carry out some of the following year activities, specially, the ones that will take place the week of the international meeting, and the perfor-



mance of the play “The Right Decision” that will require one of the city theatre.



JULY

Mr Luque commits to creating a channel of communication between the Project

Coordination Team and the City Hall in order to sort out our requests.

SEPT

At the beginning of the second school year, we inform the teaching staff and the educational community about the project and the mobilities that are left.

Góngora Theatre and other facilities to carry out the activities that will take place in the international week next February in Córdoba.

We also start with the selection of pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> courses of Compulsory Education to perform the play "The Right Decision", and we plan its staging.

We hear that teachers and pupils of the IES Trassierra that took part in the EAC Gymkhana project have been awarded with the Move2Learn prize.

We continue the conversations with the City Hall for the use of the

Move2Learn is a prize called by the European Commission. The prize consists of financing a trip to Vienna in 2018.

OCT

The rehearsal of the play "The Right Decision" starts, as well as the theatre staging.



We also apply for the assembly hall of the Poniente Civic Centre to perform the play in December.

A project is presented in the Teaching Staff Center so that the IES Trassierra teachers can fulfill their teaching needs to deal with success the tasks of the K219 Project.

"The Right Decision" project is opened in Etwinning and we upload the glossary of terminology related to theatre, casting, pictures of the stage props and sound effects.

The EAC Radio Podcast Project is closed in Etwinning and we also apply for the mark of quality.

The EAC Gymkhana Project is awarded with the European mark of quality in Etwinning.

There is a meeting with the families to tell them about the Move2Learn prize and prepare the trip to Vienna.

NOV

We continue working on the theatre staging of the play "The Right Decision". The pupils rehearse in their break time, also two hours a week in the morning and one evening on Wednesdays.



The Coordination Team announces a contest for the poster of the play.

22<sup>nd</sup> November, pupils from the 1<sup>st</sup> course of Post-Compulsory Education attend a conference "The Europe We Want. Stop Radicalization of Youngsters".

NOV

The talk is organized by the Europe Direct Office in Córdoba.

On the same day, our teaching staff is informed of the development of the EAC Project from its beginning and of the activities that will have carried out in the following months.

We prepare the documents of the EAC Gymkhana Project for the European Etwinning prizes.

30<sup>th</sup> November, the project is explained in the Teaching Staff Center to teachers from different schools in the province of Córdoba.



It is shown as an example of good teaching- learning practice to apply for a KA219 project.

DEC

We complete the preparations for the performance of the play “The Right Decision “

Pupils of 4<sup>th</sup> course of Compulsory Secondary Education elaborate a tourist guide of the city in English for the visit of the participant countries in February.

A jury consisting of the Coordination Team, the Head of Studies and Mrs García as Art teacher decide among all the works presented which one is the chosen poster for the play.

The work together with the City Hall is successful because it is possible to perform in the Góngora theatre on 15<sup>th</sup> February. The City Hall will also invite teachers and students from the participant countries to a cocktail reception in the Royal Stables.

Mr. Jiménez P.E. teacher and coordinator of a KA219 project in Santiponce (Seville) invites us to participate in a theatre meeting as a school that is doing activities related to the theatre in part of its Erasmus project. The goal is to perform the play we are working on in the Old Roman Theatre in Itálica (Seville). We accept the invitation.



22<sup>nd</sup> December. The pupils perform the play “The Right Decision” in the Poniente Civic Centre successfully. Pupils from different levels of our school attend as spectators.

JAN

Mr. Cas (Project Coordinator) meets Mrs Carmona (representative of the Europe Direct Office).

Mr. Cas tells her about the development of the project and asks her for more collaboration.

JAN

She accepts to print the posters of the play "The Right Decision" and will invite the teachers and students from the participant countries to a dramatic visit in the "Merced Palace" next February.

The IES Trassierra Association of Mothers and Fathers will sell caps and pen drives with the logo of the EAC project to contribute to the dissemination of it.

We choose the three actor pupils of the IES Trassierra who will perform with the rest of students from the participant countries.

The tourist guide of the city elaborated by our pupils is published on Etwinning.

We invite some bilingual schools to the performance of the play "The Right Decision" that will take place on 15<sup>th</sup> February.

The schools that confirm attendance are mentioned below:

- ✿ IES Ipagro (Aguilar de la Frontera). 35 students

The International meeting in Córdoba takes place from 11<sup>th</sup> to 16<sup>th</sup> February. And the main activity is the international performance of the play. We decide the work that will be carried out to prepare the Memorandum. The event appears on local papers, TV, social nets ...

The participant pupils in the Riga International meeting are chosen. It will take place from 7<sup>th</sup> to 11<sup>th</sup> May.

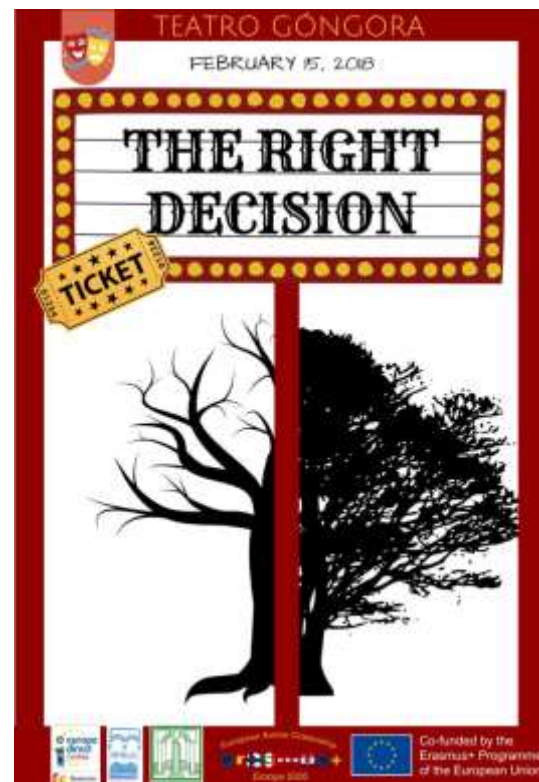
The EAC Memorandum project is created in Etwinning.

Mr. Calvo and Mr. Ortega (teacher in IES Itálica) make the necessary changes to adapt the play "The Right Decision" for the I Theatre Meeting in Santiponce (Seville).

The [eac-erasmus.eu](http://eac-erasmus.eu) is not working. The technicians try to sort out the problems.

- ✿ IES Santos Isasa (Montoro). 20 students
- ✿ IES Itálica (Santiponce, Seville). 30 students
- ✿ IES Jerez y Caballero (Hinojosa del Duque). 50 students
- ✿ IES Puente de Alcolea. 50 students
- ✿ IES Clara Campoamor (Lucena). 50 students
- ✿ IES Fernando Solís (Cabra). 50 students
- ✿ IES Profesor Andrés Bojollo (Puente Genil) 50 students
- ✿ IES Trassierra. 75 students
- ✿ IES Ángel de Saavedra. 60 students
- ✿ IES Luis de Góngora. 25 students

We organize everything for the meeting in Córdoba (accommodation, visits, work meetings, etc). The planning is published in Etwinning.





MAR

The five students who were chosen to take part in the Riga meeting start to work on the proposals employment that will be argued and discussed in Latvia. The first draft of these proposals will be published on 23<sup>rd</sup> on Etwinning.

The indicators of Eurostat statistics on Europe 2020 objectives will be published in Etwinning. If we have a look at the published files so far, we can analyze the evolution of these indicators in each participant country.

We do the summary of the project and we also include the opinions and experiences of families, pupils and teachers. This information will be

attached in the Memorandum.

The pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> courses of Compulsory Education rehearse the adaptation of the play "The Right Decision" for the Theatre Meeting in Santiponce (Itálica).

The Theatre Meeting will take place on 21<sup>st</sup> and 22<sup>nd</sup> March.



APR

The pupils of the 3<sup>rd</sup> course of Compulsory Education do the reports on how Spain has fulfilled the Europe 2020 objectives. The reports are published on Etwinning.

Mr. Cas, coordinator of the project, will attend the SEPIE conference in Madrid on the follow-up KA219 Project (2016-2018).

Pupils who will travel to Riga continue



working on the arguments in favor and against the proposals made and that will be discussed in the Riga meeting.

MAY

The mobility to Latvia takes place. The proposals will be argued and voted.

The chosen proposals will be included in the final memorandum.

9<sup>th</sup> May, celebrating the day of Europe pupils of the 2<sup>nd</sup> and 3<sup>rd</sup> courses of Compulsory Education perform the play "The Right Decision" in the Palacio de la Merced.

Finishing all the work needed for the Memorandum.



JUNE



Mrs. Aguilera was in charge of laying out

the Memorandum with all the texts and pictures published on the eTwinning projects.

Translating the Memorandum into Spanish.

Finishing all the work needed for the Final Report required by the National Agency.

Applying for quality labels to the eTwinning projects.



## Testimonies



This Erasmus experience has been one of the greatest I've never had before, and it's been like that in every single area of my life: socialization, speaking English - because it's the first time I'm doing it in

real life! - , and more... About the whole activities we've done in this experience, they'd been OK, but I'd change a few things, of course. In my case, the meeting in Croatia couldn't be better; from students to teachers, they were really cool. And, as it was in Croatia, the meeting in Cordoba, Spain went fine too. I couldn't say anything wrong about all the Erasmus stuff except that there should be even more and more activities like this!

*Iván Giner Herencia (Student)*

Hi, I'm Mario, from Spain. I have taken part in two mobilities of this Erasmus+. The first one was in Finland and it was amazing. Although we had to work hard in Córdoba, preparing all the scripts, it was worth it. In Finland I met people from other countries, and that was something I never imagined I would be able to do. I enjoyed meeting them and spending those days with all the Erasmus students and recording the radio podcast a lot. A year later, more or less, I participated again in another mobility, the one that took place in Córdoba. It was beautiful. I think everyone did great in the play, even though it was all very complicated. I had lots of fun while performing and rehearsing and I met new friends too. The day of the play was awesome and I felt like we were a team, no matter which country we were from. While we were performing the play in the Góngora and when we finished I was sure I



would never forget that day. I think there was nothing negative in this, because the objectives were necessary in my opinion. That is why I am very grateful for having had this opportunity and I would like to thank all the teachers for having made this possible. I've met people I'll never forget and I wish we all could meet again someday.

*Mario Calvo Hernández (Student)*

Personally, this project has been great. The organization has been very controlled to the smallest detail. The involvement of teachers in the project has been spectacular. Our partners have welcomed us very well in their houses, I loved my relationship by them. The proposed activities have also been great. I don't have more things to say because I can only thank everyone for this spectacular experience and for all the friends we take with us. :')



*Lourdes Díaz Carranza (Student)*

I find this a very enriching activity for all the participants and, especially, I think it has promoted their autonomy, their capacity to be in other people's shoes, the personal and critical thinking, the practice of other languages different from their own, and their ability of

interacting with people from other cultures. Personally, we haven't found any disadvantage or inconvenience.

*Dolores Urbano Acero (Family)*

My first surprise was to know about these Erasmus projects in Secondary Education. In fact, I consider it a really good choice. I found this a very enriching and fun experience for the students and parents. It has allowed us to be part of our children's school life and to get to know the human side of the teachers participating in the project (we

normally focus on the academic side). Travelling, sharing, living together new experiences in group will be part of our children's present and future life. Congratulations to everyone!!

*Juan Luis Megias Cobos (Family)*

I can only regard this project as positive. It is positive the commitment of the teachers who made it possible, by involving not only the participants in the project but also the rest of the school community, students and their families. It is also positive the project itself, which includes very interesting objectives. The

organised activities have also been positive. I found them attractive, collaborative and successful. It is always very positive the meetings in other countries as well as getting to know other realities. And especially, the Córdoba encounter; the scheduled activities and the play in Góngora Theatre were a real

success. The most important thing is above all the learning and the experience our children have had. If I had to say something negative about it, it would be the tight budget, which didn't make it

possible that a lot of students more could enjoy this project.

*Carmen Alcántara Álvarez  
(Staff of the Parent Associations)*

I have to give a much too positive assessment to the project since I strongly believe its development has totally contributed to our educational community (academical and personally speaking).

All the activities carried out have been really attractive and their impact can be considered extremely broad and great despite the difficulties that some of them implied (for example, the theatre or the gymkhana).

The meetings have been great as I have been able to appreciate from the fantastic atmosphere that has existed among all the participants (teachers, students and families).



I think that projects like this one carried out are a perfect strategy and environment to learn about real life in different countries, to share experiences and life perspectives and to become good citizens and incredible persons.

*Sara Delgado León  
(Chief of Studies IES Trassierra)*



EAC project has been a great experience for me, not only to have an opportunity to know European cities, people and different educational systems, but to learn that working together we can reach important objectives (cooperation).

I'm aware now that Spanish and other European teachers don't work in a very different way. Both curriculum and methodology are similar, at least in math subject, as we could check out when we visited Finland.

Regarding Drama mobility in Córdoba, it was very complicated to



manage a set of actors and actresses from five different countries with different accents but worth it both for me and for students. The final performance was a success because of everyone could live the experience of acting in an important theater like "Teatro Góngora" in front of more than five hundred people.

This project has mobilized in my school students from secondary to educational training. All of them have participated in some way in the project designing logos or posters or coding a website storing all the project activities.



This project has been very interesting for different reasons.

First of all we have learnt a lot about innovating educational skills, because we have developed many other different ways to improve the key competences. One of the most important

The social networks and the High School website have spread all news related to the project, even our project have had impact in local media (radio and tv).

In my opinion, the only negative aspect has been the little interest shown by Trassierra teachers which aren't been involved directly in this project and partners that defaults on deadlines.

*Antonio Calvo  
(Member of the Coordinator Team)*

points is that students can work and learn at the same time they have fun.

From a personal point of view, we have had the opportunity to meet people really involved in the project and concerned about education. Visiting the other countries is the best way to know some other educational systems. But, actually, all of them pursue the same aim: to make our students be European citizens.

The meeting in Córdoba makes us give our little contribution to this big project, and we think we did it really good.

*Olga Aguilera and Francisca Bascón  
(Members of the Coordinator Team)*



Now that the end is drawing nearer, I want to point out that all the European values that we want to engage with the project European Active Citizenship have been present during the two years in every school, every activity and every participant.

The project has several objectives, most of them have been met. But the main objective is to help our students to become European citizens, introducing them in some key challenges that European citizens have to face with now and in the future. Challenges such as:

- ★ Poverty and social exclusion
- ★ Employment
- ★ Migration
- ★ Sustainability

Now we have learnt a bit more about these problems and we are better prepared to deal with them. We have also learnt that these challenges can't be faced as single countries. If we want to succeed, we must deal with them as a partnership of countries.

I have learnt a lot carrying out this project. I didn't expect some inevitable difficulties of coordinating and being part

of an international association of five schools with different traditions, culture, background, ways of working and even languages. Eventually, we have overcome these difficulties and we met the objectives thanks to the commitment of every partner. Now, thanks to this experience, I'm more conscious of how difficult is to make work an international union of countries; and how remarkable and unique is the success of the European Union.

This project has allowed our students to have a first-hand experience of international cooperation. They had to cooperate and work together in international teams in order to:

- ★ Organize and play a Gymkhana competition
- ★ Make and edit radio podcasts
- ★ Perform the play The Right Decision
- ★ Debate and make proposals for the future of Europe

They have put in practice the wise pieces of advice that Mrs. Dace Kalsone told us in the meeting of Riga:

1. Have a critical attitude but do not judge
2. Argue with passion but do not fight
3. Enjoy the work but do not laugh of it

I want to finish my words keeping in mind that students have done an excellent job through the two years of the project and teachers are proud of it. Congratulations to everyone!

*Eduardo Cas Calzado*  
(Coordinator of EAC project)

# International Meeting

## Urbino

The 1<sup>st</sup> Transnational “EUROPEAN ACTIVE CITIZENSHIP -EUROPE 2020” Meeting was held in Urbino (PU) Italy from Sunday 16<sup>th</sup> October 2016 (arrival day) to Saturday 22 October 2016 (departure day).



## OCTOBER 17, 2016

On **MONDAY 17<sup>th</sup>** a first project meeting was held at IIS Raffaello - Urbino-plenary room.

All partners introduced themselves and showed a presentation about their

school. The local school premises were visited together with some students who acted as guides.

Another group of students than guided the International team of teachers



along the city centre for a walking tour where again students provided some explanation about the local history and architecture.



After lunch in the city centre together with the local team of teachers involved in the project we all went back to school for our second meeting during which we started to envisage the calendar

of the 2017 mobility to Zagreb. The Spanish lead coordinator socialized their past “Gymkhana” experiences that helped to focus on the activities to be fulfilled before and after the 1<sup>st</sup> project mobility involving both students and teachers.



## OCTOBER 18, 2016



On **TUESDAY 18<sup>th</sup>** we went to Urbino Town Hall and met the Mayor with whom we had the possibility to exchange ideas on our project.

We then went to visit Raphael’s birthplace where we were guided by another group of students acting as tour guides. Soon after that we went back to school for our third project meeting followed by a shared Lunch and a fourth

meeting at school. We established the tasks to be carried out by each partner and went into details regarding the “Gymkhana” activity to be prepared by all partners cooperating together. We established a peer review system in order

## OCTOBER 19, 2016

On **WEDNESDAY 19<sup>th</sup>** we went on a day trip to Assisi and Gubbio where we carefully visited the main church dedicated to St. Francis and the whole city centre.

## OCTOBER 20, 2016

On **THURSDAY 20<sup>th</sup>** we went to visit Urbino University before starting our 5<sup>th</sup> project meeting where we discussed about the Europass Mobility Certificates to be produced for all the people participating to the various mobilities.

At around 12.00 we went for a walk to the “Furlo” gorge where we had lunch with traditional local food.

After that we had our 6<sup>th</sup> meeting at school to discuss about further tasks to

## OCTOBER 21, 2016

On **FRIDAY 21<sup>st</sup>** we had our last project meeting at the hotel Albergo Italia where all the guest teachers were staying and we discussed on how to evaluate the meeting taking into account both positive and negative aspects. We also shared

to check the quality of the documents produced by each country.

At around 5:00 p.m. we went to visit Urbino Ducal Palace together with another small group of IIS Raffaello students who acted as tour guides.



be performed and about the quality standard of the results of our partnership group work. A goodbye dinner took place at Pizzeria “Terrazza del Duca”.

opinion on digital tools to be used to implement and disseminate our project.

By the end of the day all teachers had left Urbino to reach Bologna from which airport they all flew back to their own countries.

The teachers who participated to the meeting in Urbino were:

CROATIA:

- ★ Marianna Brekalo,
- ★ Renata Sudar

FINLAND

- ★ Hillevi Lassas
- ★ Soile Kouvonen

ITALY:

- ★ Carla Campogiani,
- ★ Ombretta Michelini,
- ★ Giuseppe Puntarello,

- ★ Loretta Piacesi,
- ★ Maria Luisa Cavallini

LATVIA:

- ★ Talivaldis, Mezis
- ★ Gita Sulce

SPAIN

- ★ Eduardo Cas Calzado,
- ★ Olga Aguilera
- ★ Sara Delgado





## Zagreb



*By Sandra Tardelli, Coordinator for 18. Gimnazija*

### INTRODUCTION:

When it was first decided that Croatia should organize a thing called *gymkhana*, we didn't have a clue what it was. I was terrified, how should we organize something when we don't know what it exactly is. Then one of my colleagues said: "What does it matter if we don't know, we will learn!" That was encouraging... I tried to consult Mr Google, he knows everything...What I saw was a picture of two young (attractive) men in racing suits, leaning against a wild car! It didn't look bad, but are we really going to organize this?!

After the meeting in Urbino, our colleagues who had gone there knew what *gymkhana* was, and did their best to explain it to the rest of us. I think I asked at least ten times to have it explained again and again... after the 10<sup>th</sup> time I had a vague idea of what it was... then I tried to explain it to the rest of the colleagues. It didn't go smoothly, but in the end we got it, and are now proud to say that the Zagreb *gymkhana* was great!

### PREPARATIONS:

Apart from having to prepare the obvious things, such as the hotel, restaurants, food, museums, there were

loads of other things to be done. The city guide and the city tour were prepared. The mayor agreed to host us. We looked

for the sponsors to be able to give the prizes. The gymkhana map and the questions were made. We couldn't escape the role of the mean teachers- the questions had to do with the information which would be said during the guided tour... so if they don't listen, they won't be able to establish the coordinates! We informed the police about the public

meetings at the gymkhana stalls, got their permit for that, then we rented the stalls from the city authorities and got their permit to have them erected at 4 different points in the city.

And then we were ready for the take off!

## MARCH 5, 2017



Our guests are finally arriving! Two of us are meeting them at the Zagreb Airport in the afternoon, and taking them by bus to the centre of the town. There their host families are waiting for them, and we are taking the teachers to the hotel. Italians are arriving in the evening, they will be met by another pair of teachers and their hosts. It is really starting!

## MARCH 6, 2017

In the morning everybody arrives at school. Our principal is going to welcome all the guests. After that we organize four groups, mixed of course, for the city tour. The guest teachers can come along, as they do. When we have made everybody feel completely exhausted, we take them to the restaurant for dinner. *Dva goluba* is a good restaurant, but as all the participants are starving by now, we are sure that EVERYBODY will like the food.



## MARCH 7, 2017



A lot of different things will happen today. Students are divided into two groups and go to visit museums- one group Technical Museum, the other one Ethnographic Museum. They are both in the town centre, so after that they can go for a coffee, stroll around the city. However, don't think we are that good- afterwards they have to show us the tickets and send selfies to prove they really did go to the museums.

In the morning all the guest teachers + two guest students from each

## MARCH 8, 2017 (D-DAY)

The crew of HTV (Croatian National Television) is waiting for Eduardo, Antonio, two students and me in front of the school at 7 o'clock! They are going to make a report for the morning programme! Now we are not only supposed to talk, but to be seen as well!!!

Everybody else meets at our school later in the morning. Different groups are formed and the rules of gymkhana are explained. Ready to plunge into the adventure! In the meantime, the reporters

country + 2 Croatian students and teachers go to the reception at the mayor's. Before that we are interviewed for Radio Sljeme. We are not quite comfortable talking to the microphone (although it all sounded perfect when we listened to ourselves later!), but this is nothing in comparison to the thing that is awaiting us tomorrow! (Keep on reading!) The mayor, Mr Bandić, and his associates give us a warm welcome. After that some of the students are interviewed for some local (Zagreb) TV stations.

In the afternoon the teachers have to work- this is a session on the next step in our project- the radio podcast. How to use a mixing desk, what podcasts to record, there are numerous questions to be cleared out.

from *Večernji list* arrive. An interview for the newspapers!





The hostesses are already at their positions. At each stall there is one teacher. The questions are ready. Who will be the first?



By the way, there is a reason why each stall is situated at its position. Can you try to guess why?

1. Unemployment- St. Mark's Square, where the buildings of the Croatian Parliament and Government are situated
2. Poverty- the church of St. Francis

3. Immigration- Tomislav square, opposite the Central Railway Station
4. Ecology- Technical Museum

The crew of HTV comes again, now for a report for the afternoon programme. The interviewed students are excellent.

People passing by stop at the stalls and ask what it is. Some of them try to solve the questions. Some say that this whole project is a great thing.

After noon the first groups start arriving at the school, bringing their answers. The jury of teachers is waiting for them to be corrected. At 4 o'clock we have got the winners, the results, the prize ceremony takes place...everybody is tired, but happy.

Students get their well-deserved free-time, teachers go for dinner at *Kod Pere*. Now we can really relax.



## MARCH 9, 2017

Students are visiting the Museum of Illusions and the Archaeological Museum, teachers are working. It is hard to be an adult! This time we have got the Europass session and evaluation session.



## MARCH 10, 2017

Time for a trip. We are going to Krapina, to visit The Krapina Neanderthal Museum. Evolution is an interesting process...

In the afternoon the Latvians are leaving. The remaining students are planning their own activities...there is still time to go shopping, to visit some sight, or simply to be together, which is the best thing of all.

The remaining teachers spend the evening together at a restaurant. Cheers!



## MARCH 11, 2017

Time to leave. Plans are made for visits during summer. (The Croatian Tourist Board should thank us!) There are

tears, but also hopes for a quick reunion. It was great having you all here!!!

See you in Sibbo!



## TEACHERS:

★ Jonny Lönnfors,	★ Marianna Brekalo,
★ Christer Jakobsson,	★ Ida Dvorščak,
★ Rudite Liepina,	★ Marija Hodak,
★ Talivaldis Mezis,	★ Renata Sudar,
★ Eduardo Cas Calzado,	★ Neva Killmann,
★ Olga M <sup>a</sup> Aguilera Sillero,	★ Daniel Letica,
★ Francisca Bascon Ruz,	★ Tamara Rabuzin,
★ Antonio Jesus Calvo Morales,	★ Ana Boban Lipić,
★ Loretta Piacesi,	★ Sandra Tardelli
★ Carla Campogiani,	

## PARTICIPANTS (matched with their hosts):

PARTICIPANT	GUEST	PARTICIPANT
Matea Laić	Sandra Jurena	Ruben Luka Lacko
Dora Vukušić	Laura Bukevica	Jona Jovanović
Sara Žganec	Miguel Moreno Morales	Mario Cvitanović
Mia Schwerer	Ella Forss	Julija Sliško
Hana Erbežnik	Camilla Mancini	Bruna Božičković
Vid Opačić	Francisco Arroyo Alcaide	Nina Spasović
Laura Slovic	Sabine Strautina	Sofija Premzl
Marta Čagalj	Sara Allkja	Samantha Lomtadize
Ana Mihaela Velički	Cristina Hernandez Gomez	Tamara Marković
Bruno Kovačić	Guntis Loskutovs	Anamarija Stjepanović
Anja Maria Jukić	Pernilla Sundström	Dora Posilović
Donat Katalenić	Ivan Giner Herencia	Marko Adler
Tomas Lozančić	Pauls Niks Lapins	Leda Špiranec
Nino Petroci	Brahim Baalla	Lucija Kovačević
Tea Horvat	Isabella Grön	Gloria Židovec
Mia Mataić	Alexandra Grön	Lina Bareza
Sara Kovač	Rita Bergami	Jana Šafar
Stjepan Gregurić	Francisco Jose Perea	Luka Lajić
Karla Škrlec	Chiara Buccarini	Ruben Kallay
Sara Grgić	Ylva Holmerg	Vanja Dedić
Matija Vencel		Jan Ivasović
Lara Kontent		Leonarda Radoš
Asja Kantar		Nina Tihy
Anamarija Gale		Nika Vrcić



## Sibbo



Preparing for the Sibbo mobility:

Coordinators, teachers, students, host families, the scouts and youth workers from the municipality and the congregations of Sibbo were involved in different activities.

The arrival times vary (Latvian, Italian and Croatian teams) , but you will

all be met at the airport by our teachers who will take you to the school yard where the hosts will be meeting you and will take the pupils to their host families and the teachers to their lodgings.

The meeting place between activities or classes for guests is "Salpar" third floor.

### 8<sup>th</sup> May, 2017

8:00

The Erasmus students and teachers were met in school by the KVS principal and teachers and had some coffee or juice before starting the day. ("Salpar" classroom, third floor).

8:30

The Erasmus students and teachers were guided around in our school building by KVS students (Emil, Jerry, Erin, Anni, Emma H, Emma P, Karla, Maria, Filip, Alejandro, Vivica, Malin, Lisa)



9:30

The Erasmus students and their hosts + some other KVS students joined youth worker Inttu for some get-to-know games on the school yard. Meeting place Salpar.

The Erasmus teachers were able to talk to colleagues/join classes/had an initial talk about what needed to be done.



11:30

Erasmus teachers and students were guided around in the municipality

centre by KVS students, (walking tour with 9<sup>d</sup> students and Soile)

12:30



Podcast "reading through" rehearsals of the podcasts, (all the podcast group students and Dascha our teacher assistant and some teachers in classroom 107).

The other Erasmus teachers started the meeting and were joined by the podcast teachers at 14.00 at the latest. (Salpar)

15:30

The Erasmus teachers were taken to their lodgings by our teachers

(The Joensuu mansion; bed and breakfast)

## 9<sup>th</sup> May, 2017

8:00

The Erasmus students came to school like their host family students, by bus, car or walking (Salpar).

The students and teachers joined classes in KVS according to schedule.



9:15

Morning assembly where the Erasmus teachers and students were presented to all the school and interviewed by 9<sup>cd</sup> students.

9:45

The Erasmus teachers + Erasmus teacher assistant Dascha + 2 student representatives from each country walked over to the municipality centre.

Meeting at the municipality centre with the head of the municipality Mr Mikael Grannas for some information and welcome to Sibbo, while the other Erasmus students joined classes according to schedule.



11:30



The podcast groups recorded the programmes in the music class. The other teachers (and students while waiting) joined classes.

15:00

All guest students and 8 host students + Dascha made Carelian pies with in home economics class in three groups about 25 min each.

16:00

Get-together party for Erasmus teachers, Erasmus students, their host students and their families, KVS teachers and the principal.



## 10<sup>th</sup> May, 2017

7:30

The Erasmus teachers took the bus number 841N from Söderkulla to the capital Helsinki.

Erasmus students and KVS host students and teachers and Dascha took the bus 788K to the capital Helsinki

9:45



Erasmus students and teachers and KVS students and teachers and Dascha started Amazing Race in Helsinki. (The KVS students needed their phones for a Seppo app). The students were in teams of 4.

13:00



Erasmus Race finished in the same place it started (Ateneum, back entrance) and everyone had their packed lunches.

14:00

Erasmus teachers, students and KVS students took part in guided tours of the

National gallery Ateneum in three groups.

15:00

Free time for souvenirs, shopping, checking out sights or eating in the capital. Back with families.

According to agreements with host family the students stayed in the capital with their guests for the rest of the afternoon/evening and had their own programme there.

The Erasmus teachers stayed in the capital for souvenir shopping, checking



out sights, eating etc and went home by a bus at chosen time.



## 11<sup>th</sup> May, 2017

8:00

Erasmus students joined classes or finished up podcast recordings/ the result from Amazing race was announced.

Erasmus teachers meeting in Salpar.

11:00

The principals of both KVS and SJK met the principals of the Erasmus schools.

14:00

Erasmus students went home with their host students and Erasmus teachers went to their lodgings.

15:00



Erasmus teachers were picked up from their lodgings by KVS teachers for an evening with colleagues and some dinner at one of the coordinator's home.

After the dinner, the Erasmus guests were taken back to their lodgings by KVS teachers.

## 12<sup>th</sup> May, 2017

8:00

The Erasmus students came to school like their host family students come, by bus, car or walking (Salpar)

9:30

Erasmus teachers and students, KVS students and some teachers were taken by bus to the Sibbo storskogen natural reserve for a Day in the forest with games, lunch and some information about the nature in Finland. We had packed lunch from school.

14:00

Everybody was back in school and guests went back home with their host families.

15:00

Erasmus students spend the night with their families (except the Spanish team who will leave for the airport by the



help of families or taxi on Friday) and were taken to the airport/city by the families Saturday.

Participants:

Teachers:

- |   |                            |
|---|----------------------------|
| ★ Gita Šulce (Riga)                                   | ★ Marija Hodak (Zagreb)    |
| ★ Rudīte Liepina (Riga)                               | ★ Tamara Rabuzin (Zagreb)  |
| ★ Tālivaldis Mežis (Riga)                             | ★ Carla Campogani (Urbino) |
| ★ Eduardo Cas Calzado (Córdoba)                       | ★ (Urbino)                 |
| ★ Francisca Bascón Ruz (Córdoba)                      | ★ (Urbino)                 |
| ★ Anotnio J. Calvo Morales (Córdoba)                  | ★ (Urbino)                 |
| ★ M <sup>a</sup> Inmaculada Troncoso García (Córdoba) |                            |



## Córdoba



The third mobility of the project was held in Córdoba between the 12<sup>th</sup> and the 16<sup>th</sup> of February (the delegations arrived in Córdoba Sunday 11<sup>th</sup> and departed Saturday 17<sup>th</sup>). Twenty students and ten teachers from the schools

Teachers:

- |                           |                               |
|---------------------------|-------------------------------|
| ★ Gita Šulce (Riga)       | ★ Hillevi Lassas (Sibbo)      |
| ★ Rudīte Liepina (Riga)   | ★ Carla Campogiani (Urbino)   |
| ★ Tāivaldis Mežis (Riga)  | ★ Ombretta Michelini (Urbino) |
| ★ Henrik Holmsten (Sibbo) | ★ Sandra Tardelli (Zagreb)    |
| ★ Henrik Franzen (Sibbo)  | ★ Ida Dvorscak (Zagreb)       |

Students (matched with their hosts):

PARTICIPANT	HOST	GROUP	
Greta Paolini	Urbino	Francisco J. Perea Sánchez	4° A
Sara Kovač	Zagreb	Francisco Arroyo Alcaide	4° A
Karla Skrlec	Zagreb	Cristina Hernández Gómez	1° CT
Mia Mataic	Zagreb	Miriam Hernández Gómez	3° A
Arnolds Knoks	Riga	Iván Giner Herencia	4° B
Gregors Lasembergs	Riga	Miguel Moreno Morales	4° B
Patricija Bodniece	Riga	Lourdes Díaz Carranza	4° B
Guntis Loskutos	Riga	Khamel Ganemi Pilar	4° B
Bruno Kovacic	Zagreb	Daniel Cebrián Castillo	3° B
Roland Gadolin	Sibbo	Mario Calvo Hernández	3° A



Anni Lappalainen	Sibbo	Nacho Alcántara Alcántara	3° A
Emma Pakalen	Sibbo	Álvaro Alcántara Alcántara	3° A
Johanna Lindén	Sibbo	Marina Saavedra Urbano	3° B
Tea Horvart	Zagreb	Marta Urbano González	4° A
Suvi Lappalainen	Sibbo	Marco Megías Ruiz	3° C
Salma Bensellam	Urbino	Patricia Puentes Toledano	3° B
Sindija Hanna Neimane	Riga	Luna Expósito Hidalgo	3° B
Ilaria Ottaviani	Urbino	Andrea Yeste Márquez	1° CT
Paola del Bianco	Urbino	Marta Fernández Jurado	4° B
Lucía Nicolini	Urbino	Marta Puentes Toledano	1° CT

This is a summary of the activities carried out during the week:

## MONDAY 12



8:15

The reception to the visitors starts at IES Trassierra. Ms. Sara Delgado, Head of Studies and English teacher, shows the visitors the school facilities and how the school works. Meanwhile, the students meet in the Assembly Hall

to know one another through a gymkhana organised by Kamel Ghanemi, a 4<sup>th</sup> Grade Secondary School student, helped by teachers Rafael Luque and Antonio Calvo.

9:15

First working meeting of the week is held. Teachers Francisca Bascón and Eduardo Cas explain in detail the programme of the week and answer possible questions.

Then the participants share the work done in each country to stage the play The Right Decision and participants agree on the terms and way the project is going to be closed on eTwinning.

10:45	A breakfast consisting of "churros" with chocolate is offered to the foreign visitors and the Spanish	students participating in the play and some other teachers from IES Trassierra.
11:00	The Córdoba guided tour starts. Visitors are divided in three groups, each one accompanied by a teacher and a student from the host school.	Each group follows a different itinerary stopping at the same points where they meet a couple of Spanish students offering them interesting information about the place.
14:45	Social luncheon at the school facilities with the visiting teachers and students, all the staff of IES Trassierra and the hosting students with their families. During the meal families present every	one of the visiting students with a cap with the project logo. Free time after lunch, which went on after 17.00.

Here follows the organisation of the visit:

Places to visit	Guide (Student)
Plaza de Santa Marina	Fran Perea & Paco Arroyo
Plaza de Capuchinos	Iván Giner & Miguel Moreno
Ayuntamiento /Plaza de las Tendillas	Cristina Hernández, Andrea Yeste & Marta Puentes
Plaza de la Corredera	Lourdes Díaz & Khamel Ghanemi
San Francisco /Plaza Portro	Marta Urbano & Marta Fernández

- ~ **Group1:** Santa Marina, Capuchinos, Ayuntamiento, Corredera, San Francisco/Potro, Tendillas
- ~ **Group2:** San Francisco/Potro, Corredera, Santa Marina, Capuchinos, Ayuntamiento, Tendillas
- ~ **Group3:** Ayuntamiento, San Francisco/Potro, Corredera, Santa Marina, Capuchinos, Tendillas

**Group 1**  
(Francisca Bascón & Cristina Hernández)

**Students:**

- Ilaria Ottaviani
- Paola Del Bianco
- Guntis Loskutovs
- Arnolds Knoks
- Suvi Lappalainen
- Mia Mataic
- Johanna Lindén

**Teachers:**

- Ombretta Michelini
- Tāivaldis Mežis
- Hillevi Lassas

**Group 2**  
(Ana Gallo & Andrea Yeste)

**Students:**

- Greta Paolini
- Lucia Nicolini
- Gregors Lasenbergs
- Anni Lappalainen
- Roland Gadolin
- Karla Skrlec
- Sara Kovac

**Teachers:**

- Gita Šulce
- Henrik Holmsten
- Ida Dvorscak

**Group 3**  
(Olga Aguilera & Marta Puentes)

**Students:**

- Salma Bensellam
- Patrīcija Bodniece
- Sindija Hanna Neimane
- Emma Packalén
- Bruno Kovacic
- Tea Horvat

**Teachers:**

- Carla Campogiani
- Rudite Liepiņa
- Henrik Franzen
- Sandra Tardelli





## TUESDAY 13

The visiting students together with the actors of IES Trassierra rehearse the play *The Right Decision* in the Assembly Hall from 8.15 to 14.40 (break time included). This activity is directed and supervised by Antonio Calvo.



8:15

The visiting teachers meet in the Library with teachers Eduardo Cas, Isabel Delgado and María Delgado to have a working meeting about the Memorandum.

The date of the mobility to Riga is agreed on and doubts about the activity are clarified (what to do before and during the mobility).

11:45

Visiting teachers carried out a jobshadowing activity. Every all, according to their speciality and curiosity witness several classes from

different educational levels and subjects. In this way they can get first-hand knowledge of IES Trassierra working method in the classroom.

14:00

Teachers and Sara Delgado and Francisca Bascón accompany the visiting

teachers to a lunch in the restaurant Los Pedroches.

16:30

Guided tour of the Cathedral-Mosque attended by all the visiting teachers and students as well as the hosting students

and teachers Francisca Bascón, Olga Aguilera, Rafael Santos and Eduardo Cas.



## WENESDAY 14

During the morning the visiting students and the actors from IES Trassierra (supervised and directed by teacher Antonio Calvo) rehearse the play The Right Decision in Teatro Góngora.

8:30

Visiting teachers and teachers Olga Aguilera, Francisca Bascón and Eduardo Cas meet in the Library for a work session. They set the ideas discussed the previous day about the work to be carried out to do the Memorandum.

The issue of Europass certificate was address and participants come to an agreement for the common fields of the application.

A preparatory activity calendar is established for the Riga mobility.

10:30

The visiting teachers guided by teachers Isabel Delgado and María Delgado go sightseeing in the Alkazar Viejo neighborhood visiting all the interesting places.

They finish their walk in Teatro Góngora where they attend the rehearsal of the play The Right Decision.

20:00

All the visiting teachers and the students accompanied by IES Trassierra Principal and the Project Coordinator Team attend an equestrian show in the Caballerizas Reales invited by Córdoba Town Council. The show lasts a little less than an hour.

Then the Córdoba Town Council offers a cocktail reception to all the participants of the project. Mr. David Luque, second deputy mayor, attends as representative of the Town Council and host of the event.



## THURSDAY 15

8:30

The participating students directed by teacher Antonio Calvo perform a technical rehearsal in Teatro Góngora attended by all the visiting teachers and Eduardo Cas.

11:30

The play *The Right Decision* is performed in Teatro Góngora. Before the play the project coordinator, Eduardo Cas, presents the project explaining the objectives and activities carried out from the beginning. The following guests attend this event:



- ★ Antonio José López, Provincial Delegate of Education
- ★ David Luque, second Deputy Mayor
- ★ Cristina Carmona, representative of the office Europe Direct Córdoba
- ★ Raúl Landa, adviser of the Teacher Center
- ★ Inmaculada Troncoso, principal of IES Trassierra school
- ★ The board of Parents Association from IES Trassierra school
- ★ IES Trassierra school: 77 students and 5 teachers
- ★ IES Ipagro school (Aguilar de la Frontera): 35 students and 2 teachers.
- ★ IES Santos Isasa school (Montoro):20 students and 2 teachers.
- ★ IES Itálica school (Santi Ponce, Sevilla): 30 students and 2 teachers.
- ★ IES Jerez y Caballero school (Hinojosa del Duque): 50 students and 2 teachers
- ★ IES Puente de Alcolea school: 50 students and 2 teachers
- ★ IES Clara Campoamor school (Lucena):50 students and 2 teachers
- ★ IES Fernando Solís school (Cabra): 50 students and 2 teachers
- ★ IES Profesor Andrés Bojollo school (Puente Genil): 50 students and 2 teachers
- ★ IES Ángel de Saavedra school: 60 students and 2 teachers
- ★ IES Luis de Góngora school: 25 students and 2 teachers

14:30

Lunch and subsequent party in the restaurant Moriles. All the visiting teachers and students as well as the Spanish actors, hosting students and teachers Antonio Calvo, Olga Aguilera and Francisca Bascón attended this lunch celebrated to channel the joy after the performance.

After this lunch there was a musical party together with IES Itálica school students and teachers anticipating in this way the First Youth School Theater Meeting to be held in Santiponce (Sevilla) the 21<sup>st</sup> and 22<sup>nd</sup> of March.





## FRIDAY 16

8:30

The visiting students meet teachers Isabel Delgado and Eduardo Cas in the Assembly Hall to evaluate the experience lived during the week as well as the work carried out to stage the play.

The students are registered in the eTwinning project The Right Decision and published their conclusions there.

9:30

The visiting teachers meet teachers Antonio Calvo and Sara Delgado in the Library to evaluate the mobility (activities, working sessions, etc.)

as well as the work carried out during the previous months to stage the play.

12:00

The visiting teachers and students accompanied by teachers Olga Aguilera and Francisca Bascón attend the Diputación Provincial offices where they

are offered a reception and a tour-performance to the Palacio de la Merced invited by the office Europe Direct Córdoba.

14:30

All the participants in the project have a joint photo taken in the European Active Citizenship mural situated in the school grounds. This is the end of the official activities of the week.

The visiting teachers, accompanied by teachers Olga Aguilera, Francisca Bascón and Eduardo Cas hold a last luncheon and visit Medina Azahara archeological Site in the early evening.

## Riga



Students meet the delegations, which arrive at the Riga Secondary School No. 25 and then bring them home to families. The rest of the evening students get to know each other. Latvians show the

neighborhood and nearest shops to their visitors.

Latvian Teachers bring the guests to dinner. After dinner, guests are taken to the hotel.

7<sup>th</sup> May, 2018

Welcoming the guests and introducing them to our school's history and Old Riga.

9:30

Latvian students are welcoming the guests with flags and applause at the lobby.

The grand opening is held at the big hall. The headmistress from school gave us some welcome words. Latvian dance group shows traditional dances and school choir performs popular Latvian folk songs. The guest delegations gave a speech. Then the guests are introduced to the activity instructions.



Everyone gathers to take a group photo.

11:40

Visit around the school. The students are split up into groups according to the lessons they will attend. Our students show their guests the first, second and third floors, the school museum and also the school stadium. Then, teachers and students have an informative meeting in the classroom 28. Lunch.



15:00



Tour around Old Riga. Students have prepared information and they show the most popular places in Old Riga.

Then the guests and hosts have free time to explore Riga and Kengarags.

19:00

Teachers meet in front of Hotel and go to have dinner at Cafe "Ala".

## 8<sup>th</sup> May, 2018

The first day of work – debates about Europe 2020 strategy.

9:00

Meeting in the classroom 28 and they talk about the final work of Europe 2020 strategy.



Opening event, speech by Dr.oec., LL.M. Dace Kalsone, Secretary of the Fiscal Council.

Introductory video about Europe's development – materials have been taken from the House of Europe in Brussels.

Students form groups and are informed about the classrooms and their group leaders and secretaries. Students work in five groups. The chairman and secretaries are from Latvia. Every country has its own subject. Finland-Exclusion; Croatia-Immigration; Italy-Sustainable future; Spain-Unemployment.

An expert from each country, who has prepared a presentation, previously shows his opinions about their subject.

9:40

First part of group work. Each group listens to the subject of Finland – exclusion.



11:00

Second part of group work and the discussion finished. Each group listens to the subject of Croatia- immigration.

The groups have come to a conclusion from three suggestions they previously have prepared. The teachers discuss the activities and project the summary documentation in the classroom 28.

12:40

Students attend lessons in the distribution of workgroups they have.

They listen and participate in lessons, where there are Latvian students too.

14:30

Latvian students are organizing different kind of sports activities, such as football, basketball, volleyball and other ones. Latvian students show the city and spend the rest of the day with their guests.

Teachers visit the local government of Riga, then The Academy of Science and a visit to the tower - view of Riga from 65m high up.



Free time in the evening so that the hosts show Riga to their guests.

Some students visited parks, others even go outside of Riga, to Sigulda – one of the most beautiful little cities in Latvia.

## 9<sup>th</sup> May, 2018

Second day of work – debates about Europe 2020 strategy.

9:00

Meeting in the classroom 28 to continue the work about the Europe 2020 strategy. Short speech by the teachers and good luck wishes. Talkings about yesterday debates are held, tips and observations are said.

Māris shows the European exam with their profile, all 20 questions are answered, but the questions are different for everyone. The principle of how to take the exam is shown. Review of the work done on the 8th of May. Work in the same groups.



9:30

First part of group work. Each group listens to the subject of Italy-Sustainable future.

A pause.

10:40

Second part of group work. Spain concludes the debates with their subject – Unemployment. After the group discussion about the 4 proposals – 1 from each category, the groups decide how they would split the budget on these subjects percentage wise.

A poster is made from the given materials, which is used on the 10<sup>th</sup> of May. Secretaries make a record of the debates. They plan the budget for the whole work.

The teachers discuss the activities and project the summary documentation in the classroom 28.

12:30

All the students do the European Exam in the computer science classroom and then check it in the classroom 28.

Lunch.



15:00

Students are divided into 2 groups. They have a trip to the Technical Creation House “Annas 2”.

They see a lot of interesting things and enjoy the planetarium.

17:00

Free time. Latvian students show the city and interesting places to go in Riga.

## 10<sup>th</sup> May, 2018

Final work day. The day is split into two halves – first half of the day - debates, hard work and decision, the second half of

the day – summarize the work, free evening.

9:00



### First Part

Everyone meets in the classroom 28 and talks about the final work of Europe 2020 strategy.

10:00

Meeting in the big hall. The event is hosted by the president of Latvian Movement in Europe, Andris Gobiņš. The debates are very active; each group defends their ideas and proposals.



A. Gobiņš is a very good host, he is able to get everyone to take part. Students and teachers have activities and debates about the distribution of the budget.

13:30

Distribution of the budget. Students vote and make their decision.

Lunch.

18:00

Second part.

Students and teachers meet at school. Firstly, they go to classroom 28 and then to the big hall.

School dance group "Pasaciņa" teaches students and teachers the Latvian dances. Latvian folk dances are taught and some surprising Latvian dancers do the national folk dances of other participant countries.

In the opening of the closing ceremony Žans, Māris, Patrīcija says a few words about this week. The Spanish teacher Eduardo Cas, coordinator of the project tells some words about our job. Some words by the teachers from Latvia- Tālvaldis Mežis Gita Šulce, Rudīte Liepiņa. Every country gives a speech and gets certificates and gifts and a photo of everyone together.

Kristofers explains the rules of the "Kahoot" game, everyone answers questions about Latvia and project. Fun continues, for the students and teachers as well. Students stay in the hall for games. Teachers have a final event in Dainuvītes Spalles classroom.

## 11<sup>th</sup> May, 2018

Half of the day the students visit Jūrmala and the other half they go to the museum of Daugava on the Isle of Dole.

9:00

Guests and active Latvian students meet in the train station.

They ride till train stop- Dzintari.

Train leaving Riga station at 09:20.



14:00

Everyone gets introduced to the rules and to the adventure park "Jūrmalas tarzāns". Everyone could take part in activities that match their physical capabilities

15:00

Lunch at the bistro "Fēnikss"  
Free time by the seaside.

18:30

Everyone goes to Doles Island- Museum of Daugava. Here we made a campfire where students could cook marshmallows or sausages. The evening went by pretty quickly with a lot of fun games and talks.



The ones who left last were gone only by sundown, altogether spend last evening- play games, eat dinner, take last group pictures, and learn how to fly the drone.

## 12<sup>th</sup> May, 2018

Finland delegations meet in school and go to bus station.

Croatian and Italy's delegations meet at school and go to the airport. It was hard to say goodbye to our newly made friends who we had made during this past couple of days.

Spain students meet their teachers at school and spend the day with them.

13<sup>th</sup> of May Spain delegations meet in the school and go to the airport.

### Participants

#### Teachers:

- ★ Neva Killman (Croatia)
- ★ Daniel Letica (Croatia)
- ★ Hillevi Lassas (Finland)
- ★ Henrik Franzen (Finland)
- ★ Henrik Holmsten (Finland)

- ★ Luciana De Santi (Italy)
- ★ Daria Parisi (Italy)
- ★ Eduardo Cas Calzado (Spain)
- ★ María Delgado Fernández (Spain)
- ★ Isabel Delgado López (Spain)

Students (matched with their hosts):

PARTICIPANT		HOST
Jana Šafar	Zagreb	Sabīne Strautiņa
Hana Erbežnik	Zagreb	Amanda Bērziņa
Lucija Kovačević	Zagreb	Linda Falaļejeva
Lara Kontent	Zagreb	Mārtiņš Frembergs; Laura Bukēviča
Dora Vukušič	Zagreb	Dženifera Melne
Isabella Gröhn	Sibbo	Rasa Rasuma
Lydia Grönholm	Sibbo	Amanda Kule
Linda- Maria Frantz	Sibbo	Sindija Neimane
Bertil Eriksson	Sibbo	Arnolds Knoks
Aleksandra Gron	Sibbo	Ričards Viļumsons ; Samanta Vilka
Sennad Kryeziu	Urbino	Jogita Jakovele
Elena Silvestri	Urbino	Žans Matjuškovs; Andrejs Ļipstovs
Camilla Formica	Urbino	Krists Zants
Elena Baldantioni	Urbino	Lorens Kaužēns
Valentina Curzi	Urbino	Gregors Lasenbergs
Marina Saaveda Urbano	Córdoba	Līva Dorila
Álvaro Alcántara Alcántara	Córdoba	Daniels Jasinkēvičs; Toms Jēkabsons
Luna Expósito Hidalgo	Córdoba	Sendija Vasiļevska
Miriam Hernández Gómez	Córdoba	Megija Rainska
Marco Megías Ruiz	Córdoba	Mairis Civkors ; Emīls Alksnis



# PART TWO: THE REPORT

Croatia



Finland



Italy



Latvia



Spain



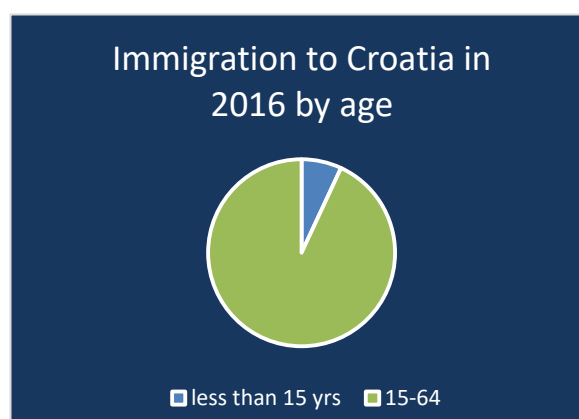
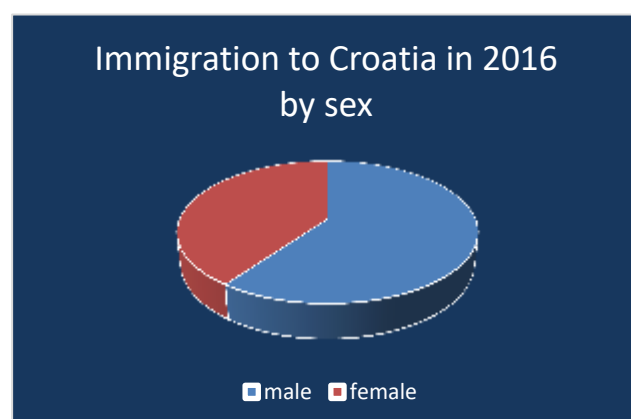
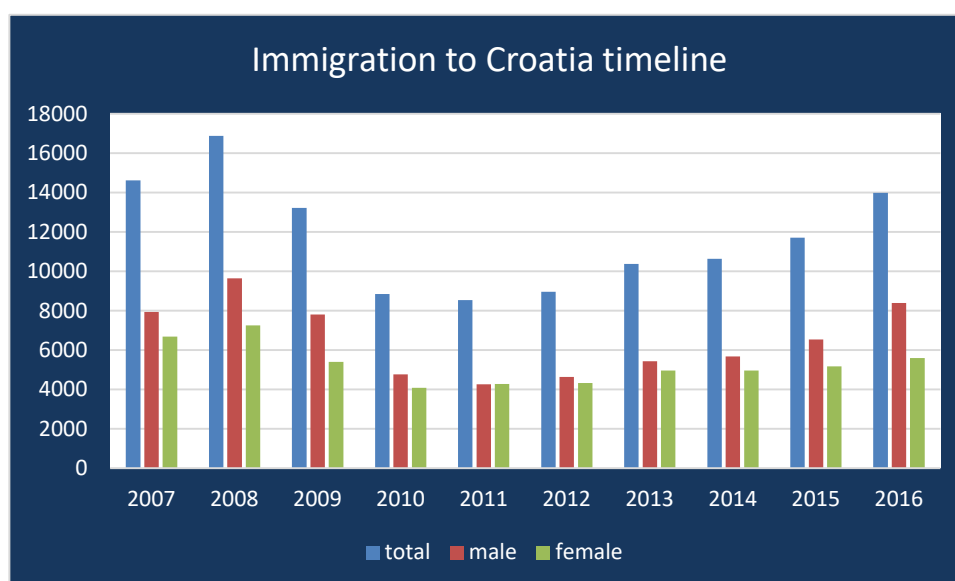


# Croatia

## Migration and social integration

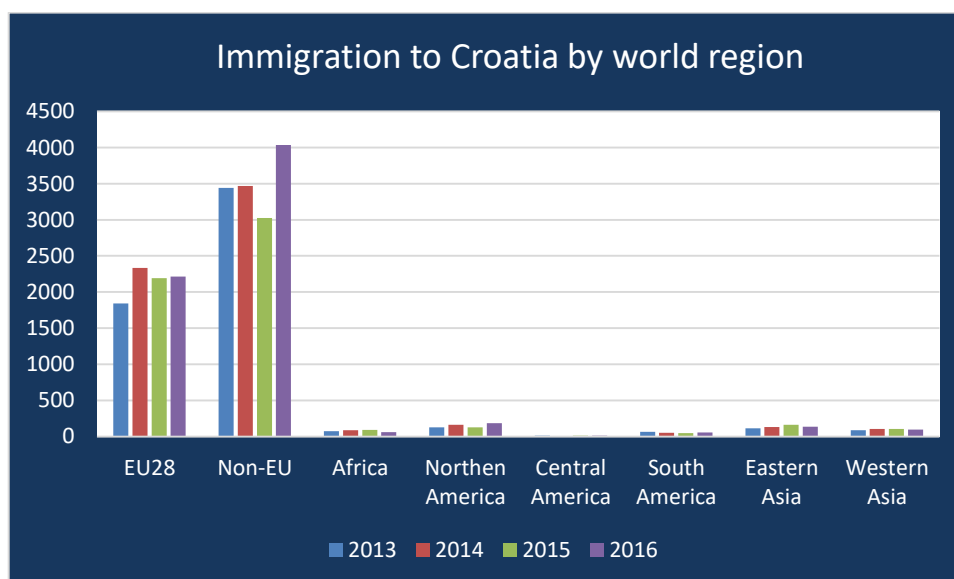
### Migrations to Croatia by sex and age

Year	Total	Males	Female	Less Than 15 Yrs	15-64 Yrs
2007	14622	7940	6682		
2008	16883	9637	7246		
2009	13213	7813	5400		
2010	8846	4766	4080		
2011	8534	4254	4280		
2012	8959	4639	4320		
2013	10378	5424	4954	750	8680
2014	10638	5672	4966	757	8765
2015	11706	6541	5165	775	9540



## Migrations to Croatia by world region

Year	Eu28	Non-Eu	Africa	Northern America	Central America	South America	Eastern Asia	Western Asia
2013	1843	3440	74	127	10	63	114	88
2014	2334	3470	86	160	7	51	131	106
2015	2192	3024	89	126	9	46	164	105
2016	2212	4035	58	182	10	56	134	97



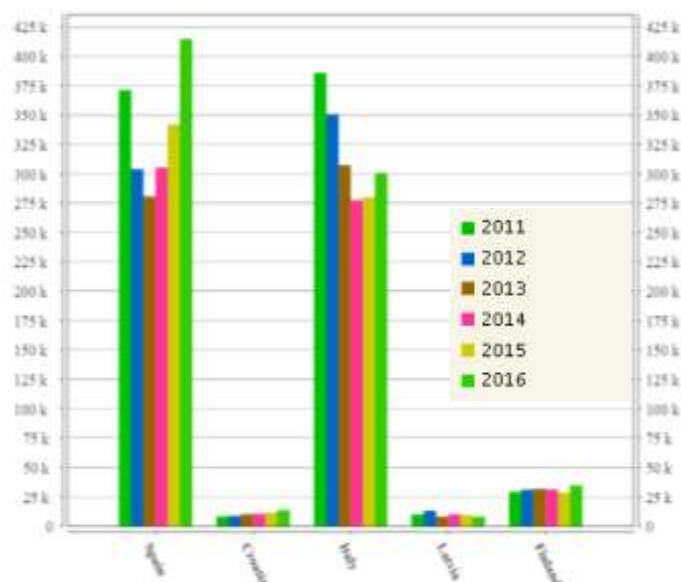
From the above attached tables and charts it is clear that Croatia is not a very attractive country for immigrants, most probably due to our own economic problems.

Most of our immigrants come from European countries which are not EU members, such as Bosnia and Herzegovina, Kosovo, Albania, and those from the EU members are mostly foreign diplomats, people working in

### Immigration

Statistics was taken from Eurostat's databases. It shows a total number of long-term immigrants arriving into Spain, Croatia, Italy, Latvia, Finland. We can see a

multinational companies and the members of their families. That is also the reason why most of our immigrants are adults. We don't have many refugees from Syria and such countries, because we can't offer them much in terms of social benefits.



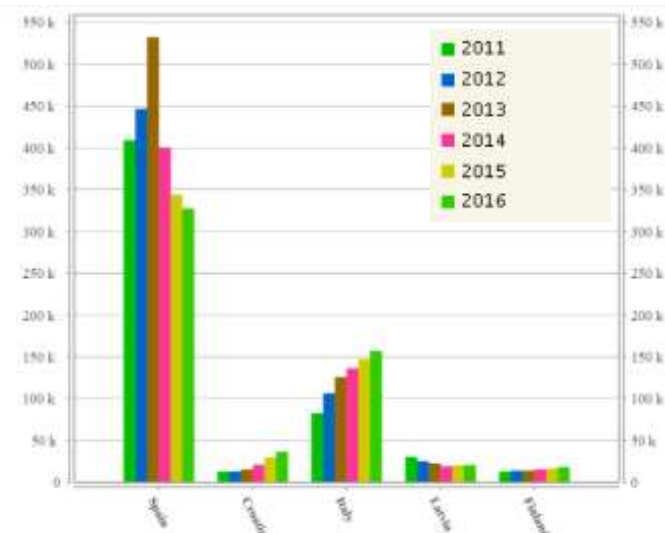
bigger difference between Southern European states, such as Spain and Italy, and northern states that do not lie directly at the Mediterranean sea, Croatia, Latvia

and Finland. Due to migrant crisis the increase of immigrants is best seen in Spain, although numbers are increasing in all of the states above.

<http://ec.europa.eu/eurostat/tgm/graph.do?tab=graph&plugin=1&pcode=tps00176&language=en&toolbox=data> - Immigration

## Emigration

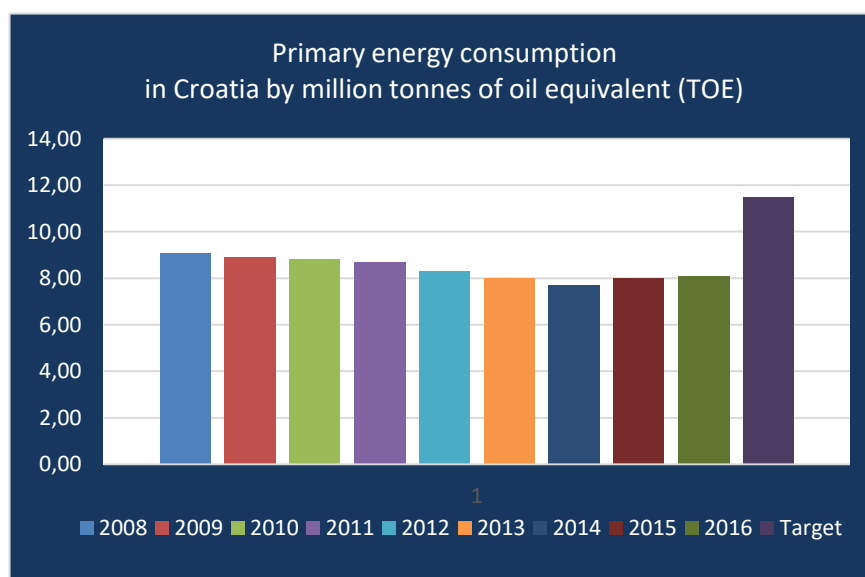
Here are shown statistics of long-term emigrants that went out of the following countries. The increase is seen especially in Croatia after 2013 when we entered the EU because many people went looking for jobs to different EU states. Although it doesn't seem as much in the statistics, it is so, because of the small surface and not so big population. Also Italy's emigration is gradually rising, when on the other side other countries are managing to decrease emigration numbers.



<http://ec.europa.eu/eurostat/tgm/graph.do?tab=graph&plugin=1&pcode=tps00177&language=en&toolbox=data> - Emigration

## Renewables energies and sustainable future

From the chart we can see that primary energy consumption in Croatia, expressed in million tonnes of oil and oil equivalent (TOE), has been more or less dropping since 2008, and is still well below our target of 11.15 TOE by 72,65%.



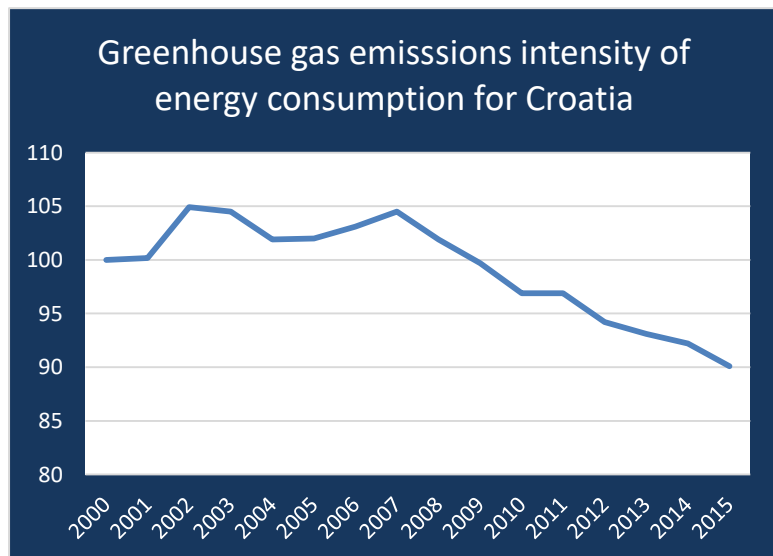


By "Primary Energy Consumption" is meant the Gross Inland Consumption excluding all non-energy use of energy carriers (e.g. natural gas used not for combustion but for producing chemicals). This quantity is relevant for measuring the

true energy consumption and for comparing it to the Europe 2020.

Our good trend is unfortunately not because of high energy efficiency in consumption, but because of general underdevelopment.

Total energy consumption in Croatia increased at an average annual rate of 0.1% in the period 2000 - 2007. The fastest growth in emissions was recorded in the period from 2000 – 2007, when the growth rate of the total energy consumption was 3.1%. After 2008 total GHG emissions decreased at an annual rate of 2.4%.

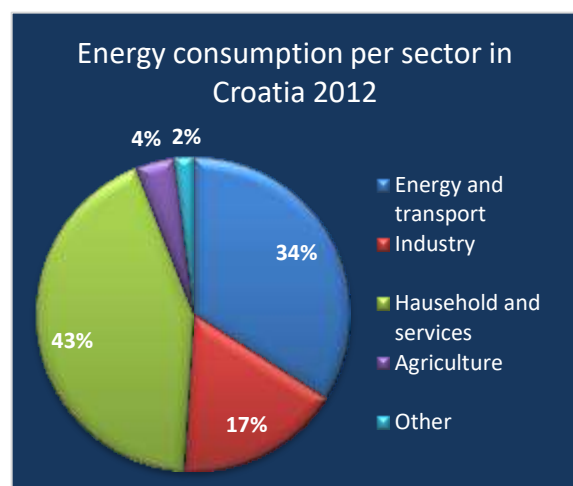
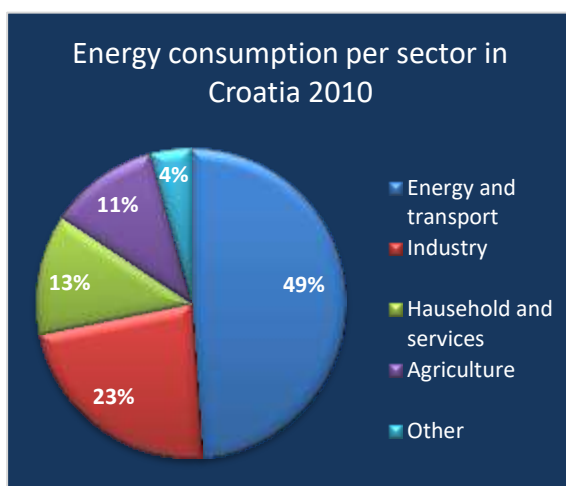


Very fast growth was recorded in wind electricity and in solar and geothermal heat consumption in the period after 2008. Heat and coal and coke had significantly lower shares in the final energy consumption which then caused a drop in GHG emissions.

An increase of 20% in energy efficiency is one of our targets by 2020 by introducing eco-friendly technologies such as biogas and wind and solar turbines.

In the charts, we can see that from 2010- 2012, the largest share in domestic

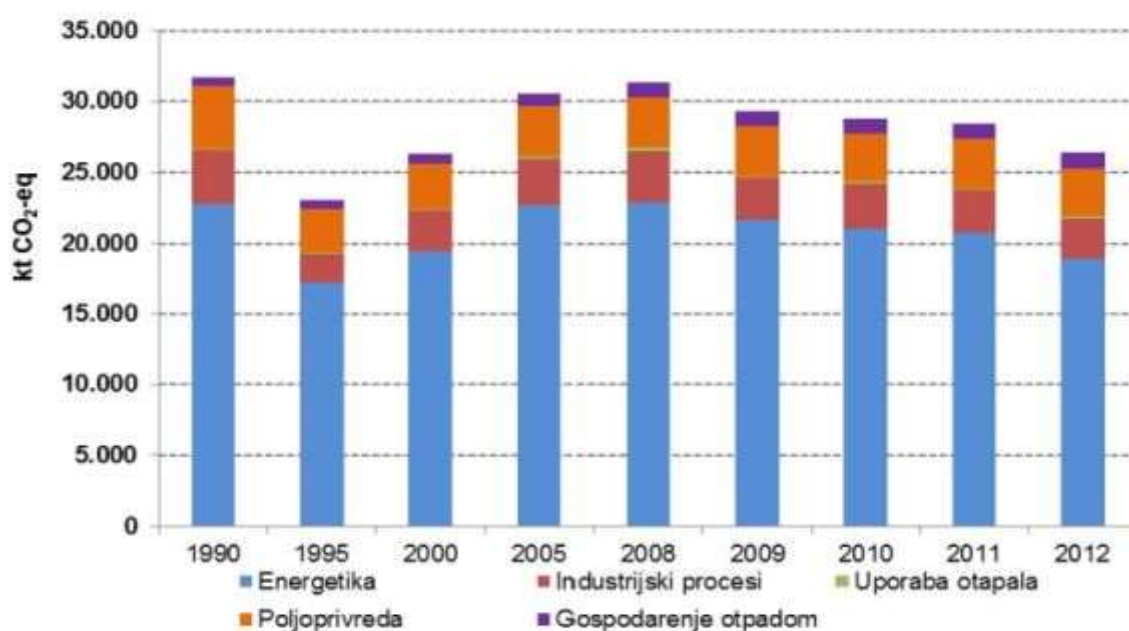
energy consumption moved from energy and transport sector to household and



services sector. The reason can be the crisis in production sectors. A drastic increase in household and services sector

share in total energy consumption could be a result of main economy focus in Croatia shifting more towards tourism.

## Kilotons of greenhouse gasses emissions from 1990-2012 by sector



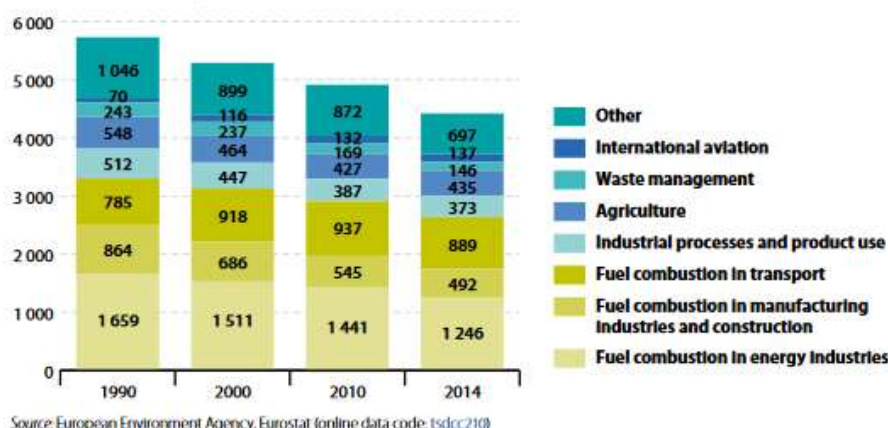
In the chart above we can see that the inhabitants of Croatia from year 1990 to 2013 used fossil fuels as primary energy sources because of high share of GHG emissions from energy sector. In the beginning coal wasn't really used, but its usage has slightly increased in 2008 along with hydro efficiency.

From the chart we can see a drastic change in GHG emissions from 1990 to 1995 because of the war in the Balkans. After that period an increase in emissions is visible due to recovery of the general economy. Following the global economic

crisis the chart shows a slight drop of GHG emissions, probably due to destabilisation of industry and energy sector.

Most of the GHG emissions come from the energy sector, but that trend is dropping, hopefully because of new technologies that are more energy efficient and eco-friendly. Low shares of industrial and agricultural GHG emissions point to underdevelopment of the said sectors, but it would be great to keep them that low due to responsible management. The trend should follow the general trend of greenhouse gas emissions by sector in EU-countries as shown below.

**Figure 3.5: Greenhouse gas emissions by sector, EU-28, 1990, 2000, 2010 and 2014**  
(Million tonnes of CO<sub>2</sub> equivalent)

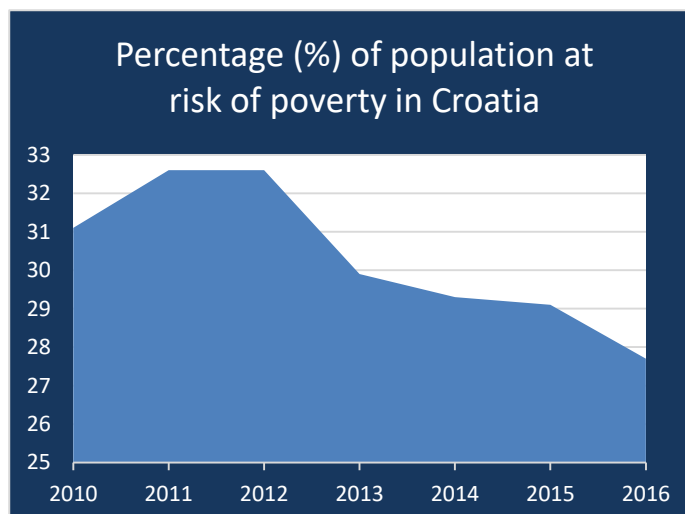


## Fighting against poverty and social exclusion

### Statistics for poverty and social exclusion trends in Croatia

Year	Percentage (%)
2010	31,1
2011	32,6
2012	32,6
2013	29,9
2014	29,3
2015	29,1
2016	27,7

From the graph attached above that shows the percentage of people below the poverty line, it is highly evident that Croatia has had an increasing percentage of poverty from years 2010 to 2012, that being a consequence of the economic crisis which occurred in 2008. After 2012, we can see lowering in said

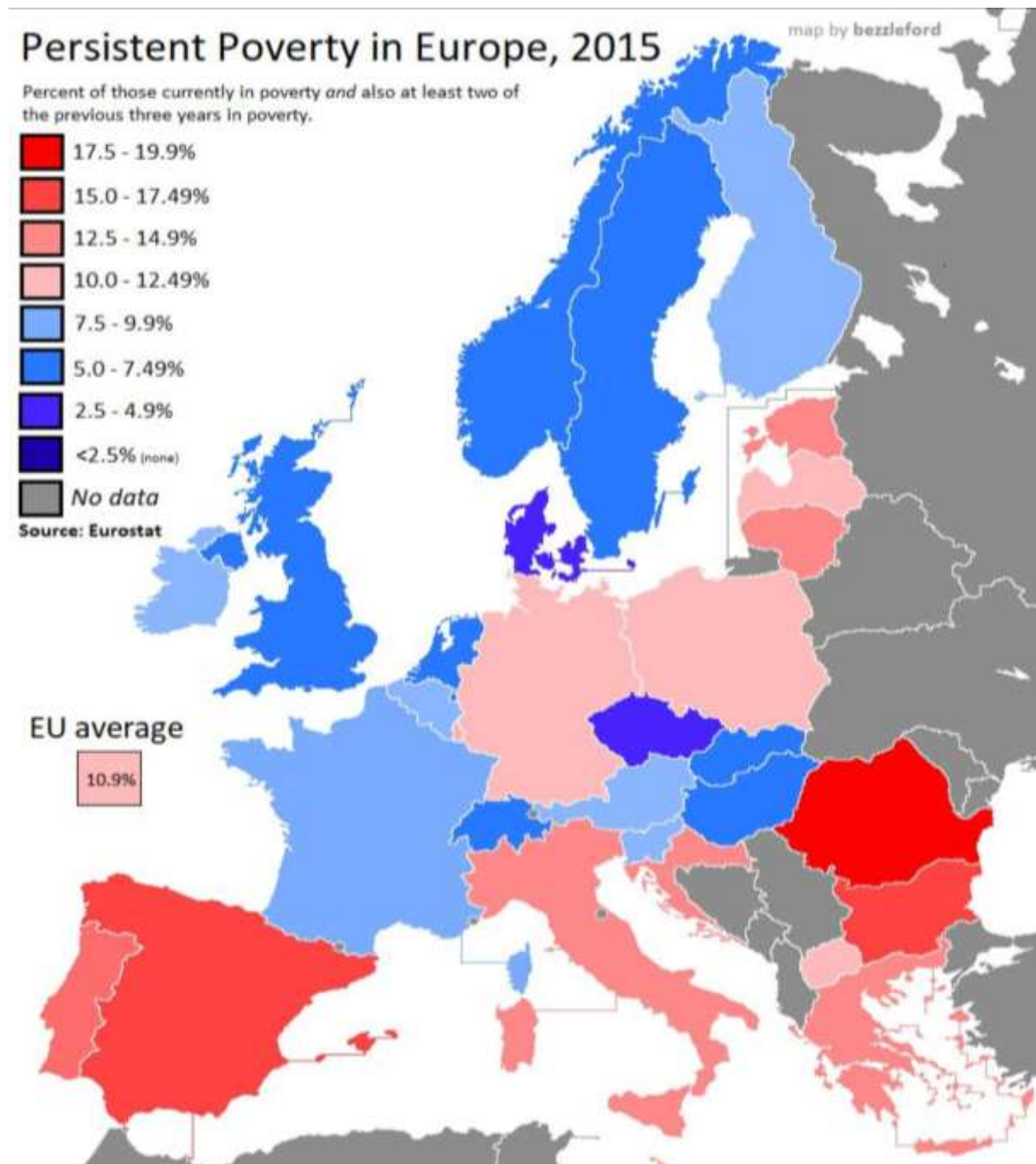


percentage because of Croatia's engagement in joining EU. The trend clearly shows that Croatia needs to implement Europe 2020 strategy where the target of reducing poverty and social exclusion is stressed as one of the main goals.



This map shows the percentage of people at risk of poverty in most European countries in 2015. Although Croatia's poverty line decreased, it is still visible that there's an enormous percentage of people at risk of poverty and social exclusion. Although statistically Croatia is close to more developed countries such as

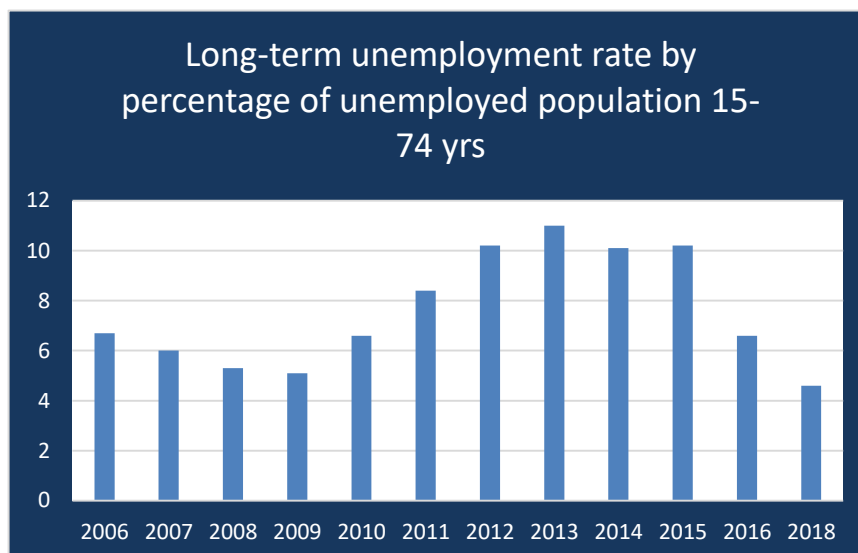
Germany, that can be misread because a significant amount of people close to the poverty line emigrated to countries with more stable economy.



## Youth employment

# Long-term unemployment rate of active population in Croatia

The long-term unemployment rate is the number of persons unemployed for 12 months or longer as a percentage of economically active population. The unemployment rate is the number of unemployed persons as a percentage of the total number of people employed and unemployed. Unemployed persons comprise persons aged 15 to 74 who fulfil all the three following conditions: are without work during the reference week; are available to start



work within the next two weeks and have been actively seeking work in the past four weeks or have already found a job to start within the next three months. (Definition given on Eurostat)

work within the next two weeks and have been actively seeking work in the past four weeks or have already found a job to start within the next three months. (Definition given on Eurostat)

One could come to the conclusion that Croatia has a really bad unemployment problem and could use fulfilling the Europe2020 objective in the field, which is for the unemployment of people aged 20-60 to be lower than 25% by 2020. However, Croatia already has the aspired unemployment rate goal. But still, it is almost common knowledge that we have a big unemployment problem. The

reason the statistics are so perfect is because they do not portray everyday life in Croatia accurately, and have to be viewed alongside the emigration statistic.

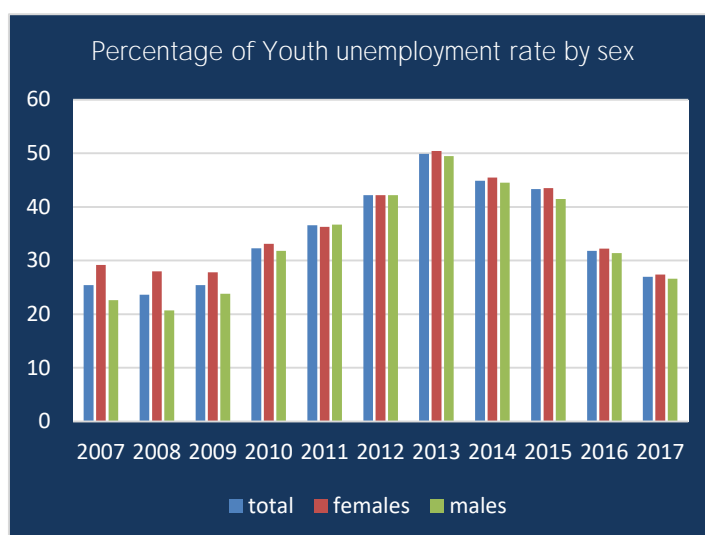
The data source is the quarterly EU Labour Force Survey (EU LFS). The survey covers the resident population in private households.

## Youth unemployment rate by sex in Croatia

The youth unemployment rate is calculated by dividing the number of unemployed persons aged 15 to 24 by the

total active population of the same age group. The indicator is based on the EU Labour Force Survey.

Year	Total %	Females %	Males %
2007	25,4	29,2	22,6
2008	23,6	28	20,7
2009	25,4	27,8	23,8
2010	32,3	33,1	31,8
2011	36,6	36,3	36,7
2012	42,2	42,2	42,2
2013	49,9	50,4	49,5
2014	44,9	45,5	44,5
2015	43,3	43,5	41,5
2016	31,8	32,2	31,4



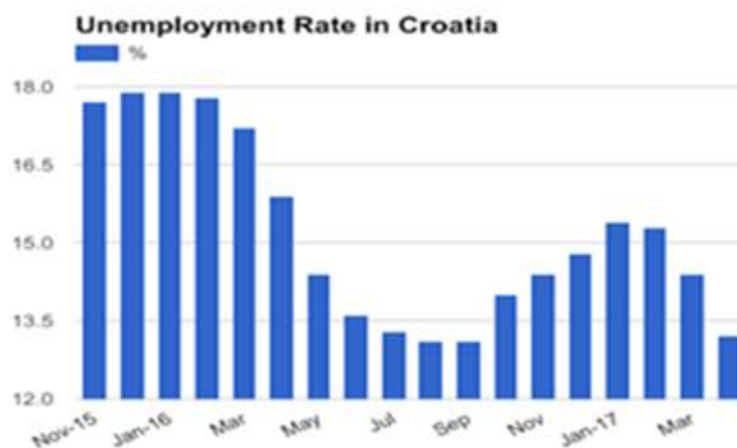
Similar to long-term unemployment rate, the youth unemployment rate seems to follow a good trend, but again, we lost a large percentage of young economically active population in many emigration waves that hit Croatia since joining the EU.

For example, the explanation behind the dropping unemployment rate is simple – it is a logical step following the increased number of people emigrating from Croatia.

Furthermore, there are a lot of unregistered employees that haven't been taken into count. Which means that yes, people are employed, but within the shadow economy market, or within the same fields that aren't prosperous to the country's economy.

One factor that also helps falsify the statistics unintentionally is that our annual rate of unemployment changes drastically when comparing the summer months to other times of the year. That is, because in the summer we have seasonal workers seemingly lowering our unemployment rate.





The conclusion is that Croatia needs to think beyond the set objectives, as it also has a deeper problem. In the future, our objective should be to lower the youth unemployment rate which is

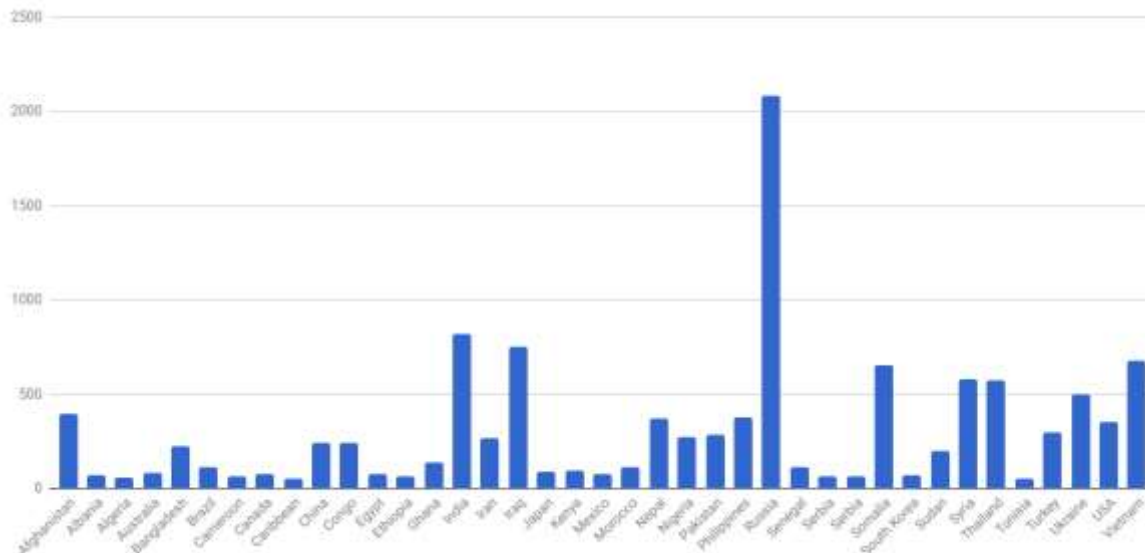
currently around 40% and, to manage fulfilling that, it is crucial that we keep young people from immigrating at this rate.



# Finland

## Migration and social integration

### Immigrants to Finland (2015)



The highest number of immigrants, 2086, comes from Russia. That is because it is our neighboring country and it is easier to get jobs and stay safe in Finland.

Next is India, with 821 immigrants. Most of them have moved to Russia to work and get into Finland through there.

Iraq, 754, Vietnam 679 and Syria, 578. It is very unsafe there because of the war, so they come to Finland, usually over the sea by boat, to be safe.

Somalia, 654. They get into Finland through Haaparanta. They choose to come here because in their country they talk a lot about how good Finland is, and because they've heard it is easy to get permission to stay.

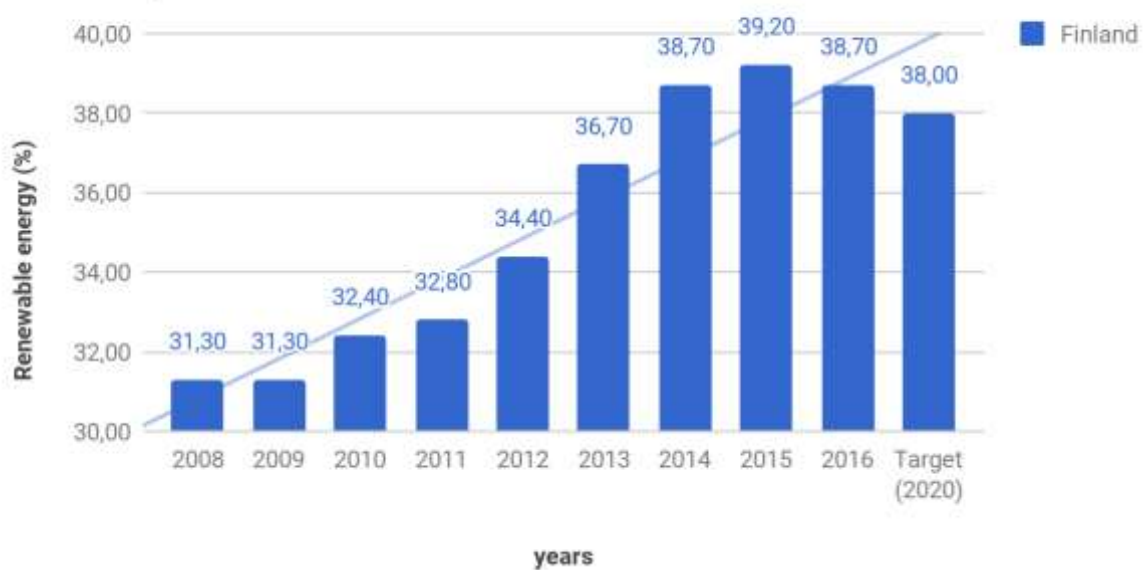
Ukraine, 502. They also get into Finland, to be safe from the war, through Russia. But a lot of them have to stay in Russia and some don't even get in there.



## Renewables energies and sustainable future

# Amount of renewable energy in proportion to gross energy consumption in % in Finland

Amount of renewable energy in proportion to gross energy consumption in % in Finland



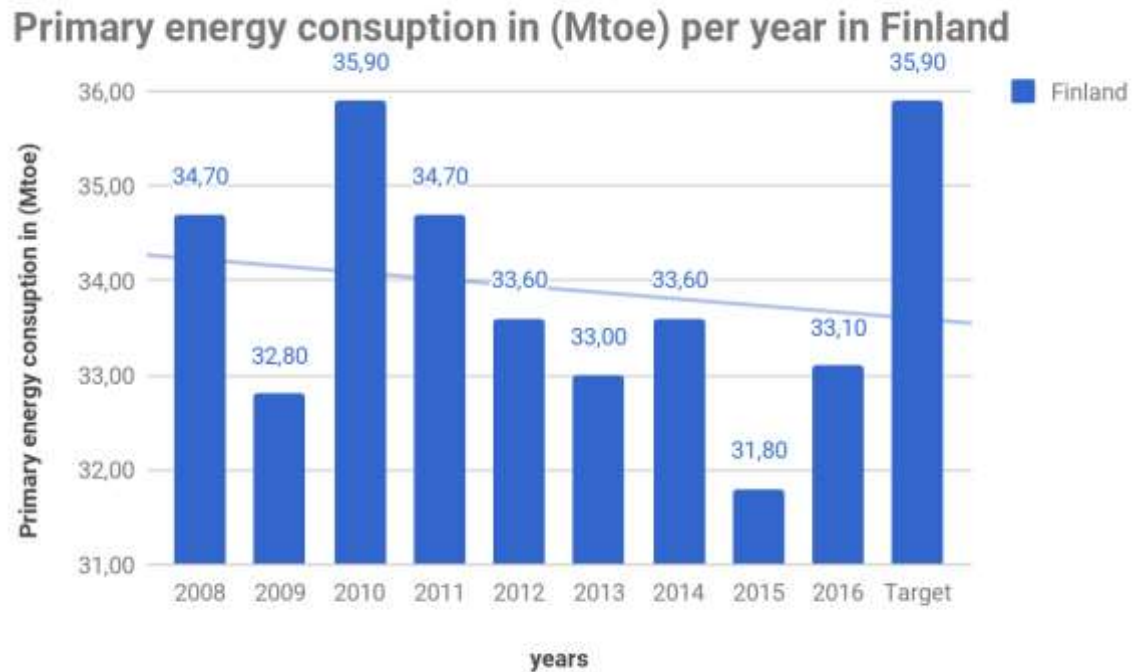
The trendline is pointing upwards, which means we are going in the right direction. At the moment we are over the target of renewable energy for 2020, so if we keep it going we will probably meet Europe's expectations, which is good.

This might be because renewable energy has gotten more usual and popular because of that people care more about the world, and how it will look like in the future, and that has led to it getting cheaper.

Finland's economy has also gotten better which has motivated more people to have the world to go in a positive direction.



# Primary energy consumption in (Mtoe) per year in Finland



Mtoe=Million tonnes of oil equivalent

The trendline is going downwards, which means we are using less energy, and less of nature's resources and that is good. We are under the target here as well and we have a good chance to continue to use less.

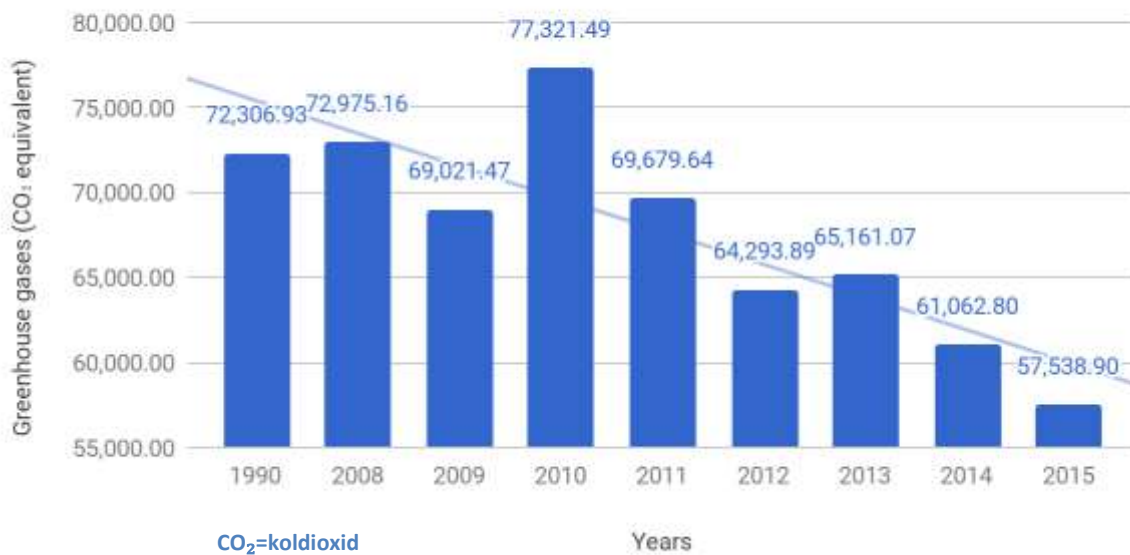
People save more energy because they are more knowledgeable about the benefits of it.

The two drops in the energy consumption is when the economy worsened, which proves that we can perfectly survive without much energy, which also makes us wonder why we are using so much energy in the first place.



## Amount of greenhouse gas emissions from the source sector in Finland

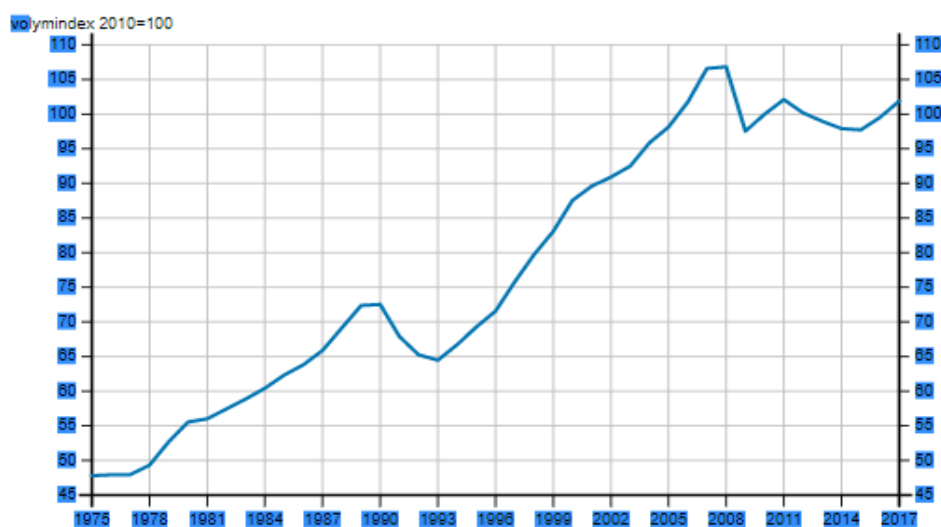
Amount of greenhouse gas emissions from the source sector in Finland



The trendline is going downwards, and that's also a good sign. This is probably also because people are more aware of things and we actually try to keep it down.

The reason of why they have gone up in 2010 and 2008 is because the economy was going better then and that means that we haven't cared about greenhouse gases when our economy is good.

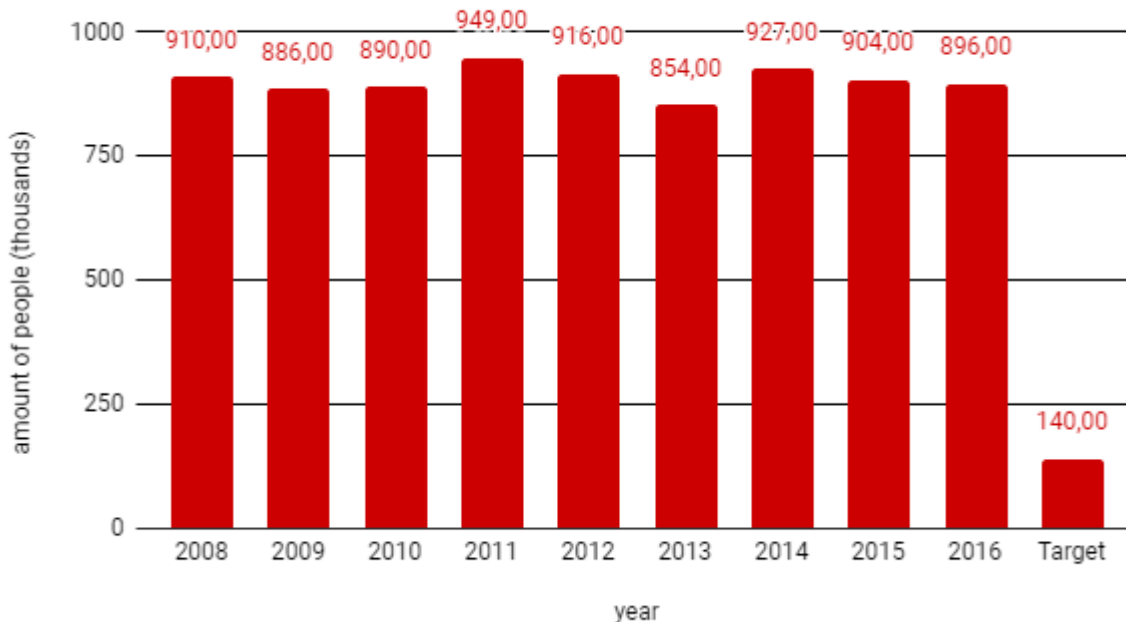
## BNP Finland





## Fighting against poverty and social exclusion

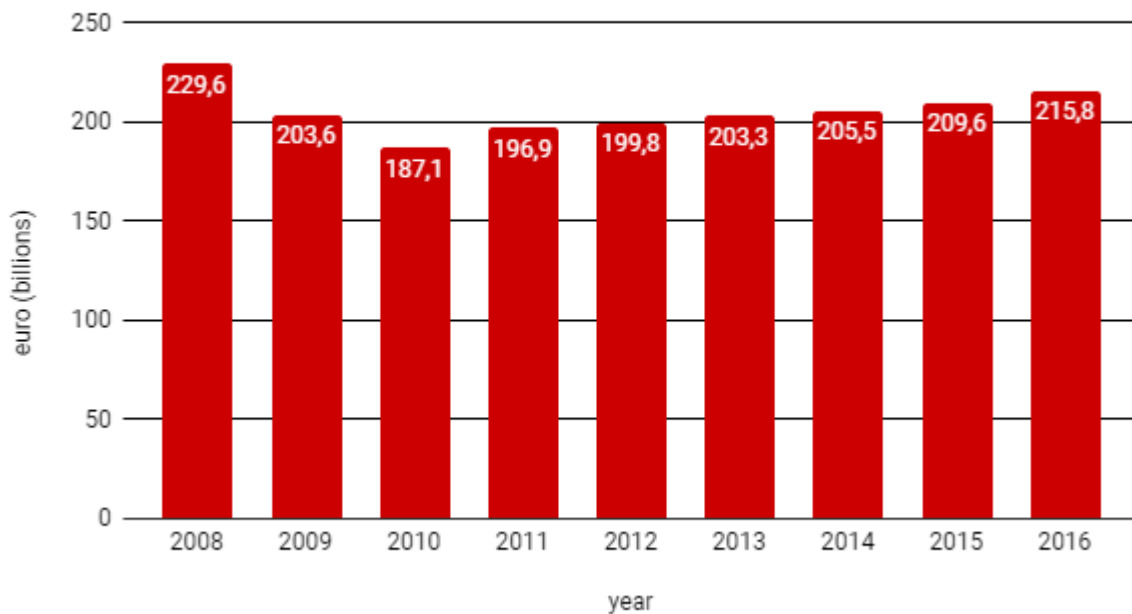
People at risk of poverty or social exclusion in Finland



This chart shows the amount of people who risked falling into poverty or social exclusion in Finland between the years 2008 and 2016. The definition of poverty in this case is being extremely poor or having trouble to afford at least four out of nine following: 1) paying rent or bills 2) keeping home warm 3) buying things unexpectedly 4) eating meat or fish every second day 5) having a one week holiday away from home 6) buying a car 7) buying a washing machine 8) buying a color TV 9) buying a telephone. Social exclusion means dropping out of the society and all its social systems, often due to poverty.

Poverty and social exclusion are serious problems that affect almost one million people in our country every year. The amount of people at risk being so high, it seems almost impossible to reach the target that the European Union has set for Finland: having only 140 thousand people at risk by the year 2020. The amount of people who risk falling into poverty or social exclusion in Finland has decreased constantly since 2014, but we're still far from reaching the 2020 target. However, the amount of people at risk was a lot lower in 2013 than what it is now.

## Gross Domestic Product (GDP) in Finland



This chart shows the Gross Domestic Product (GDP) in Finland between the years 2008 and 2016. Between the years 2008 and 2009, the GDP got drastically lower, due to the economic depression in the world. After that, the GDP has slowly gotten higher, but it's still not as high as it was before the depression. If you compare this chart to the one you saw before, you can see that the GDP doesn't have a lot to do with the amount of people who risk falling into poverty or social exclusion; as the GDP got lower between 2008 and 2009, the amount of people at risk got lower too. However, when the Finnish economy finally started getting better, the amount of people at risk also decreased. (After the year 2014.)

I don't know what other factors can have affected the amount of people at risk, and I'm sure that you can't always

know why such things happen. It's totally normal for statistics to go up and down every year, but I don't understand how Finland is going to reach the 2020 target, especially when our government is now forcing unemployed people to work or study for at least eighteen hours in three months (aktiivimalli.) If they don't do that, they lose part of their unemployment daily allowance money and get even more poor and therefore have a higher risk of falling into poverty. However, if "aktiivimalli" works, there is a chance that the people who are at risk of poverty will get jobs and Finland gets closer to reaching the target.

*Linda Söderlund 9d*

## Youth employment

### INTRODUCTION

Employment has played an important part throughout Finland's history. The first employees in Finland worked with agriculture and manufacturing. Nowadays, Finland is known to be one of the world's most technologically advanced countries.

As Finland is a quite conservative nation, it can be hard for immigrants and people who move to Finland from abroad to get work careers. Finland is in a need to

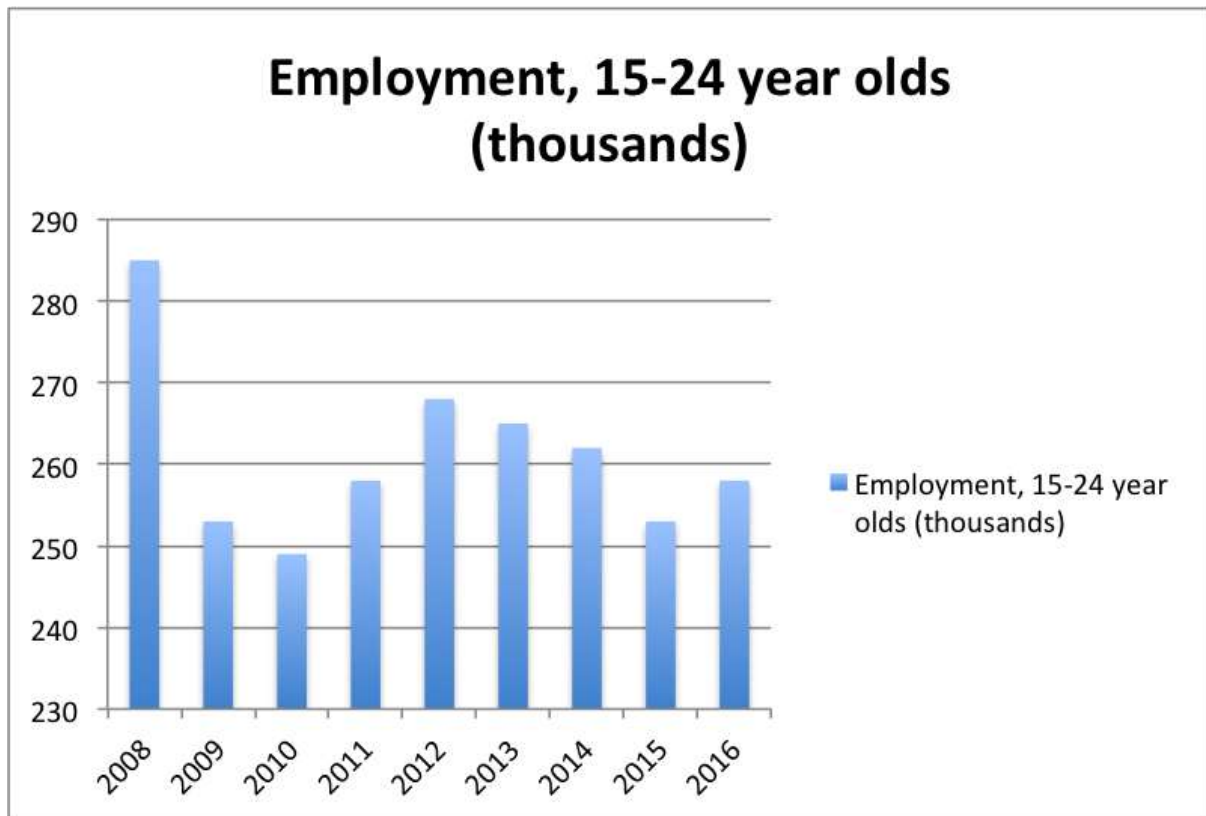
get more people from abroad to work in, for example, the Finnish medical and healthcare sectors. This shall happen during the upcoming years to further develop the medical sectors in Finland.

I will be comparing how employment has changed in Finland between the years 2008-2016. I will do this by looking at different charts that show the number of employed people in two different age groups.



As seen in the graph, there has been a drastic drop in employment after year 2008. Between years 2011-2012 the amount of employed people increased.

However, since 2013 the amount has mostly decreased until 2016, when there was a small increase in employment again.



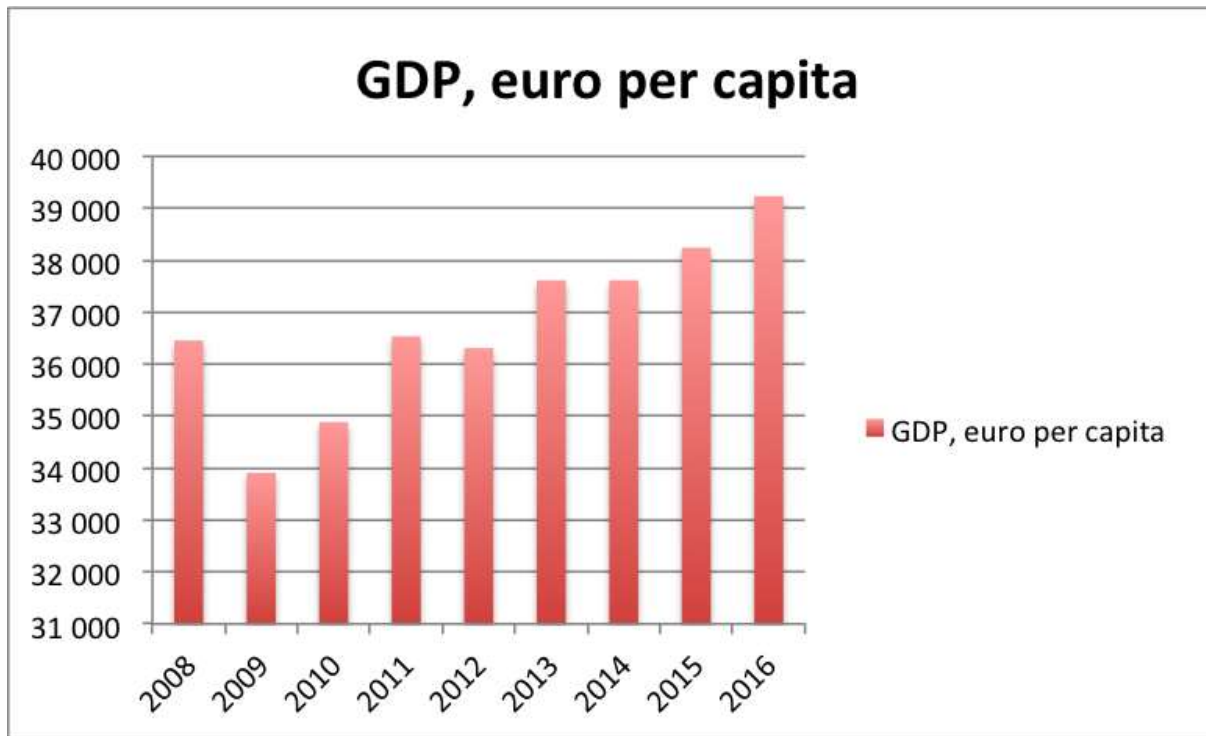
Between years 2008-2010, there has been an even bigger drop in employment in this age group, when comparing to the older age groups' statistics. According to this graph, the amount of employed people has decreased by over 30 000 people in just one year (2008-2009). By 2012, the amount had increased little by little, and then decreased again in 2013. Despite this fact, the amount of employed people still managed to increase to an amount of almost 260 000 people in 2016.

When comparing these two age groups, I have come to notice that the change of employed people is more

drastic in the younger age group than in the older age group. There can be many factors that might have lead to this result. One reason to why the amount of younger employees decreased in 2009 could be that many want more education and aim to continue their studies. Many find working at the age of 15-24 to be hard, due to little experience. Therefore, continuing your studies at a university or college might be a better option than working at such a young age.

Looking at the GDP chart of the same period (chart below) gives also some explanation to the drop in employment after 2008.





The GDP dropped dramatically in 2009 in Finland and this means that the number of jobs have most certainly also decreased as a cause of the drop in the economy. However, the GDP has slowly increased during the last years, even though the number of employed people has not increased in the same way. This tells that the GDP and employment figures

do not go hand in hand at all times. Other reasons to why the employment rate has decreased during the recent years could be governmental unemployment aid, for instance. Also, there might be a gap between types of jobs and skills that are needed in them. Fortunately the employment trend seems to be going upwards in 2016.

## CONCLUSION

The process of this investigation has helped me figure out reasons to why employment is like this in today's society. The changes in employment can clearly be seen from the charts, and the eventual

reasons to why this has occurred are analyzed. Overall, employment is a very interesting topic that Finland should work on even more in the future.

## SOURCES:

<https://www.prospects.ac.uk/jobs-and-work-experience/working-abroad/work-in-finland>

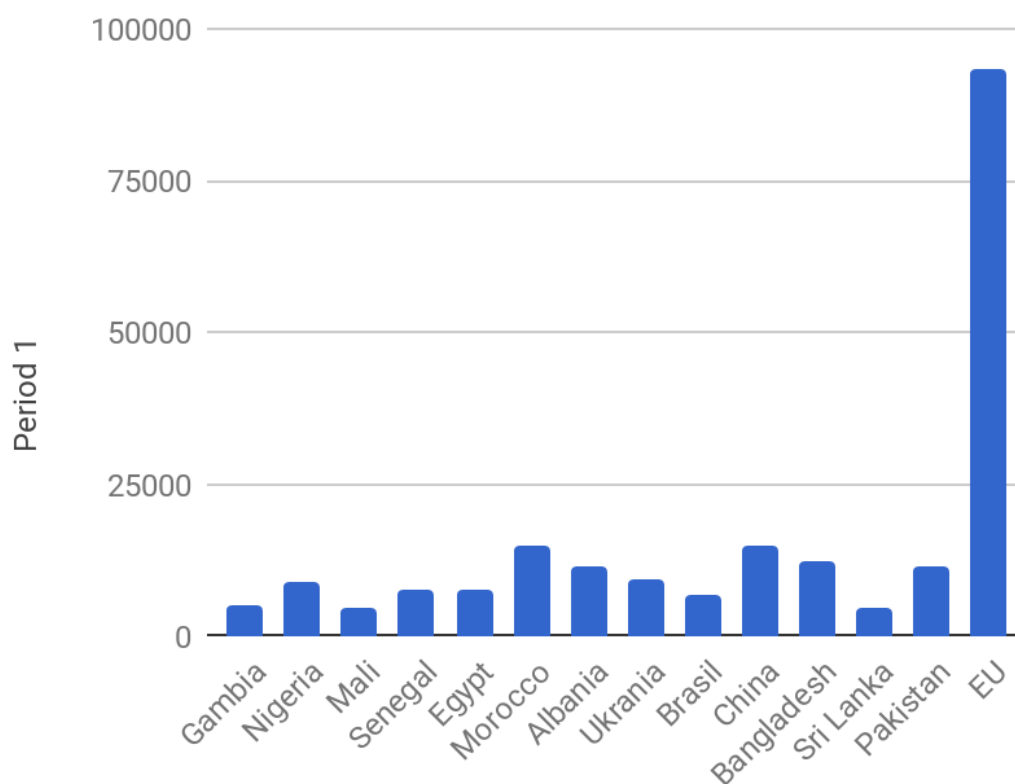
<https://finland.fi/facts-stats-and-info/how-about-getting-a-job-in-finland/>

# Italy

## Migration and social integration

### Main countries of origin of immigrants to Italy in 2015

Year 2015



This is the chart about immigration. This chart describes the number of citizens who emigrated to Italy in 2015 from all over the world.

Most of them emigrated to Italy from the European Union (93.544 people).

A lot of citizens emigrated from Africa too, most of all from Morocco (15.009).

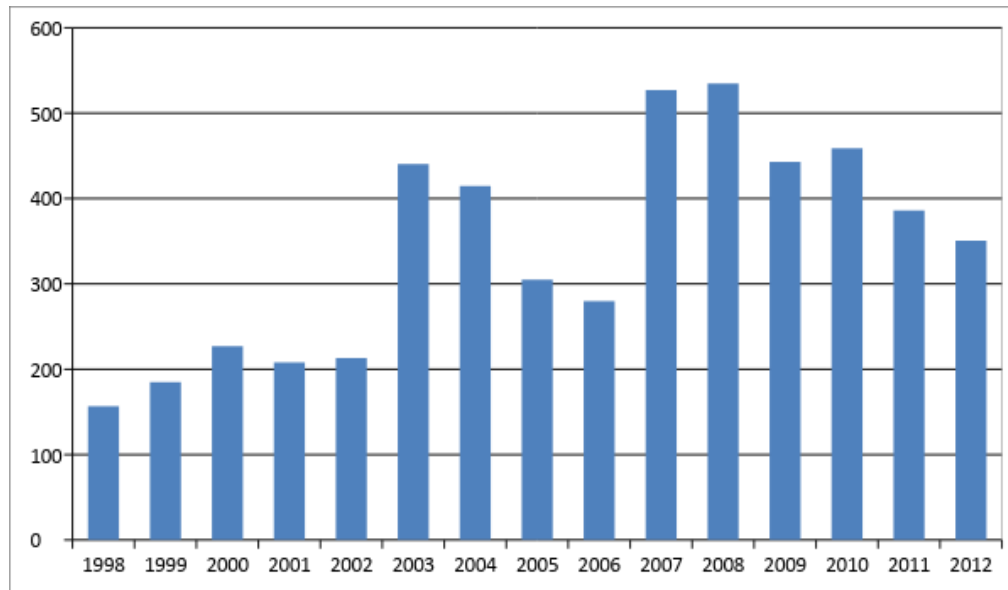
Most of the citizens who emigrated from South America were Brazilians (7.008).

The majority of the Chinese emigrants came from Hong Kong, the majority of European emigrants were of Albanian origin and most of the Asian emigrants came from Pakistan.

# Immigration to Italy

From 1998 to 2012

Unit: Thousands



This chart shows how many people have come to Italy from 1998.

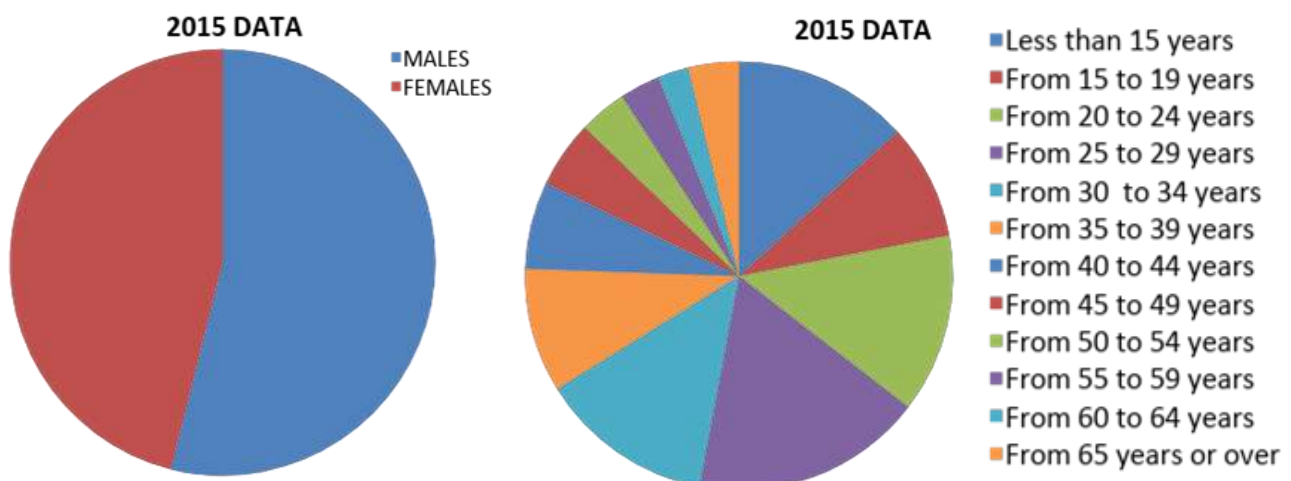
At the beginning there was just a little percentage of migrants coming and asking for asylum and help, but through the years it has grown inordinately.

The number of migrants increased from 1999 until 2004, from 185.052 they

became 414.880. Then in 2006 the overall number of immigrants decreased but in 2007 their number actually doubled.

Nowadays the situation is difficult for most of the migrants because of the financial crisis that started in 2008, from which many Italians -either migrants or not- are still suffering.

## Immigration by sex and age group in 2015



## Table year 2015 (Country of origin/ Citizenship)

CITIZEN	2015
Moldova	2.893
Russia	3.035
The BALKAN Region	12.428
Turkey	875
Ukraine	9.337
AFRICA	64.235
Canada	204
United States	1.395
Central AMERICA	7.327
South AMERICA	12.702
China including Hong Kong	14.866
Northern ASIA	1.239
Southern ASIA	30.606
Western ASIA	20.685
Australia and New Zealand	243
European Union	93.544

From Africa the citizens who mostly emigrated to Italy in 2015 were the Ghanaians (2.981 People), the Gambians (5.108), the Nigerian (8.882), Malaysians (4.772), the Senegalese (7.471), the Somalis (1.395), the Egyptians (7.448), the Moroccans (15.009), the Tunisians (3.861).

11.545 people emigrated from Albania in the Balkan region.

We had a considerable number of immigrants also from Russia (3.035) and Ukraine (9.337).

We had 1.395 immigrants from the United States.

The citizens who mostly immigrated to Italy from South America were The Caribbeans (2.975), the Cubans (1.747), the Dominicans (1.124), the Brazilians (7.008), the Peruvians (1.906), while nobody emigrated from Antigua and Barbuda.

14.866 people emigrated to Italy from China including Hong Kong.

Number of immigrants from East Asia: 3773 were from Philippines, 2370 from Afghanistan, 12443 from Bangladesh, 1190 from Iran, 4848 from Sri Lanka, 11361 from Pakistan and 11.236 from India.

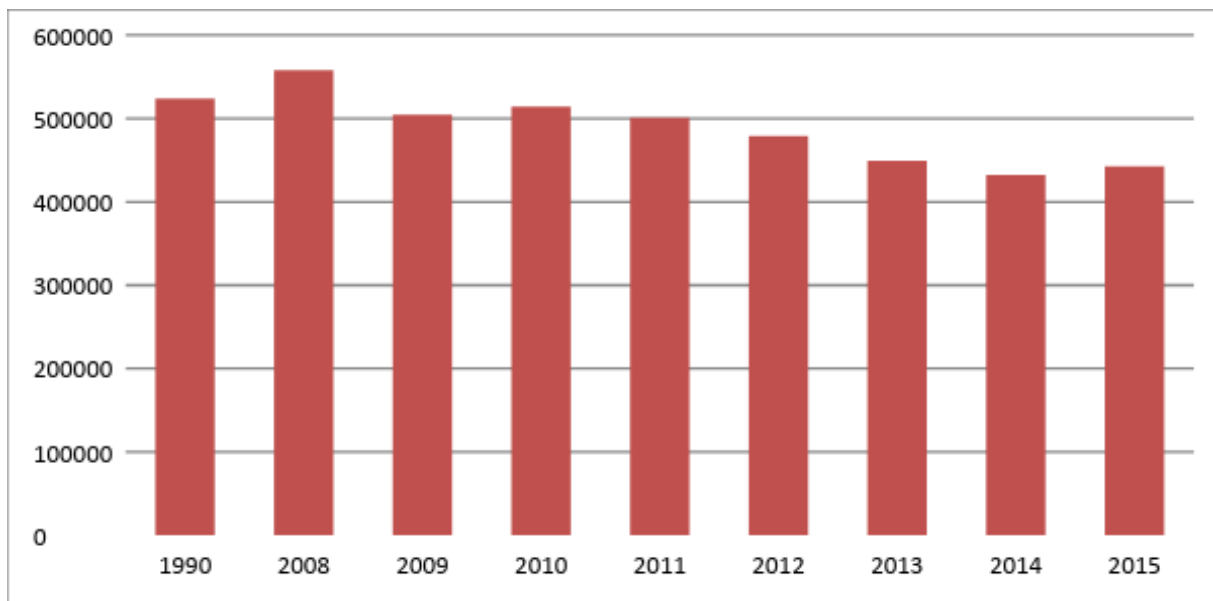


## Renewables energies and sustainable future

# Greenhouse Gas Emissions in ITALY

From 1990 to 2015

Unit: Thousand Tonnes



The graphic shows both the growth and the drop of Greenhouse Gas Emissions from 1990 to 2015 in Italy.

The emissions increased considerably until 2008 but then started decreasing in the right way.

In 2010 Europe started a project called "Europe 2020" in which a target concerning GHG EMISSIONS was established.

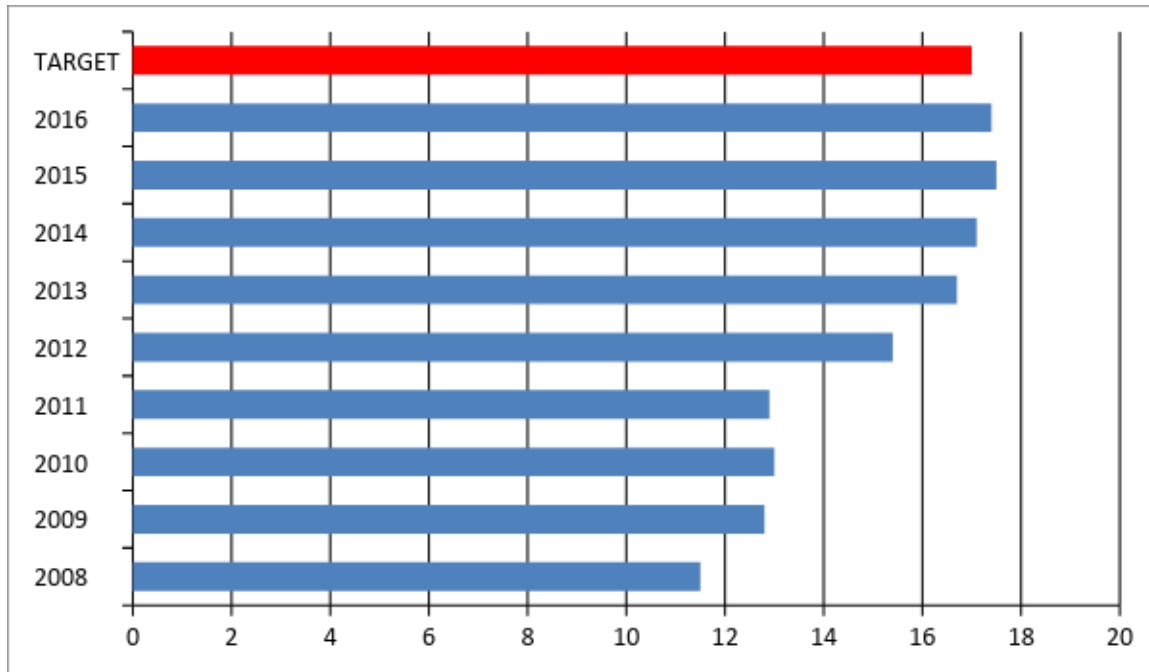
The goal EU MEMBERS want to reach is to reduce these emissions by 20%; according to the statistics up to 2015 Italy hadn't achieved the target yet.

In order to accomplish its task Italy should lower its GHG emissions to around 400,000 thousand tonnes by 2020.



# Share of Renewable Energy in Gross Final Energy Consumption in ITALY

Unit: PERCENTAGE (%)



This is the chart regarding the increase of the renewable energy share in ITALY from 2008 to 2016.

The percentage of renewable energy was 11.50 while in 2016 it was 17.40 in Italy in 2008 so we had a meaningful growth of renewable energy

share.

There was a continuous growth between 2008 and 2013 when the percentage was 16.70.

In the last three years (2014 - 2015 - 2016) the "Europe 2020" target was reached and exceeded.

In 2014, 2015, 2016 the percentage was very stable, varying from 17.10- 17.50 to 17.40.

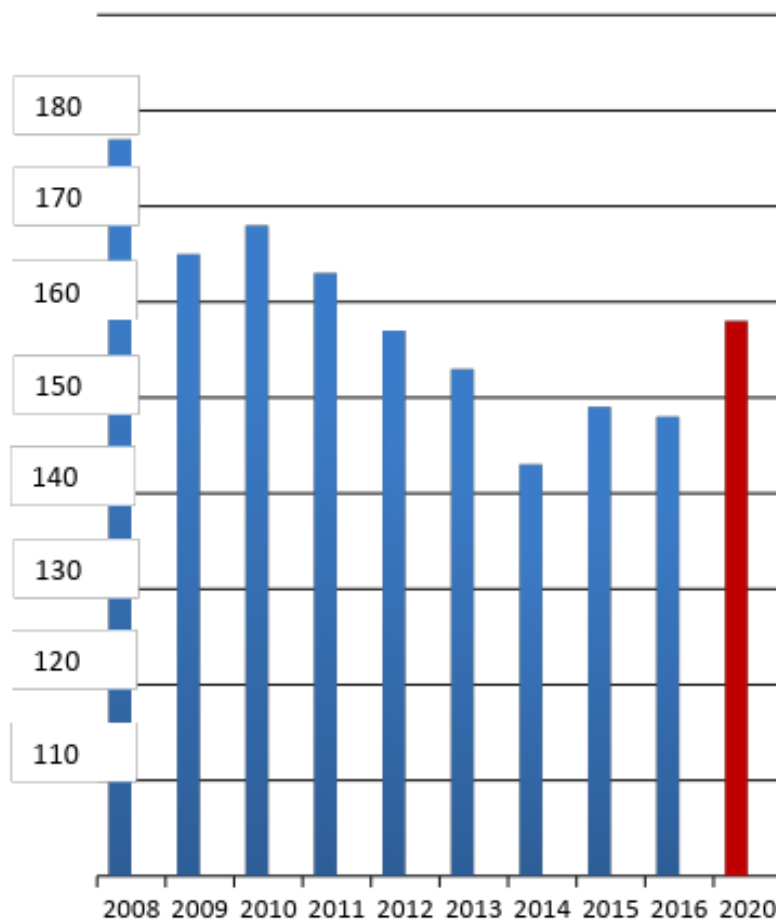
In 2008 the percentage was the lowest (11,50) and in 2015 it was the highest (17.50).

From 2011 onwards the percentage has always increased and this fact represents presently a very positive trend.



# Primary energy consumption in ITALY

(unit: million tonnes of oil equivalent)



This is the chart regarding energy consumption in Italy between 2008-2016.

The situation has improved over the years: in 2008 ITALY recorded its highest score and then, in 2009 the situation started improving because the score started decreasing and it has then generally kept this trend till today.

In 2010 energy consumption in Italy slightly increased again but from 2011 to 2014 it decreased.

In 2015 it increased again and finally, in 2016 it started decreasing once more.

The target for ITALY was to reduce energy consumption to the equivalent of 158 million tonnes of oil and ITALY actually had already lowered its primary energy consumption rate below that by 2012.

# Climate Change and Energy Targets – Europe 2020

Unit: thousand tonnes

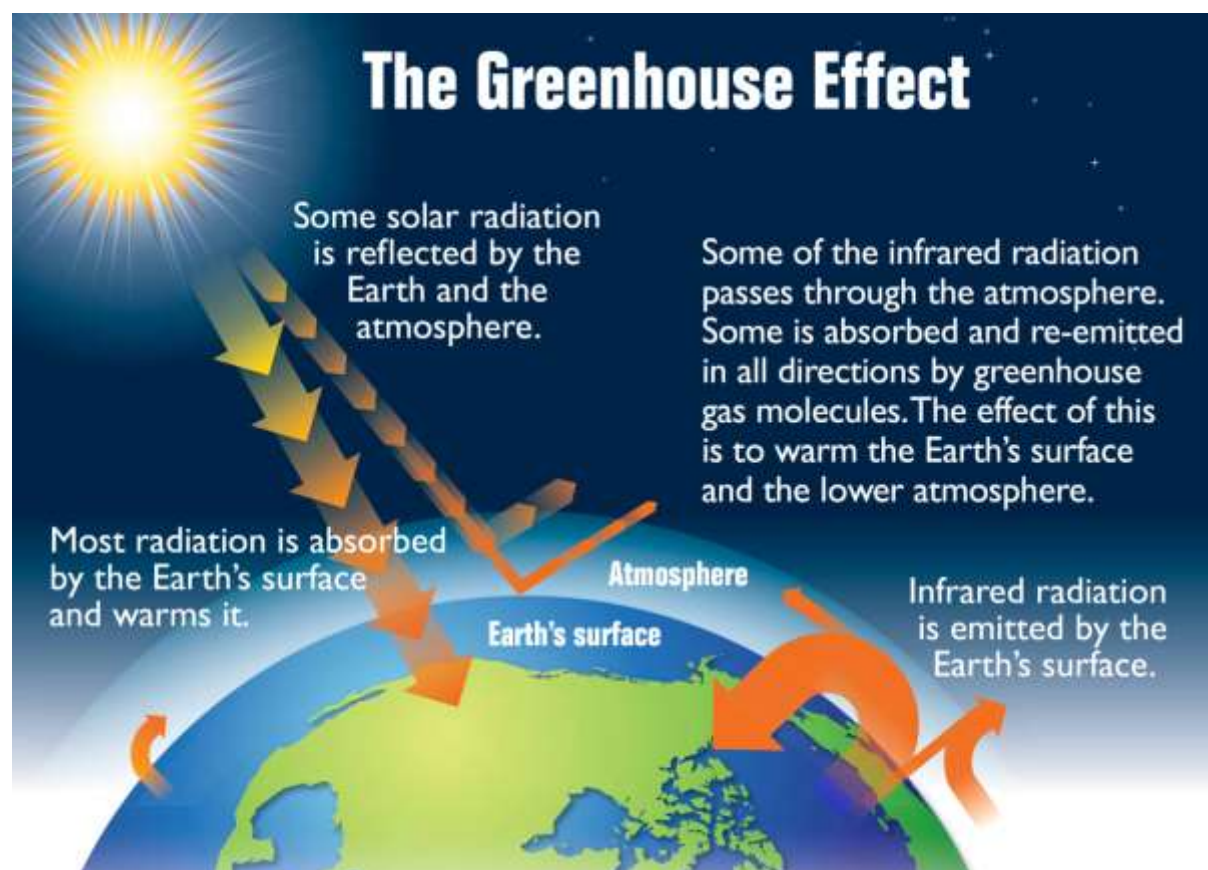
Geo: Italy

THEME/YEARS	1990	2008	2015/2016	2020 TARGET
Greenhouse Gasses Emissions	524.115,28	557.990,27	442.777,62 (-19.5%)	310.099,30 (-13%)
Renewable Energy		11,50%	17,40%	17%
Energy Intensity		177,40	148,40	158

This table shows that Italy achieved a 19.5 % reduction in GHG Emissions exceeding its national target by 6.5% (19.5%-13.0%=6.5%).

Regarding Renewable Energy and Energy Intensity the country had also already surpassed the national target both in 2015 and 2016 (the table shows only the 2016 data)

(Source: Eurostat)



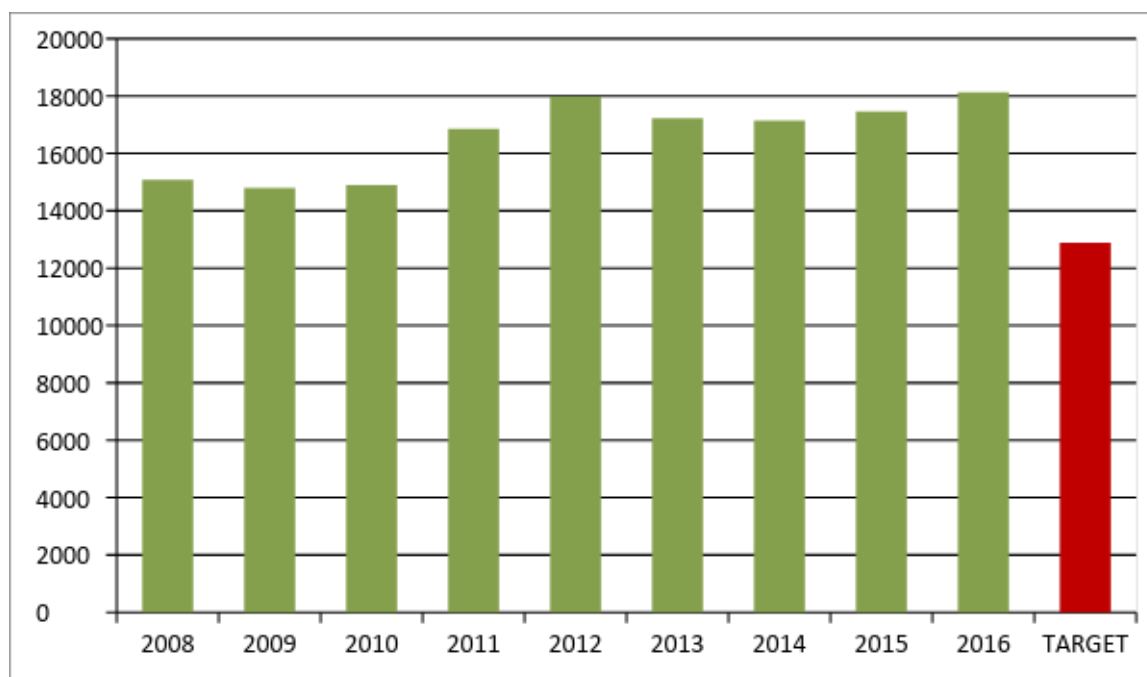


## Fighting against poverty and social exclusion

### People at risk of poverty or social exclusion in Italy

(unit: thousands people)

Year 2008	Year 2009	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016	TARGET
15082	14799	14891	16858	17975	17229	17146	17469	18137	12882



This graphic shows the people at risk of poverty in Italy from 2008 to 2016.

From 2008 to 2010 there was a light decrease in the number of people at ROP (15082-14891 people), while from 2011 onwards the number of people at ROP has sharply increased reaching its highest point in 2016 (18137 people).

From 2012 to 2014 there was again a light decrease (17975-17146), but the

number of people at ROP remained higher than in 2008.

Between 2015 and 2016 the number of people at ROP became once more higher (17469-18137).

Italy is still very far from reaching its target (12882).

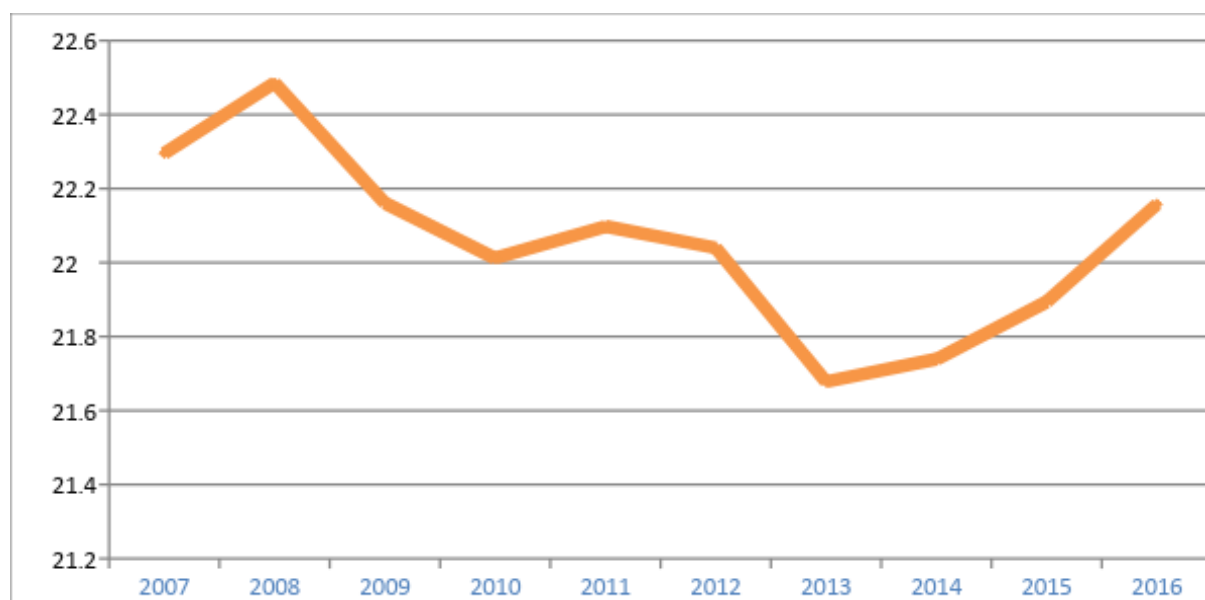
## Youth employment

# Total Employment in ITALY

From 2007-2016 (unit: thousand people)

Age: from 20 to 64 years

Sex: total



These are the data of employed people aged from 20 to 64 in ITALY.

In 2007 there were 22,296 thousand employed people. Up to 2008 there was a growth in employment and by 2008 22,486 thousand people became employed.

From 2008 to 2010 there was a sharp decrease in the number of employed people. Between 2010 and 2012 the number of employed people was almost steady with little variations.

From 2012 to 2013 there was another decrease in the total number of

employed people that was reduced to 21,678 thousand people.

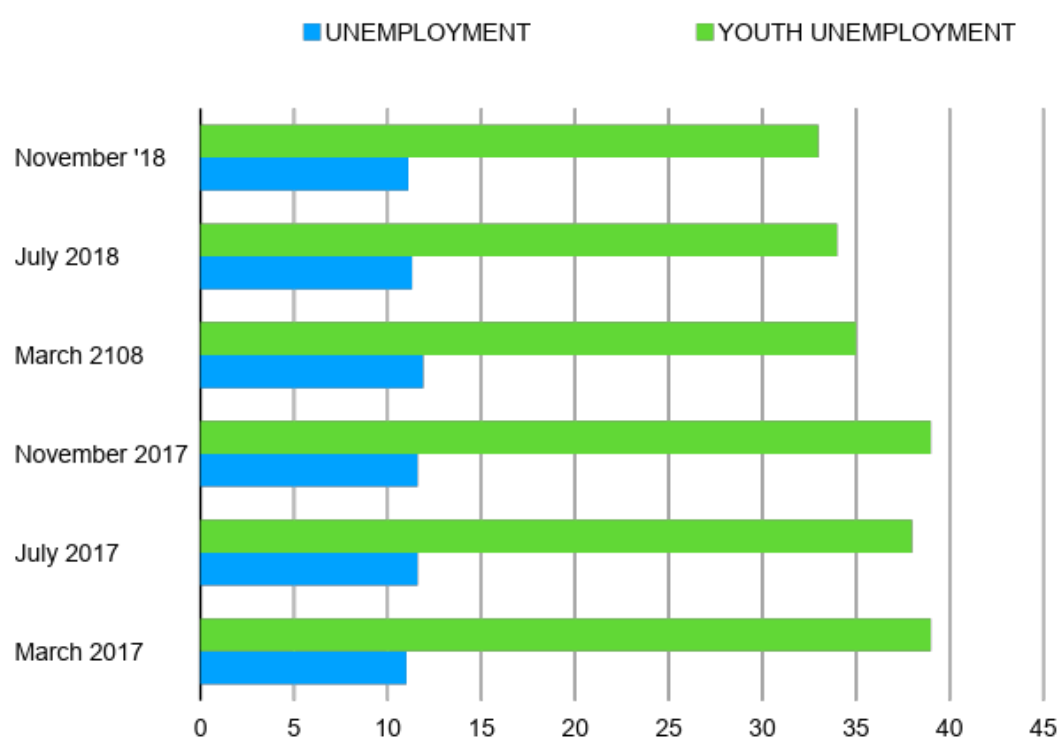
There was eventually an increase in the total employment between 2013 and 2016. By 2016 the total number of employed got back close to the same overall number of employed of 2007.

It is very likely that in 2008 the global financial crisis strongly influenced the downward trend of the overall number of employed people for a long while.

## Total Unemployment rate data in Italy compared with Youth Unemployment rate in Italy in 2018

Unemployment Rate in ITALY fell to 10.90 percent from 11.10 percent and Youth Unemployment Rate went up to 32.80 percent from 32.50 percent in Jan

2018. At the moment the percentage of unemployed young people is really very high in Italy. This is something we absolutely need to change!



	2008	2009	2010	2011	2012	2013	2014
<b>Young Males</b>	883	793	735	698	670	576	558
<b>Young Females</b>	560	494	477	452	437	400	372
<b>Total Males</b>	13513	13252	13088	13049	12873	12584	12590
<b>Total Females</b>	9186	9072	9063	9165	9276	9171	9220

The target global employment rate is 75% of EU population.

# Latvia

## Migration and social integration

The EU is planning to achieve by 2020, compared to 2010:

Raise the employment rate to 75%

Reduce school drop out rates to less than 10%

Lift 20 million people out of poverty or social exclusion

The proposed actions focus on the following key areas:

**A. Integration through participation.**

**B. More action at local level.**

**C. Involvement of countries of origin.**

## Immigration in Europe in 2015

	Total immigrants			Nationals		Non-nationals							
	(thousands)	(thousands)	(%)	(thousands)	(%)	Total		Citizens of other EU Member States		Citizens of non-member countries		Stateless	
	(thousands)	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)
Belgium	146.6	17.9	12.2	127.7	87.1	61.8	42.2	65.8	44.9	0.0	0.0		
Bulgaria	25.2	10.7	42.5	14.4	57.1	1.4	5.7	12.9	50.9	0.1	0.4		
Czech Republic	29.6	4.5	15.1	25.1	84.9	14.5	49.0	10.6	35.9	0.0	0.0		
Denmark	78.5	19.8	25.2	58.7	74.8	24.9	31.8	32.3	41.1	1.5	1.9		
Germany	1 543.8	87.4	5.7	1 433.0	92.8	480.1	29.8	967.5	62.7	5.3	0.3		
Estonia	15.4	8.0	52.2	7.4	47.8	3.2	20.7	3.7	23.7	0.5	3.4		
Ireland	76.9	18.8	24.4	58.1	75.6	28.4	34.3	31.7	41.3	0.0	0.0		
Greece	64.4	30.5	47.3	34.0	52.7	16.5	25.6	17.5	27.1	0.0	0.0		
Spain	342.1	52.1	15.2	290.0	84.8	106.2	31.0	183.7	53.7	0.2	0.0		
France	363.9	131.2	36.0	232.7	64.0	84.2	23.1	148.5	40.8	0.0	0.0		
Croatia	11.7	6.5	55.4	5.2	44.6	2.2	18.7	3.0	25.8	0.0	0.0		
Italy	280.1	30.1	10.7	250.0	89.3	63.5	22.7	186.5	66.6	0.0	0.0		
Cyprus	15.2	3.2	20.8	12.0	79.2	6.1	40.2	5.9	38.0	0.0	0.0		
Latvia	9.5	5.0	52.5	4.5	47.1	0.7	7.0	3.8	40.0	0.0	0.1		
Lithuania	22.1	18.4	83.1	3.7	16.9	0.8	3.7	2.9	13.2	0.0	0.1		
Luxembourg	23.8	1.2	5.0	22.6	94.8	16.4	69.0	6.1	25.8	0.0	0.0		
Hungary	58.3	32.8	56.8	25.8	44.2	10.5	18.1	15.2	26.1	0.0	0.0		
Malta	12.8	1.6	12.8	11.2	87.2	5.6	43.3	5.6	43.3	0.0	0.0		
Netherlands	166.9	39.2	23.5	126.0	75.5	60.1	36.0	61.4	36.8	4.6	2.7		
Austria	198.3	9.4	4.7	188.9	94.1	68.8	41.4	86.5	52.0	1.3	0.8		
Poland	218.1	84.8	38.9	133.3	61.1	29.4	13.5	103.9	47.6	0.0	0.0		
Portugal	29.9	14.9	50.0	14.9	50.0	6.4	21.2	8.6	26.7	0.0	0.0		
Romania	132.8	115.5	87.0	17.2	13.0	8.2	6.2	9.0	6.8	0.0	0.0		
Slovenia	15.4	2.8	17.9	12.7	82.1	2.8	17.9	9.9	64.2	0.0	0.0		
Slovakia	7.0	3.2	45.1	3.8	53.9	3.1	44.4	0.7	9.5	0.0	0.0		
Finland	28.7	7.3	25.5	20.8	72.3	7.6	26.5	13.1	45.6	0.1	0.2		
Sweden	134.2	20.4	15.2	113.4	84.4	29.8	22.2	78.2	56.2	5.4	4.1		
United Kingdom	631.5	83.6	13.2	547.8	86.8	269.2	42.6	278.6	44.1	0.0	0.0		
Iceland	5.6	1.8	31.6	3.9	68.4	3.1	55.0	0.7	13.2	0.0	0.3		
Liechtenstein	0.7	0.2	24.8	0.5	75.2	0.3	41.2	0.2	33.9	0.0	0.0		
Norway	60.8	6.9	11.3	53.9	88.7	27.1	44.6	26.0	42.8	0.8	1.4		
Switzerland	153.6	26.0	16.9	127.6	83.1	99.2	58.7	37.4	24.3	0.0	0.0		

Note: the individual values do not add up to the total due to rounding and the exclusion of the 'unknown' citizenship group from the table.

Source: Eurostat (online data code: migr\_imm1cbz)

There was about 214 million International migrants and 42 million refugees in the World in 2017. According

to European Commission there are approximately 4.5 million illegal refugees living in different EU countries, mostly in



Germany, Italy and France. Many Europeans think that migration policy should be more strict, because many EU countries have problems that affect their own citizens drastically.

The Asylum, Migration and Integration Fund (AMIF) was set up for the period 2014-20, with a total of EUR 3.137

billion for the seven years. It will promote the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration.

Basic allocation for Latvia under AMIF fund is €13.751.777,00.

## Migration in Latvia from 1986 to 2011

Year	Immigration	Emmigration	Neto migration
1986-1990	242638	213044	29594
1991-1995	30872	168230	-137388
1996- 2000	12223	47064	-34841
2001- 2005	7778	17268	-9482
2006 - 2010	15285	33532	-18247
2011	5589	17709	- 12120

In accordance with data provided by the Office of Citizenship and Migration Affairs, 73 965 third country nationals are registered in Latvia as at 1 January 2017. About 258 thousand people are foreign-born, which is 13,1% of population. Many non-nationals are former Soviet Union citizens. They are permanently resident in

Latvia but have not acquired Latvian citizenship. Citizens of Latvia are recognized by Citizenship Law. Many chose to receive Russian citizenship, be categorized as a non-citizen, or become a citizen of other country rather than go through the complicated process of naturalization.

## Main countries of citizenship and birth of the foreign-born population in Latvia in 2016

Latvia					
Citizens of	(thous.)	(%)	Born in	(thous.)	(%)
Recognised non-citizen	232.1	80.3	Russia	131.8	50.9
Russia	42.3	14.6	Belarus	47.2	18.2
Ukraine	3.6	1.2	Ukraine	34.0	13.1
Lithuania	3.1	1.1	Lithuania	16.1	6.2
Belarus	2.0	0.7	Kazakhstan	5.9	2.3
Other	5.8	2.0	Other	23.9	9.2

From 2010, more than 110000 or about 8 percent of inhabitants emigrated from Latvia and after regaining independence in 1991, Latvia has lost around 30 percent of its population. Economic migration, low birth rates and high mortality are main contributing factors to that. Borders are open, information about life in other EU states is available and that's why people are leaving country, looking for a better life conditions. Main leavers are people aged 25-49 and the most important fact is that they are a majority of working power in Latvia. They choose not to come back

after migrating, simply because they don't see reason for that. Smallest cities and poorest regions are mostly affected by people emigration, losing more of its population than other regions. In 2017 population of Latgale decreased by 6300 people, which was the largest number of all other regions, but Riga, Capital city of Latvia, lost 1800 people, which was the smallest number. Main destinations for Latvians are Germany, United Kingdom, Ireland and Sweden in Europe, CIS countries like Russia and Ukraine, USA and Canada.

## Migration paths in Latvia



Latvia took part in the refugee crisis in 2015, agreeing to admit 531 refugees from Greece and Italy. In 2017, 346 refugees were admitted, but most of them left country. People with a refugee or alternative status have the same rights

and obligations as everyone else, as stipulated in the Latvian Constitution. Latvians, like many other people in Europe, are against admitting refugees, 55% of Latvians think that Latvia should not accept any refugees at all.

## Renewables energies and sustainable future

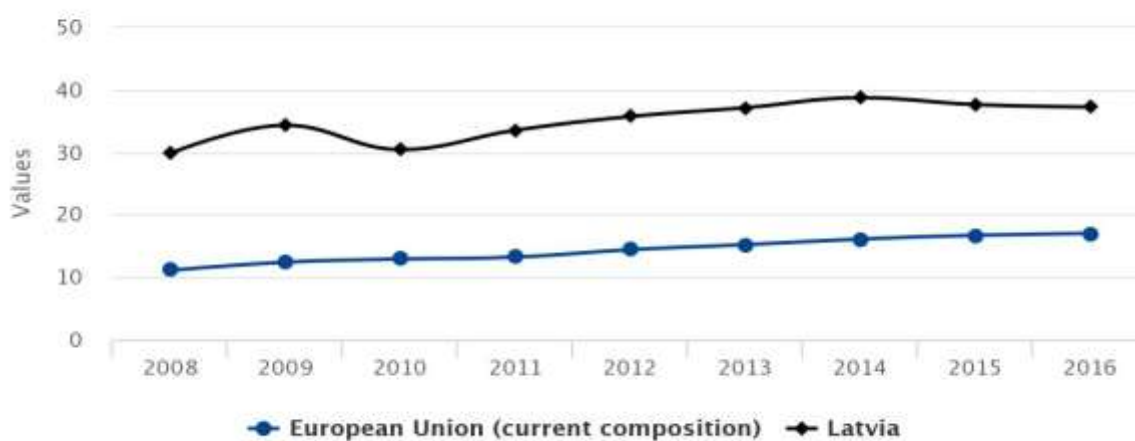
The EU is planning to achieve by 2020, compared to 2010

Greenhouse effect gas emissions to be reduced by 20 %

20 % of the energy to be gathered from renewable energy sources

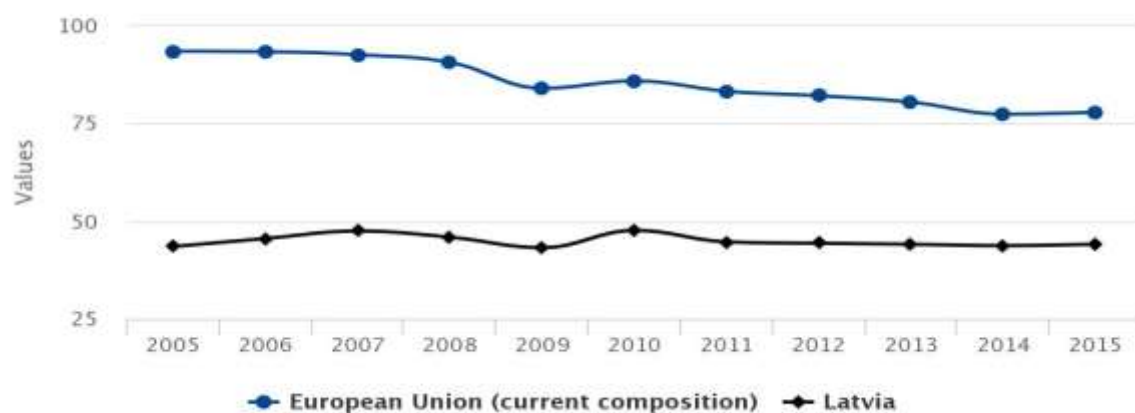
20 % increase in energy efficiency

### Share of renewable energy in gross final energy consumption



- ★ EU target: 20 % from renewable sources
- ★ National target: 40% from renewable sources

### Greenhouse gas emissions



- ★ EU target: 20% less
- ★ National target: 17% more compared to 1990 levels

## Conclusion

**Electric capacity of renewable energy power plants in Latvia in 2011-2015, MW h<sup>-1</sup>**

Kind of renewable energy plants	2011	2012	2013	2014	2015	Δ from base year, %	Distribution, %	
							2011	2015
Hydro power plants	1576	1576	1589	1590	1589	1	96.0	89.0
Wind power plants	36	59	67	69	69	92	2.2	3.9
Biomass cogeneration and power plants	5	23	55	63	66	1220	0.3	3.7
Biogas cogeneration plants	25	43	53	58	60	140	1.5	3.4
<b>Total</b>	<b>1642</b>	<b>1701</b>	<b>1764</b>	<b>1780</b>	<b>1784</b>	<b>9</b>	<b>100</b>	<b>100</b>

52% of energy produced in Latvia comes from hydroelectric power stations

The country's GHG emissions did not rise notably between 2010 and 2012, staying within the national target to limit emissions increases to 17 % by 2020. Since 2008, Latvia has fulfilled its commitment on primary energy consumption and has steadily moved towards its target of **40 % renewable energy** in gross final energy

consumption; this is the **second** most ambitious target for this indicator in the EU.

The construction of new large HPPs is not planned in Latvia. For this reason, any increase in electric capacity is possible if increasing the capacity of biomass, wind and biogas RES plants.

## Key policy directions and measures for achievement of the target to limit GHG emissions:

### Limitation of non-ETS sector emissions

The aim is to reduce GHG emissions in the non-ETS sectors – small-size energy production, small industry, transport, agriculture, households and waste management. The planned measures:

- ✳ To foster the use of RES in production of heat and electricity
- ✳ To introduce a sustainable transport system – to foster development of the public transportation, use of RES and electricity in the transport sector
- ✳ To increase the energy efficiency in the production and use of heat and electricity



## Research, innovations, public information

The aim is to promote transfer of products and technologies reducing GHG emissions in Latvia, as well as to support measures in order to change public behaviour. The planned measures are as follows:

- ✳ Raising of public awareness regarding the importance and possibilities of GHG emission reduction;
- ✳ Development of technologies reducing GHG emissions, including implementation of pilot projects.

Greenhouse gas emissions target's achievement trajectory

	2008	2009	2010	2015	2020
GHG emissions, Mt CO <sub>2</sub> equivalent	11.9	11.9	12.0	12.4	12.2
GHG emissions in non-ETS sectors (% compared to 2005)	8.0	8.0	8.0	13.0	17.0

The structure of Latvia's emissions has several peculiarities that should be taken into consideration when planning further measures of emission limitation. The ETS as an emission reducing mechanism covers only 23% of the GHG emissions of Latvia, which is the second lowest share in the EU. It means that such non-ETS sectors as the small-size energy production, small industry, transport, agriculture, households, waste sector are

of key importance in reduction of the overall emissions of Latvia. Moreover, the largest part (62%) of the emission structure of the abovementioned non-ETS sectors is comprised by sources in transport and agriculture that are hard to be influenced. Other non-ETS sectors, where emissions are usually decreased by measures for fuel changes, in Latvia already widely use environmentally friendly fuels – wood and natural gas.

## Fighting against poverty and social exclusion

### I. EU planned to introduce

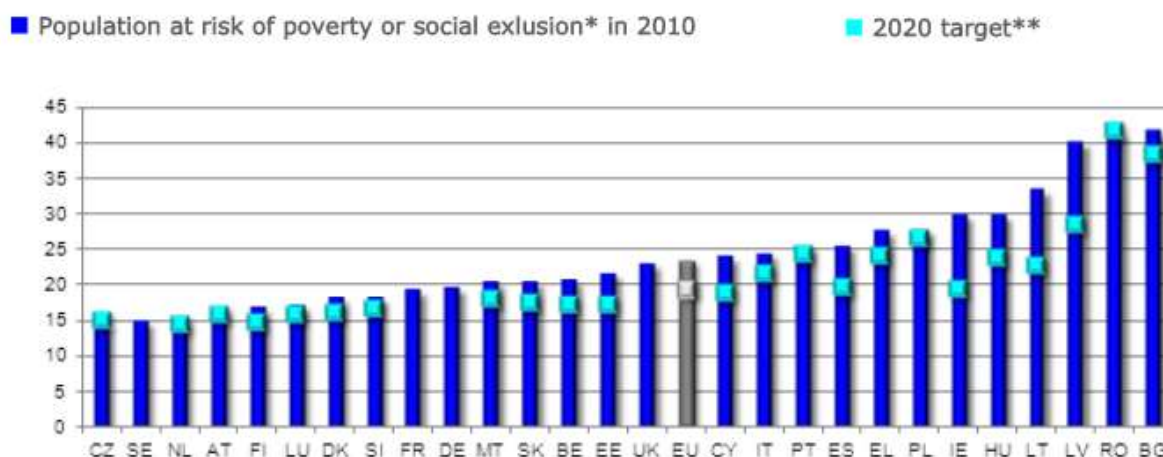
One of the targets of the Europe 2020 headline indicators is to reduce poverty by lifting at least 20 million people

out of the risk of poverty or social exclusion by 2020.

## II. Situation in latvia at 2010 and what is meant to be achieved

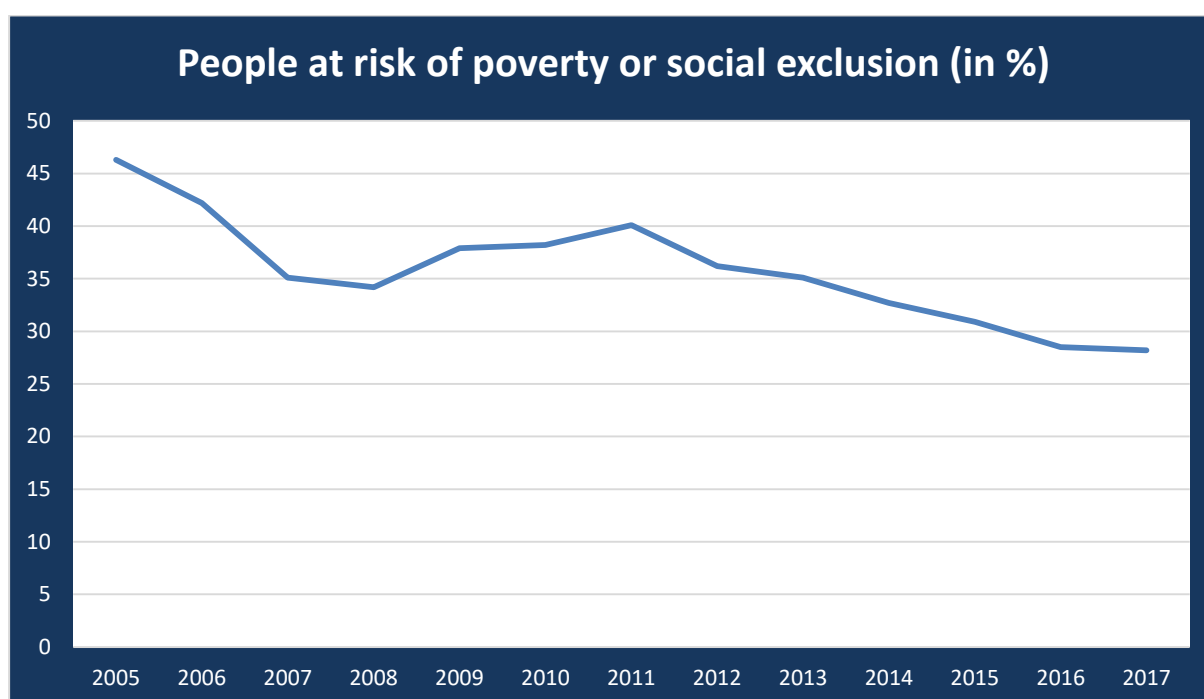
### Poverty or exclusion targets estimates

People living in poverty or social exclusion (in %)

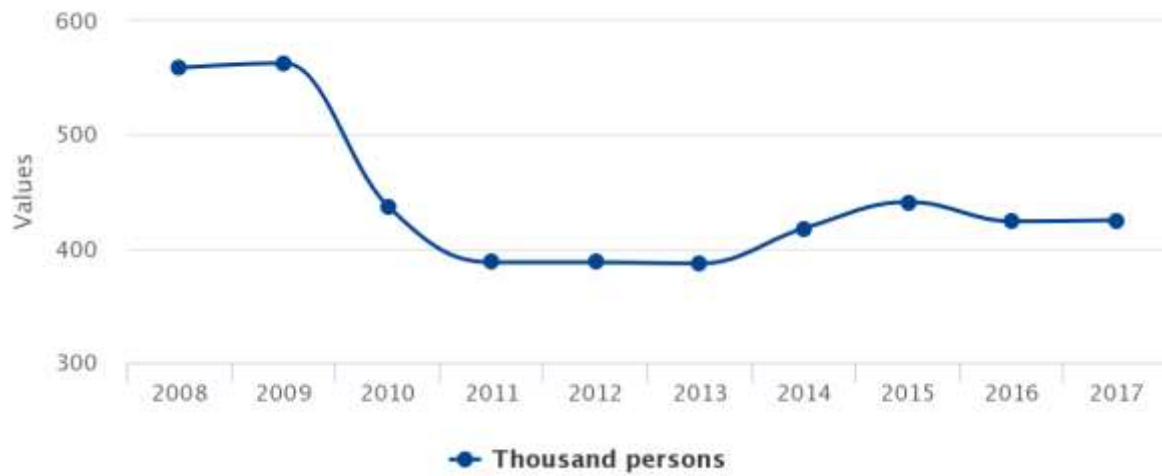


## III. Situation in latvia for 2017/2018.

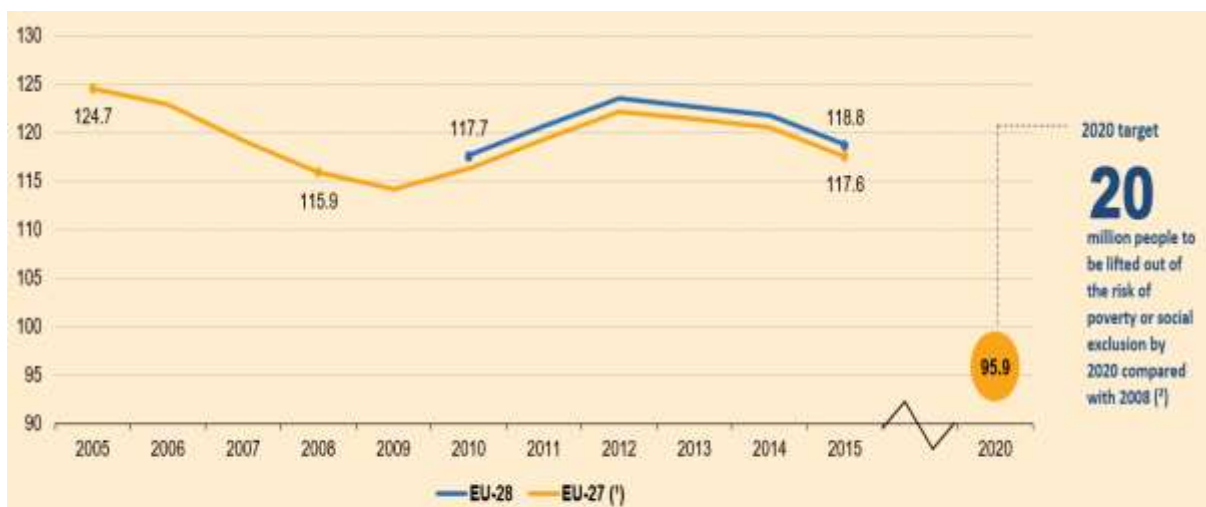
National target: 121 thousands less people in combined poverty.



## People at risk of poverty after social transfers



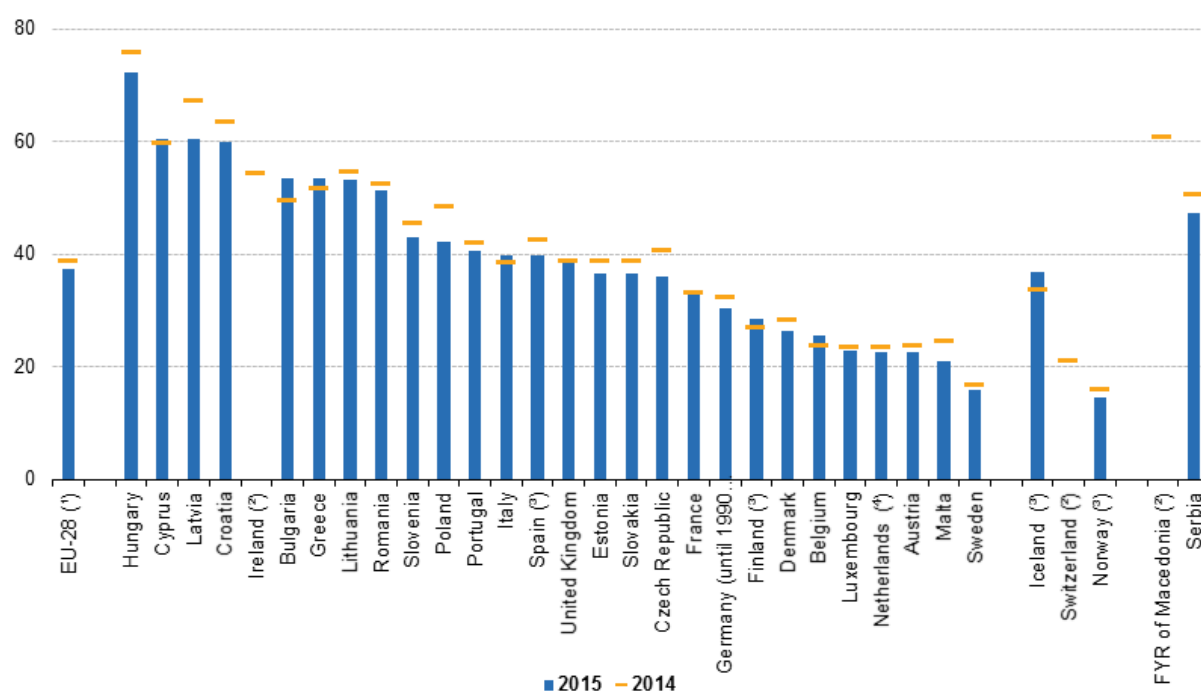
## People at risk of poverty or social exclusion



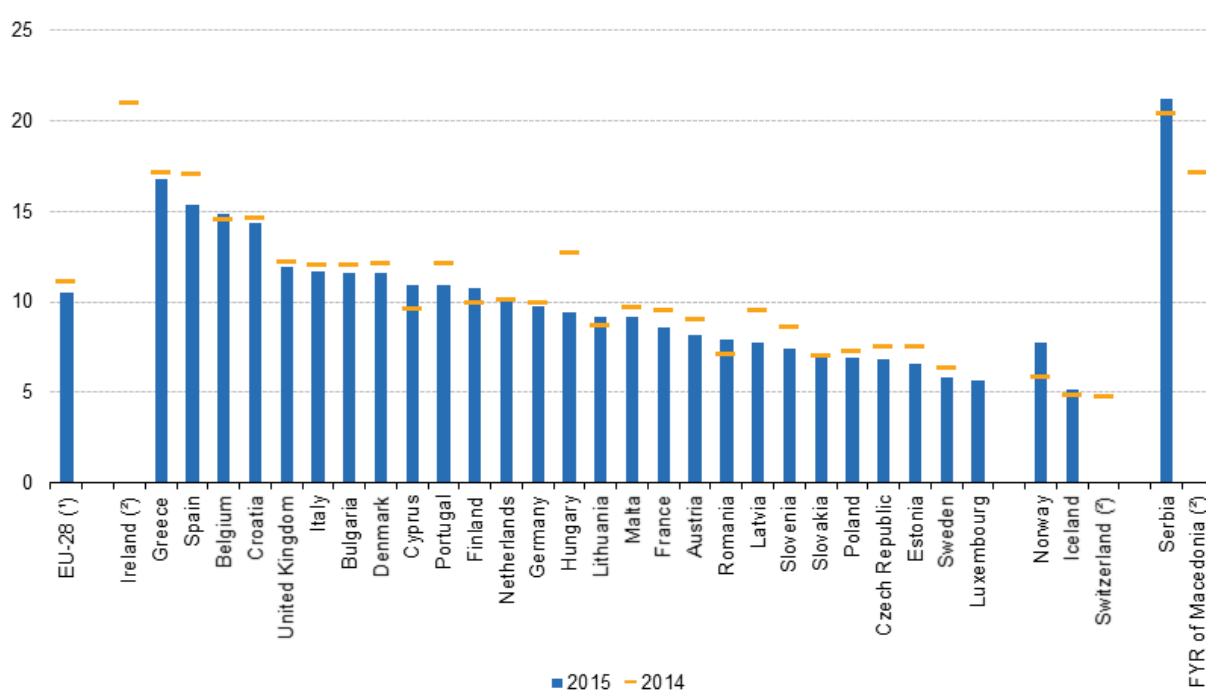
(\*) Data for 2005 and 2006 are estimates.

(\*) The overall EU target (referring to the EU-27 — the 27 EU countries before the accession of Croatia) is to lift at least 20 million people out of the risk of poverty or social exclusion by 2020. Due to the structure of the survey on which most of the key social data is based (i.e. EU Statistics on Income and Living Conditions), a large part of the main social indicators available in 2010, when the Europe 2020 strategy was adopted, referred to 2008 as the most recent year of data available. For this reason progress towards the Europe 2020 strategy's poverty target is monitored using 2008 as the baseline year.

## Inability to face unexpected financial expenses



## People (aged under 60) living in households with very low work intensity





## Youth employment

Europe 2020 is the European Union's ten-year jobs and growth strategy. It was launched in 2010 to create the conditions for smart, sustainable and inclusive growth. Five headline targets

have been agreed for the EU to achieve by the end of 2020. These cover employment; research and development; climate/energy; education; social inclusion and poverty...

### I. EU planed to introduce

- 73% of people aged 20-64 must be working

#### Education

- reduce the number of early school leavers to just 10%
- at least 40% of people aged 30 to 34 must have achieved higher education

### II. Situation in Latvia at 2010 and what is meant to be achieved

Trajectory for decreasing the share of early school leavers

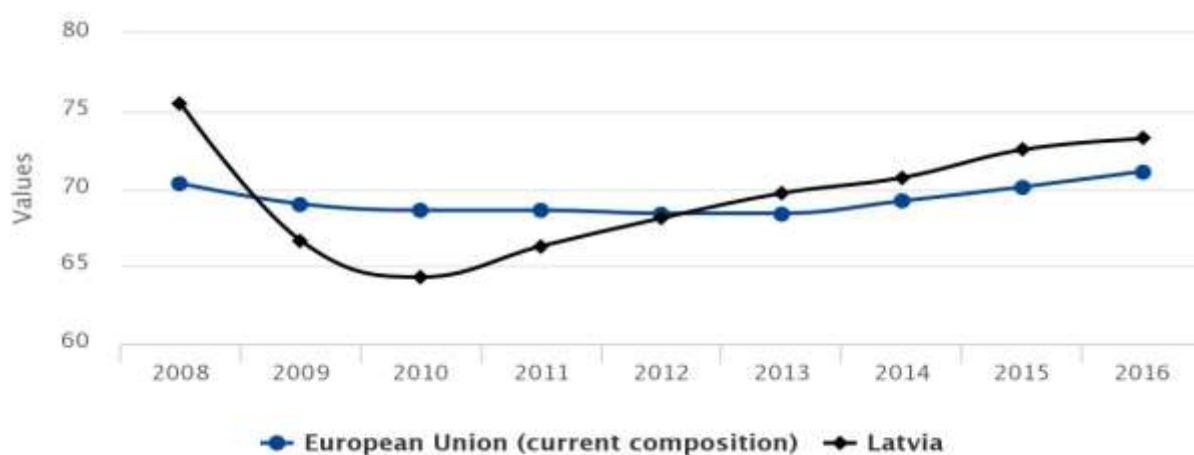
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2020
The youth having elementary or lower education level and of those who are no longer at school	15.5	14.3	12.9	11.6	10.6	9.8	8.5	9.9	10.0	13.4 (10)

Trajectory of achievement for the employment rate (persons aged 20-64) target

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2020
Employment rate, %	75.4	66.6	64.3	66.3	68.1	69.7	70.7	72.5	73.2	73.0

### III. Situation in Latvia for 2016/2018

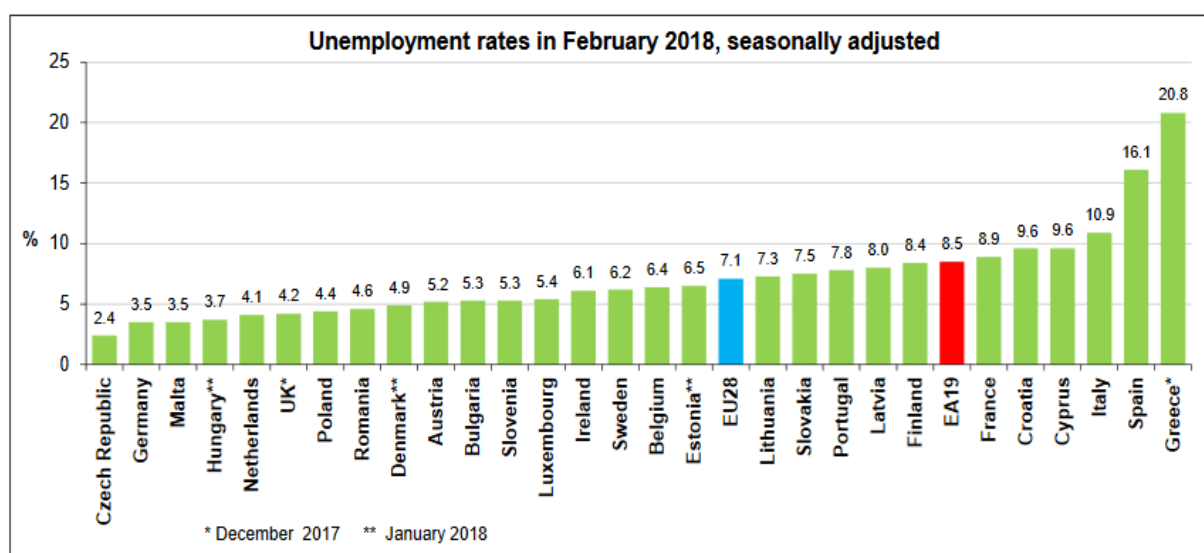
Employment rate by sex, age group 20–64



In 2016, the target set for 2020 has already been exceeded in relation to the level of employment. Economic growth is expected to further boost the employment increase, however, the growth rate might slow down as the

growth will be mainly determined by the increase in productivity. The increase in employment rate will be partially affected by the expected decline in the number of working-age population.

### IV. Situation in the rest of EU for 2018



The euro area (EA19) includes Belgium, Germany, Estonia, Ireland, Greece, Spain, France, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Malta, the

Netherlands, Austria, Portugal, Slovenia, Slovakia and Finland.

The European Union (EU28) includes Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, the Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden and the United Kingdom.

Among the Member States, the lowest unemployment rates in February 2018 were recorded in the Czech Republic (2.4%), Germany and Malta (both

3.5%) as well as Hungary (3.7% in January 2018). The highest unemployment rates were observed in Greece (20.8% in December 2017) and Spain (16.1%).

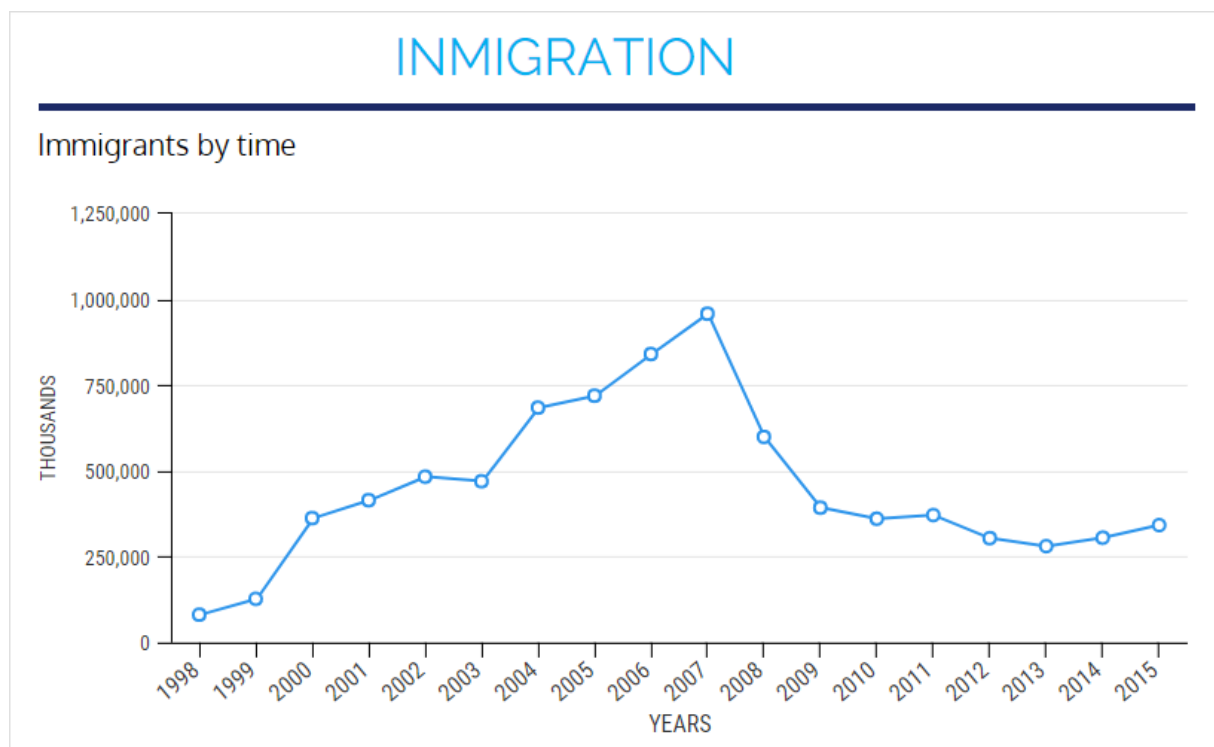
Compared with a year ago, the unemployment rate fell in all Member States except Estonia where it increased (from 5.8% to 6.5% between January 2017 and January 2018). The largest decreases were registered in Cyprus (from 12.6% to 9.6%), Greece (from 23.4% to 20.8% between December 2016 and December 2017) and Croatia (from 12.0% to 9.6%).

# Spain

## Migration and social integration

The four graphics below offer a global vision of the migrant flow in Spain. The first one shows the significant increase of the immigrants arrival in the first decade of the 21st century. It multiplies by twelve between 1998 and 2007, when the maximum peak was

reached. From then on there is a sharp decrease (more than two thirds), due to the financial crisis, which becomes steady around 2013. From that year on, accompanied by a slight economic recovery, there is a slight tendency for an increase.

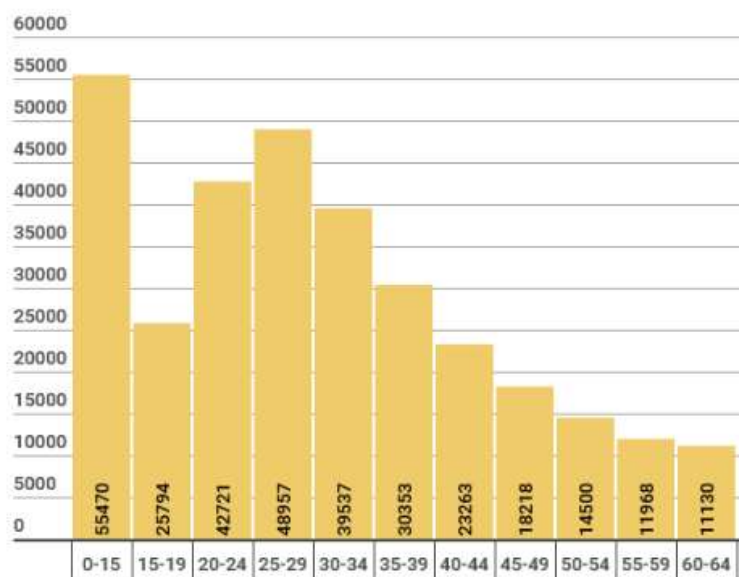


The other three graphics reflect a picture of immigration in 2015 (the latest Eurostat data) in which it is revealed that almost the same number of men and

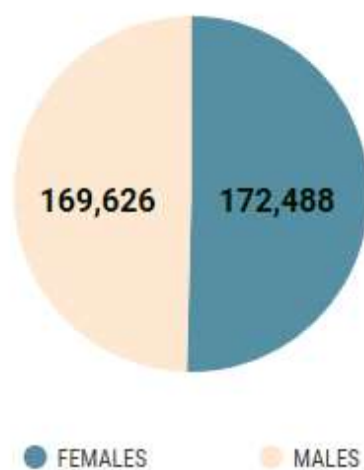
women arrived in Spain. Most of them were very young (under 30, and many underage).

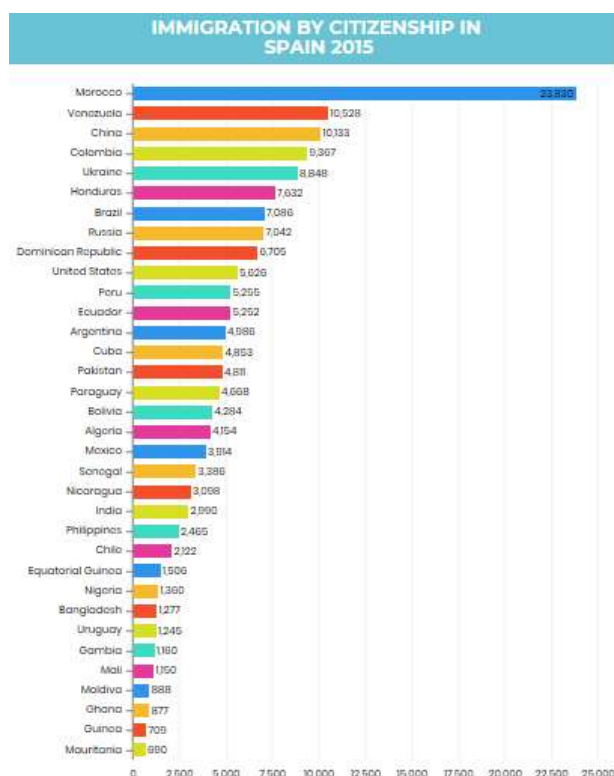


## IMMIGRATION BY AGE GROUP IN SPAIN 2015



## IMMIGRATION BY AGE SEX IN SPAIN 2015





Regarding the country of origin, leaving out the immigrants coming from other countries in the EU, most of them come from Morocco or South America, and China, Ukraine and Russia. There are only a few coming from sub-Saharan countries.

## Renewables energies and sustainable future

The following chart sums up the degree of achievement of the sustainability target. The 2008 data (when the targets were established) as well as

the last data registered in Eurostat (2015 or 2016) and the targets that are intended to be achieved in 2020 are shown here.

## Climate change and energy

Unit: tonnes

Geo: Spain

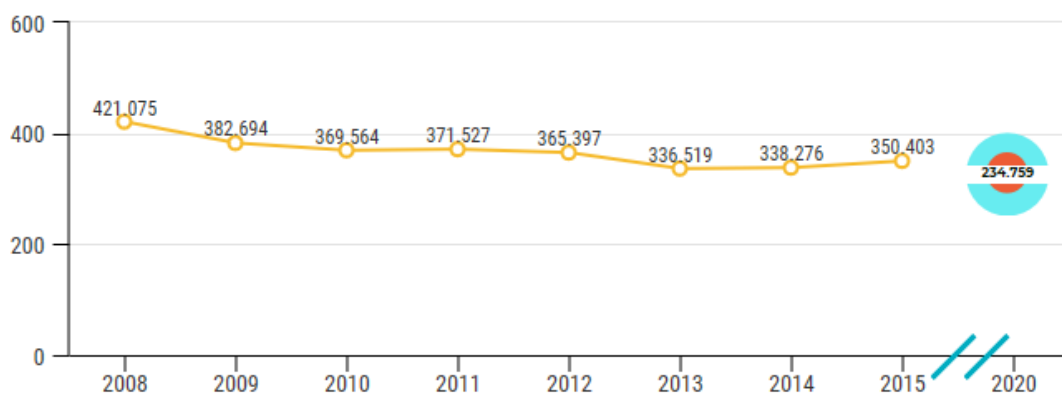
THEME/YEARS	2008	2015/16	2020
Greenhouse gasses	421,075.43	350,403.2	234,759.53
Renewable energy	10.80%	17.30%	20%
Energy intensity	134.10	117.20	119.8

The evolution of the green house emission shows a positive (emission reduction) but insufficient tendency to achieve the 2020 targets. Moreover, this reduction has been blocked in the last two years when there was a slight recovery. It's possible that the financial recession made the green house emission be

reduced (reduction of industrial activity, traffic of goods...) and, from 2013 on, because of the economic recovery, the emission increases again. It's necessary to establish more interventions if this target is aimed to be achieved in the future (never in 2020).

## Greenhouse Gas Emissions In Spain

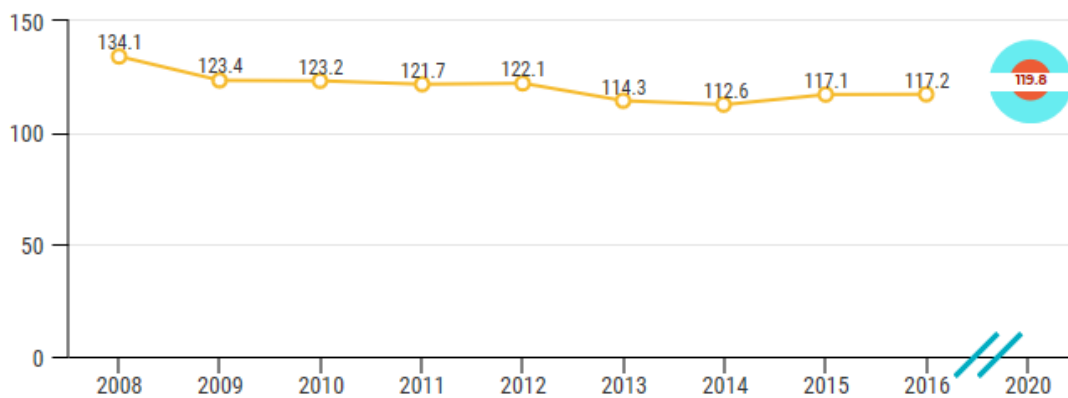
Thousand tonnes



The evolution of the primary energy consumption is very similar to that of the green house emission and possibly

for the same reasons. However, in this case, the 2020 target will be a reality in the short term.

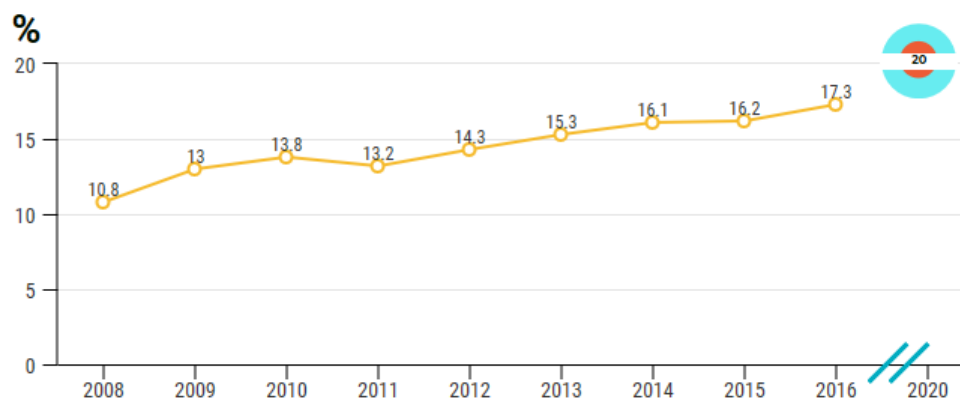
## PRIMARY ENERGY CONSUMPTION IN SPAIN



The evolution of the percentage of energy derived from the renewable sources has been very positive since the

2008 target. The growth has been constant and it is feasible to achieve the 2020 target, or at least, to be close to it.

## RENEWABLE ENERGY IN SPAIN





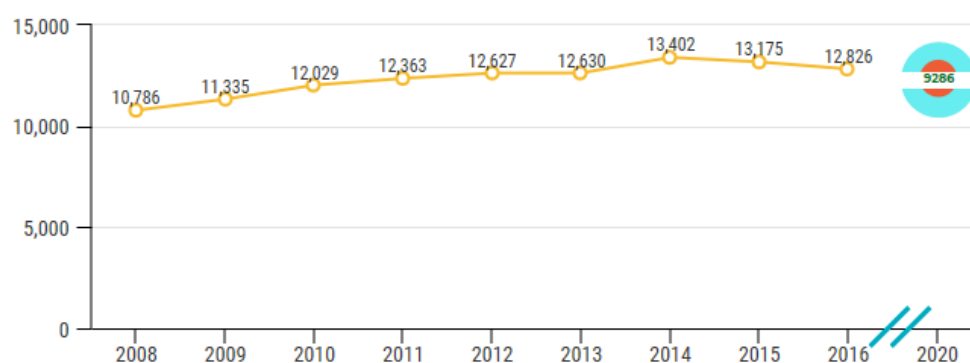
## Fighting against poverty and social exclusion

The graphic showing the evolution of the number of people at risk of poverty and social exclusion shows how the financial recession made that target unreachable from the very moment it was

set. It means a large amount of work in the EU and particularly in Spain in order to revert the devastating effects of the crisis in the less-favoured social classes.

### PEOPLE AT RISK OF POVERTY OR SOCIAL EXCLUSION IN SPAIN

THOUSANDS



## Youth employment

According to the Eurostat data, the number of employed men is over than the women's both in absolute and relative terms. However, this difference is less significant among young people than among population at working age. It

seems to be kept the last decades tendency in which the female and male employment rates are coinciding progressively, taking into account that in the previous situation it was men who were working away from home.

# EMPLOYMENT IN SPAIN 2016

(Unit in Thousands)

EMPLOYMENT	TOTAL	FEMALE	MALE
Young (15-24)	820	375	445
Citizen (20-64)	18087	8233	9853

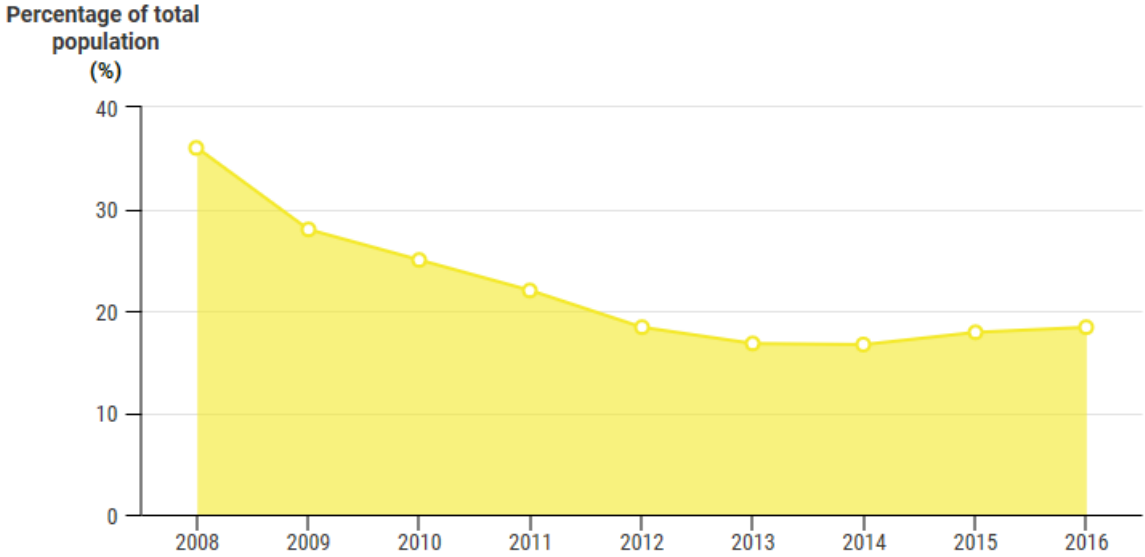
(Percentage of total population)

POPULATION	TOTAL	FEMALE	MALE
Young (15-24)	18,4	17,2	19,4
Citizen (20-64)	63,9	58,1	69,6

Due to the financial recess, the rate of youth employment collapsed and has not recovered yet, either because the economic recovery is very weak or because young population is aware of the need of having some kind of qualification before joining the labour market. During the economic bubble, there was a high offer of unqualified jobs with high salaries. This type of youth employment does not exist right now.



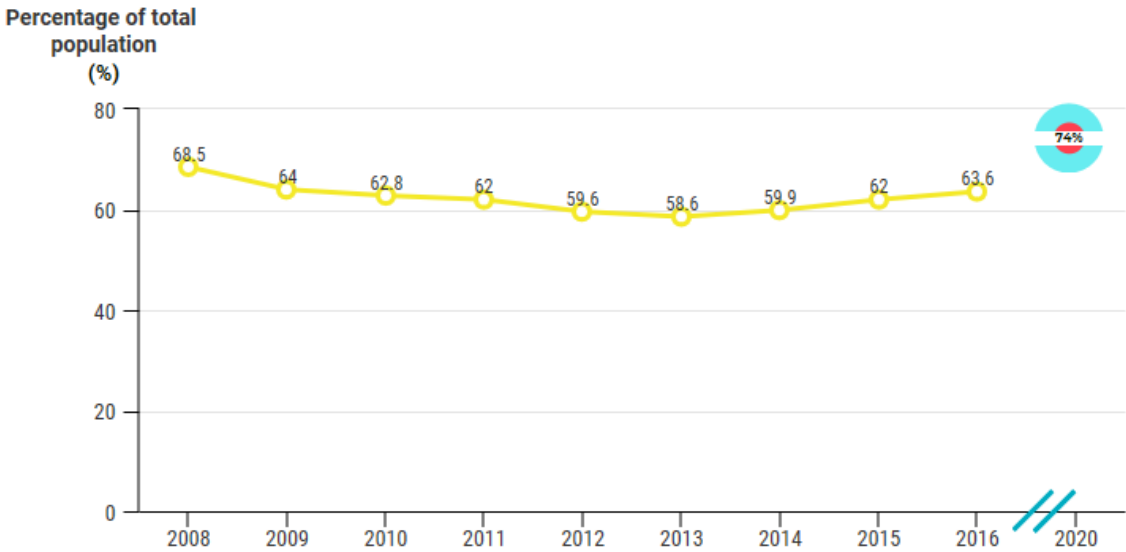
## OCCUPATION RATE OF YOUNG IN SPAIN



In 2008, when the Europe 2020 targets were set it seemed feasible for Spain to reach the employment target (74% of the population aged 20 to 64 to be employed). But since then, due to the crisis, the occupation rate was decreasing

year after year up to a minimum of 58,6% in 2013. Since then, a slow recovery started but it hasn't achieved the last decade targets yet (far from the Europe 2020 targets).

## OCCUPATION RATE OF CITIZEN IN SPAIN

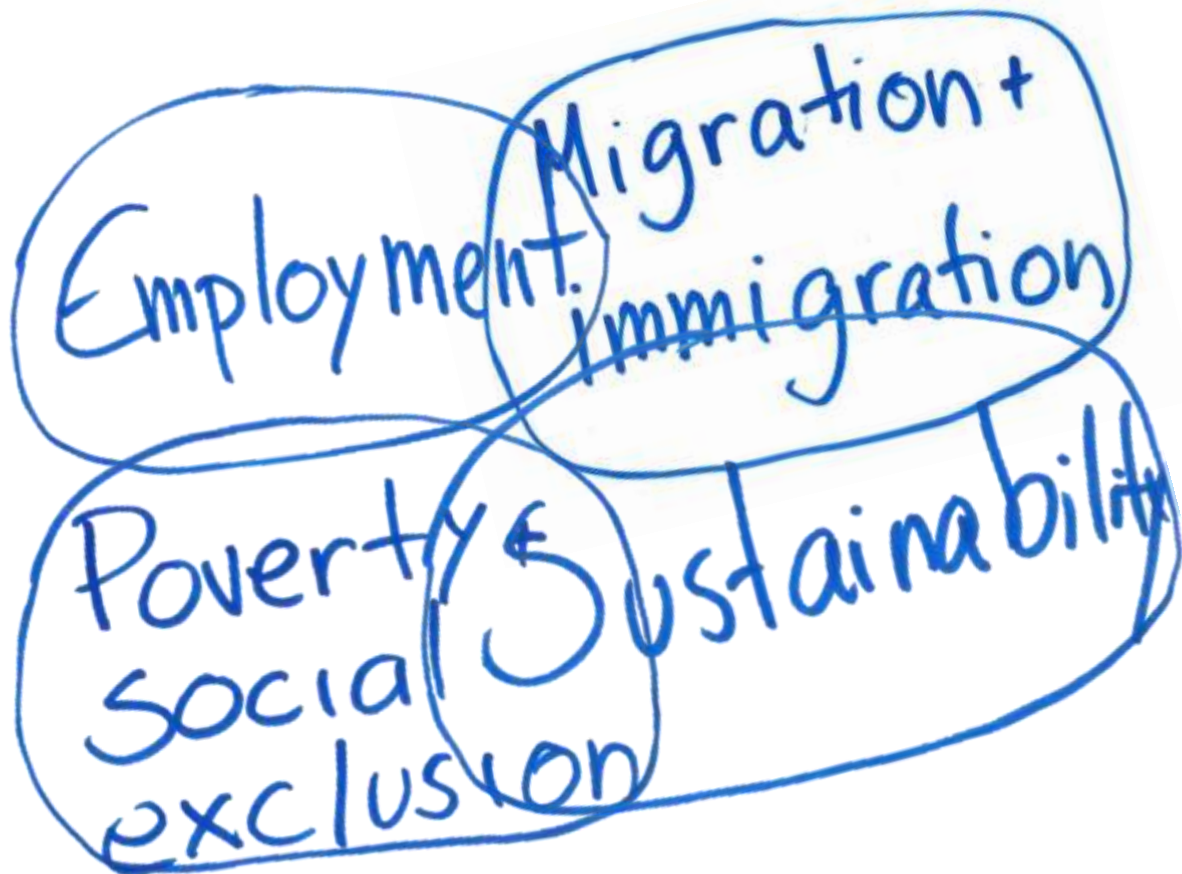


# PART THREE: THE PROPOSALS

Thinking  
in the  
future







## Introduction

The activity for the Riga mobility consisted of developing ideas and proposals in order to address the five targets of Europe 2020 Strategy with different topics for each country involved in the Erasmus project. During our last mobility in Cordoba, Spain, we decided that each country, Latvia excluded since they would be the host country and in charge of the organization, would get a topic and work on proposals for solving problems related to each topic. Each country would then, once returning to their own country, start with selecting students suitable for the activity. Once a team had been selected they proceeded

with collecting information about each topic, focusing mostly on the situation in their own country. After each topic had been thoroughly investigated each team started working on proposals on alleviating, or even attempting to solve such problems. This work proceeded fairly quickly and we soon had a basic idea of what could be done on these subjects. The next step was further preparation on the other countries topics and proposals to see if each model could work in their respective country. After many weeks of work, each country was well ready for a lively debating and to present their own ideas as well as possible.

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# Proposals that were brought to Riga

As mentioned earlier, each country had to present three proposals for the meeting in Riga. These proposals were based on each country own expertise knowledge about its own situation and solutions.

## **Proposals on migration and immigration, Croatia**

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### 1 | Integrating foreign students into the school system

Foreign students coming to Croatia deal with problems in learning the language and managing a lot of stress during examinations as it also happens in a lower level in other European countries. They also have to deal with a new culture, people, traditions. Croatian proposal consist in:

- ★ the introduction of special educational curriculum for the integration of foreign students adjusted to their needs (this should affect the span of knowledge they need to acquire different examination methods, extra classes for learning the language, teachers training for coping with the foreign students' needs)
- ★ a first school year without formal grading.
- ★ modernization of the school technical equipment and didactical methodologies in order to increase the students' motivation and the appreciation of the host country.

### 2 | Minimum standard accommodation and wage for the working members of the family

According to European platform against poverty flagship initiative, Croatia (as well as other countries) has to ensure that the benefits of growth and jobs are widely shared and that everybody is enabled to live in dignity and take an active part in the life of the society. This could be achieved through taxes (not very likely to inspire much enthusiasm among ordinary citizens) and benefit systems that focus on the less skilled citizens. Ensuring a minimum for a dignified life would make Croatia (or any other country) a desirable country where working and living.

### 3 | Easier Mobility

According to *Youth on the move* flagship initiative, we should implement laws to enhance the performance of educational systems and to simplify the entry of young people into the labour market. Labour mobility inside the EU should be promoted, with an accent on what each country can offer to other EU citizens.

## Proposals on employment, Spain

The study group considered that it is necessary to raise awareness within students so that they can learn about the importance of effort and work in order to get future employment goals.



The students proposed:

- 1 | Gaining consciousness through educational talks given by experts, business people or organizations.

Local companies should create partnerships with the Secondary schools.

- 2 | Asking for academic and career guidance since the early years of compulsory secondary education.

The guidance department could pay special attention to the career guidance especially for those pupils who are on the verge of dropping out of school. The students would also like to do work experiences in order to learn from reality what a job is.

- 3 | Publishing a link on the website of our school with job offers in our city.

## Poverty and social exclusion, Finland

Exclusion means that you are left out of society. Different reasons for exclusion are lack of education, social problems, unemployment, drug problems and lack of activity and social networks.



Finnish team propose:

### 1 | Working on the Icelandic 5-step model with special regard to hobbies

Having more hobbies accessible for younger people, especially in their teens. One important thing is connecting bus lines/pick-up services in order to make these hobbies available for everyone. Another idea is to give out “coupons” for these hobbies so that everyone can afford them. Getting to try several different hobbies for free for a set number of times.

### 2 | “Real-life simulation”

Theme weeks based on substance usage. Simulations of homeless person’s everyday life. Combination with expertise knowledge from someone with experience of this sort of life.

Another simulation based on moving out from home and dealing with daily problems such as getting electricity, what to eat, setting up a budget.



### 3 | Education paths and the traps one might fall into

Providing information through one platform to young people. Figuring out how to combine different platforms into one mobile app with information for problems that may occur in young adults' life.

## **Proposals on climate changes and sustainability, Italy**

### 1 | Increasing all the students and staff awareness about what can be done to foster school sustainability establishing a fixed timetable for doing research and investigation on the topic of «Applied Environmental Protection».

The course syllabus should include:

- ★ Teaching everyone at school how to use the photocopying machine properly (i.e. copy on both sides, increase or decrease the density, choose the right size when zooming, etc) so that a lot of paper can be saved
- ★ Planning, designing and creating a set of very simple and understandable signs and e\_leaflets on how and where to recycle the different materials used at school (paper, plastic, cans, toners, batteries, etc.)
- ★ Doing research on how many resources are used every year by the school for heating, electricity and water and suggest ways to reduce waste.
- ★ Doing research on how many photocopies are done each year at school and suggest ways to reduce waste.
- ★ Publishing articles in the school magazine and local papers in order to focus on each school situation and ask local authorities in charge of school maintenance to enhance schools sustainability

### 2 | Reducing the use of energy for transportation purposes fostering vehicles sharing:

- ★ Creating a car sharing app for students, teachers and families only
- ★ Asking for more bus rides and additional bus stops to meet each student and member of staff needs

### 3 | Reducing waste material and learning to reuse materials whenever possible.

- ★ Introducing water dispensers to every school and ask all the staff members and students to bring reusable containers to school.
- ★ Create a second-hand bookshop in each school in order to reduce the number of new school books that needs to be printed.
- ★ Introduce «How to reuse resources labs» with the cooperation of artists and experts.

# Mobility work

The students were divided into five groups. Each group had four experts (one for each topic), a chairperson and a

secretary in charge of write the minutes of the agreements.

**Group 1**  
Group leader: Žans Matjuškovs

## Secretary:

- Linda Falaļejeva

## Discussion participants:

- Izabella Gröhn (Finland)
- Jana Šafar (Croatia)
- SennadKryeziu (Italy)
- Marina SaavedraUrbano (Spain)

## Students from Riga Secondary School Nr.25

- BeāteŠtelle
- Diāna Lesa
- Rasa Rasuma

**Group 2**  
Group leader: Mārtiņš Frembergs

## Secretary:

- Sabīne Strautiņa

## Discussion participants:

- Lydia Grönholm (Finland)
- Hana Erbežnik (Croatia)
- Elena Silvestri (Italy)
- Álvaro Alcántara (Spain)

## Students from Riga Secondary School Nr.25:

- Amanda Bērziņa
- Daniels Helpejs
- Romans Kononovs
- Amanda Ķule

**Group 3**  
Group leader: Māris Cimermanis

## Secretary:

- Evelīna Viktorija Smirnova

## Discussion participants:

- Linda-Maria Frantz (Finland)
- Dora Vukušič (Croatia)
- Valentina Curzi (Italy)
- Marco Megías Ruiz (Spain)

## Students from Riga Secondary School Nr.25:

- Gregors Lasenbergs
- Dženifera Grēta Melne
- Rita Zariņa
- Sindija Neimane

**Group 4**  
Group leader: Ričards Viļumsons

**Secretary:**

- Patrīcija Bodniece

**Discussion participants:**

- Bertil Eriksson (Finland)
- Lucija Kovačević (Croatia)
- Camilla Formica (Italy)
- Luna Expósito Hidalgo (Spain)

**Students from Riga Secondary School Nr.25**

- Ritvars Puriņš
- Alise Boičenko
- Kristis Zants
- Mairis Civkors
- Pauls Sudrabs
- Arnolds Knoks

**Group 5**  
Group leader: Jegors Maļejevs

**Secretary:**

- Anda Aina Gasiņa

**Discussion participants:**

- Alexandra Gron (Finland)
- Lara Kontent (Croatia)
- Elena Baldantioni (Italy)
- Miriam Hernández Gómez (Spain)

**Students from Riga Secondary School Nr.25:**

- Pauls Lapiņš
- Samanta Vilka
- Lorens Kaužēns
- Laura Bukēviča
- Niklāvs Bērziņš

## GROUP 1. May 8<sup>th</sup> 9.30-12.00

We had discussions about:

- ★ Proposals on employment
- ★ Proposals on migration and immigration

### Proposals on employment

Spanish student Marina showed pre-prepared presentation about Employment in the Spain and also in other Europe countries. We agreed that it is

necessary to raise awareness within students so that they can learn about the importance of effort and work in order to get objectives.



After Marina's (from Spain) presentation where she told all three proposals we started discussion about what employment means and why it is a problem. Marina said that in some schools teachers do not know how to get students interested in education. That's why students don't have jobs because they don't have right education. Each group member agreed with her. Jana (from Croatia) said that one of the problems is that pupils have to take extra classes because at school students can't study only that lessons they like and think that are necessary for them. Sennad (from Italy), Jana (from Croatia), Marina (from Spain) agreed that some of the schools have low education systems. Izabella (from Finland) told about situation in her country, that she does not know quite much information about employment

because in her city Sippo, there is not this a problem. Also, Marina (from Spain) told that in Spain a lot of students don't have much information about careers, that's why a lot of people don't know what to do after graduation. All group members shared their experiences how do they learn about career options. Žans and Linda (from Latvia) told that they have a lot of options for deciding what to do after finishing the school, like shadow day where pupils can fit in their dream profession for one day, a lot of career events which are organized by the schools. Jana (from Croatia) agreed with them and told that in Croatia there are a lot of options too.

Pupils spoke about all three recommendations and at the end they decided that the second recommendation (proposal)



“The also ask for academic and career guidance from early years of compulsory secondary education. The guidance department could pay more attention to the career guidance specially

to those pupils who are on the verge of dropping out of school. The students would also like to do voluntary work in order to learn by experience what a job is.” should be given the highest attention.

## We decided to give 15% to this proposal!

### **Proposals about migration and immigration**

The student Jana (from Croatia) told about her prepared topic – migration and immigration. After each proposal we

discussed about most important things in all countries (Spain, Latvia, Italy, Croatia and Finland).



After first proposal Jana(from Croatia) told that there are students who come from other countries because of there parents jobs or other reasons and when these pupils have to go to new

school, they fail all classes because at first- they don't know the language, at the second- in their native country they don't study the same subjects as in temporary country. Her proposal was to let foreign

students incept these exams they want. All members agreed with her thoughts. We came to really important conclusion that youth is our future so government has to understand that if we don't want to stay in our country, who wants? One more main fact all group members talked about is racism. Sennad (from Italy) shared information about racism in his country. He said that the racism is really big problem in Italy, a lot of natives don't want to accept foreigners, that's why the problems appear.

After second proposals told that the biggest migration problems is high taxes and low salaries. Also she shared information with other group members that minimum wage is only 336 euros. Living in special country may be expensive. For example, for one native prices can be cheap in different country, but for other native the prices may be high. Also group members agreed that the historically things may promote migration problems also.

After third proposals we came to conclusion that people are trying to find better life not only for them but also for their children. But people can't chance migration and immigration because everything depends on government, politicians, economics. Marina (from Spain) shared her opinion on immigrations. She said that for example in Spain which is included in poor country list, come a lot of immigrants. And those immigrants don't work, so Spanish government is paying them. In conclusion, we agreed immigration makes poor countries poorer. But Sennad (from Italy) shared his side of opinion. He told that it is really difficult for refugees because for example from Italy the main problem again is racism. 80% of people are racism. Also, a lot of Italians don't work but refugees want to work, but natives do not let them do that. That's how migration and immigration appears.

From all three proposals we chose the first one- "Integration for foreign students into the school system '."

## We decided to give 35% to this proposal!

**GROUP 1. May 9<sup>th</sup> 9.30-12.00**

We had discussions about:

- ★ Proposals on employment
- ★ Proposals on migration and immigration

## Proposals on poverty and social exclusion

Finish student Izabella showed prepared presentation about poverty and social exclusion.

The first proposal was about simulations and courses. Izabella offered the original idea about a day as a drug

addict simulation (like VR glasses) so people can see what it's to live like this. But after discussion Jana (from Croatia) told that it is nice and original idea but it will not help to solve the problem globally and everyone agreed with her.



Second proposal was about supporting hobbies at the same time reducing drug and alcohol problems. The main idea is to keep youth social active. All members shared the same opinion as her. In conclusion we decided that the idea is not bad, but it would take few years to solve the problem globally and this proposal need political help.

The third proposal was to make apps and websites to help children and others who need help. Everyone understood that there are people who are afraid to ask for help, that's why the app would be anonymous, so no one would get in the trouble. After you can get help in the special center. And this is idea is better because it's faster to realize and it's

easier to start just like start point to solving the problem.

Pupils spoke about all three recommendations and at the end they

decided that the second recommendation (proposal) “Apps and websites” should be given the highest attention.

## We decided to give 30% to this proposal!

### Proposals on sustainability

Italian student Sennad spoke about prepared sustainability speech in different countries.

The first proposal was about to teach everyone, planning, designing, going

research on recycling. We didn't discuss about this proposal a long time because the teaching about our nature is not hard, the parents, teachers have to teach it to the children from the small years because of them depends the worlds future.



Second one was to reduce use of energy for transportation purposes fostering vehicles sharing. Everyone

agreed that people should use bicycle more. Spanish student Marina offer idea of making more bus stops, just to not use



the cars. Because it would be cheaper, and we wouldn't pollute nature so much. Jana (from Croatia) agreed with her. Also, wouldn't be such a big traffic on the roads. Use bus is better because sometimes it's faster than car. So, if you can choose, the bus is better.

Third proposal was to reduce the production waste material in the first place and learn to reuse whenever possible. Sennad (from Italy) said that once his school students brought all plastic to the school and then the teachers sold the plastic and then the money donated to people in need. Izabella (from Finland) shared her experience with her group. She said that in her school students make food and then they sell it to the other children. The money they get, they are donating to the whale organization. Latvian students shared information about

how we are keeping the streets clean. Latvians have an event which is called spring cleaning. Volunteers from various places in Latvia go outside to clean neighborhood.

In conclusion group talked about how important it is to teach students not to throw rubbish, teach to recycle because nature is in our hands.

For this theme it was hard to choose the best proposal because each of recommendations are important and all of them may help. But pupils spoke about all three recommendations and at the end they decided that the third recommendation (proposal)-

"Reduce the production waste material in the first place and learn to reuse whenever possible."

## We decided to give 35% to this proposal!

### GROUP 2. May 8<sup>th</sup> 09.30~ 12.00

We had discussions about:

- ★ Poverty and social exclusion
- ★ Proposals on migration and immigration

### Proposals on social-exclusion

Lydia started her presentation after introduce. Presentation was really good, everyone understood everything. Croatia was first with questions about "real- life simulation" and Icelandic 5-tep

model, because for everyone these were the most interesting. Lydia said that, that was hard to make presentation about this theme because they in their school don't meet this problem.



Theme about which almost everyone talked about (except Álvaro and Elena) was “why young adults and kids get bullied or hurt?”. The conclusion was that it is always related with money, style, family or health.

Group was thinking about all EU, not only these five countries. So they decided the right decision is take Icelandic 5-step model, because it worked, and if there would be questions then we could ask Iceland’s council.

## We decided to give 21% to this proposal!

### **Proposal about migration and immigration**

Hana started her presentation. This is theme where are many questions, and that why Hana seem little scared. Latvian

About second proposal was idea to put “ ..and real stories”. Like real experience stories not only classic pictures and stories about what could happen.

After voting we had 5 votes for Icelandic 5-step model and 5 for real-life simulation and real stories. But day later we voted again, and this time it was 7 for Icelandic model, so that one won.

students were prepared with some kind information about situation in Europe.



Some of the students didn't agree about some little details, so they talked about taking them out. For example, to give migrants choice what kind of exam they want, but to citizens no. They thought it wouldn't be fair, so there were little debates about that kind of questions. We made some changes but at the end that wasn't necessary because we didn't choose that with changes.

Spain and Italy participants was only listening and thinking about these proposals.

After long discussions we voted and won second proposal. *"Minimum standard accomodation and wage for the working members of the family."*

## We decided to give 18% to this proposal!

**Group 2 ~ May 9<sup>th</sup> 09.30~ 12.00**

We had discussions about:

- ★ Proposals on employment
- ★ Proposals on sustainability

## Proposals about on employment-

It was Spanish students theme, so Álvaro highlighted that people should have more information and also advices



for what to do and also where they can do that. Also, he replied to all questions and told his opinion about proposals.



Also, Lydia said that the main problem that she sees in her country that people are too fastidious- they want to find job, but when they are offered a low salary job or not a high-grade job, then they prefer not to work at all. Everyone in-group agreed with her and saw something same in their countries.

Latvian students started to talk about different kind of courses in Latvia and EU. To other students one of the most interesting courses seem Latvian "Youth Movement" (Jauniešukustība), because

that was something new and they would like something like that in their city.

Voting was simple- everyone chose second proposal.

*"The also ask for academic and career guidance from early years of compulsory secondary education. The guidance department could pay more attention to the career guidance especially to those pupils who are on the verge of dropping out of school. The students would also like to do voluntary work in order to learn by experience what a job is."*

**We decided to give 30% to this proposal!**



## Proposal about sustainability

Elena presented Italian work and proposals, told her opinion and answered questions. Valentina and Lydia said that it is true that they have the biggest problem

in school system is that it is too expensive to buy new books every year, because books are staying with students.



But students from Latvia told others about our school system in Latvia, about how we use our books (more than once and then give to other students) in Latvia and that we don't have to pay for books. Hana from Croatia told that it is the same in their school, but Elena and Lydia said that, this is the great usage of these books and also it is cheaper to do that.

Group talked about recycling in school, city. And none of guest said that

do something to help Earth, so it was decided we have to change something. We chose the first proposals-

*"Increase all the students and staff awareness about what can be done to foster school sustainability establishing a fixed timetable for doing research and investigation on the topics of "Applied Environmental Protection".*

## We decided to give 31% to this proposal!

## Group 3. May 8<sup>th</sup> 09.30-12.00

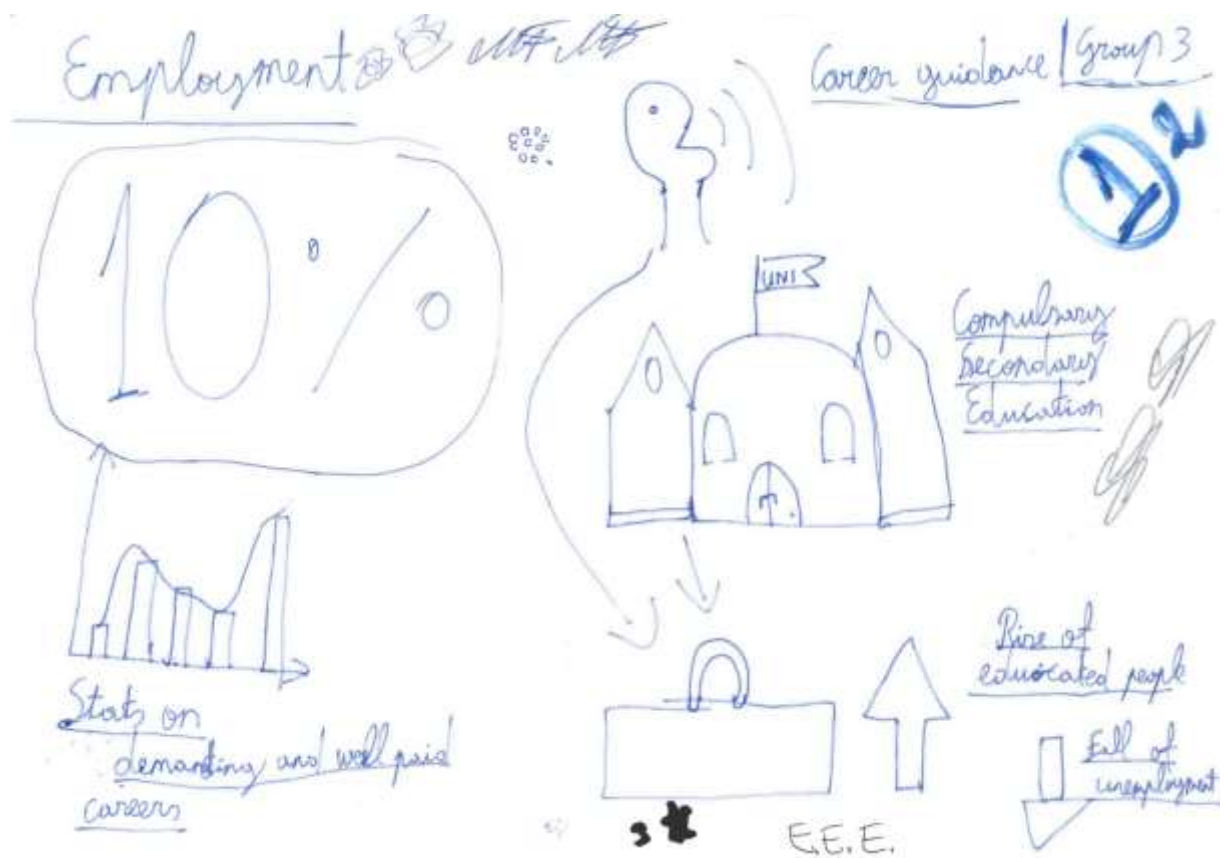
We had discussions about:

- ★ Proposals on employment
- ★ Proposals on migration and immigration

### Proposal about on employment-

It was Spanish pupil theme, so he highlighted that people should have more information and also advices for what to do and also where they can do that. Also, he agreed with given proposal, that it is necessary to raise awareness within students so that they can learn about the importance of effort and work in order to get objectives.

Also, Linda from Finland said that the main problem that she sees not just in her country but in Europe as a whole, that people are too fastidious- they want to find job, but when they are offered a low salary job or not a high-grade job, then they prefer not to work at all.



As well as Dora (from Croatia) and Valentina (from Italy) agreed with her, because girls have similar situations in their countries, also cities.

So, all participants said that there are so many students who don't know what to do after they graduate school and the main problem is that all schools have pupils who do not know the elementary thing, basic things how to live life easier and etc. So all the discussion participants consider that students have to ask for academic and career guidance from early years of compulsory secondary education. Pupils think that the guidance department could pay more attention to the career guidance specially to those pupils who are on the verge of dropping out of school. And also, everyone considered that the

great idea could be that the students would also like to do voluntary work in order to learn by experience what a job is.

Pupils spoke about all three recommendations and at the end they decided that the second recommendation (proposal) should be given the highest attention.

We chose to highlight-

“The also ask for academic and career guidance from early years of compulsory secondary education. The guidance department could pay more attention to the career guidance specially to those pupils who are on the verge of dropping out of school. The students would also like to do voluntary work in order to learn by experience what a job is.

## We decided to give 10 budget points to this proposal!

### **Proposal about migration and immigration. Croatian theme**

#### 1 | Integration for foreign students into the school system

First, when Maris read proposal where one of the suggestions was about the introduction of special educational curriculum for the integration of foreign students adjusted to their needs, Valentina (from Italy) said that it is hard to find job if you don't know language. Dora (from Croatia) agreed with her, because in her opinion everything starts with language and it's much easier if you know the language. Also Latvian students agreed

with that and they said that if these immigrants want to stay in the country then they need to know the language or at least try to learn it.

Also, Dora (from Croatia) said that the inhabitants of the country (not only Croatia but all around Europe) immigrants live are not enthusiastic about that- they don't want someone who will live in their country.



## 2 | Minimum standard accommodation and wage for the working members of the family

Linda (from Finland) that yes, countries can give them money and also there should be the money for them, but they have to do something, not only live on benefits without working and etc. Maris said that this money that is used to

give these immigrants is taken from taxes-our taxes that we pay. Marco (from Spain) agreed that it is not honest that they just spend money which we could spend on the more useful things.

## 3 | Easier mobility

Valentina (from Italy) think that people should be more inform about the labour market, because there are people who don't know how to use it properly.

Also, Latvian students added that people are afraid of difficulties and when they face with these difficulties they just do nothing.

From all three proposals we chose to highlight-

'Integration for foreign students into the school system'.

**We decided to give 30 budget points to this proposal!**

## Group 3. May 9<sup>th</sup> 09.30~ 12.00

We had discussions about:

- ★ Poverty and social exclusion
- ★ Proposals on sustainability

### Proposal about poverty and social exclusion

First of all, we read this proposal and we all agreed at immediately that the active lifestyle should be the option for everyone.

We started to speak about <<working on the Icelandic 5-step model

and the point of hobbies>> proposal, and all of us agreed with this system (when you have these coupons) and also is important to mention that connecting bus lines/pick up services to make these hobbies available for everyone is a great idea and it has to be fulfilled.



The second proposal about <<Real life simulation>>-

Most of us said that they know at least five students who are not ready to

independent living also, youngsters are confused that they have to move out from parents houses. They move out and married lately.



Also Linda (from Finland) mention that alcohol for students/ pupils/ youngsters is not an alien thing for them, but then Maris said that alcohol is not bad, because the main idea is to learn how to use it , and he thinks that parents and also teachers have to speak to their students to improve this situation.

And about third proposal- <<Education paths and the traps one might fall into>>

Dora (from Croatia) said that the platforms for getting across information about informing people where help is

found in society, should one get into a bad situation are great option, also she surprised that there are countries in which are these support numbers and she thinks that the main problem in her city is that people don't know number or place where they can find this number to search for help.

Everyone agreed that this is proposal which should be spoken in all schools.

So after debates we decide to choose <<real life simulation>>proposal

## We decided to give 20 budget points to this proposal!

### **Proposal on sustainability**

First of all, Maris read proposal for everyone to understand it.

Valentina (from Italy) and Linda (from Finland) said that it is true that there are a lot of countries (they mentioned Italy and Finland) that the biggest problem in school system is that it is too expensive to buy new books every year (for students), because books are changing so fast.

But then Maris and Gregors (students from Latvia) they told others about our school system in Latvia, about how we use our books (more than once and then give to other students) in Latvia and that we don't have to pay for books.

Marco, Dora and Valentina said that, this is the great usage of these books and also it is cheaper to do that.

Everyone highlight that all schools in all around Europe have to think about these a second-hand bookshops in each school in order to reduce the number of new school books to be printed. And also they think that the great idea could be to introduce students to <<How to reuse resources labs>> with the cooperation of artists and experts.

A big debate aroused topic about <<reduce use of energy for transportation purposes fostering vehicles sharing (and options) >>



The first option was 'creating a car sharing app for students, teachers and families only', and the second one 'Asking for more bus rides and additional bus stops to meet each students and members of staff needs'. These two options liked to the pupils because they have problems in their countries with that. For example, Valentina (from Italy) said that it so difficult to be on time in school, because she lives far away from school and she has to go to school by public transport, but the public

transport is very rare, so it makes so much difficulties. Also Linda (from Finland) agreed with that and also she mentioned that it is a little bit dangerous to get to school by school bus especially in the winter months, so she would prefer to get the opportunity to rent cars for small period as it was written in second proposal option. She said that safety is in the first place for her.

So, we chose the second option (second proposal).

**We decided to give 40 budget points to this proposal!**

## Group 4. May 8<sup>th</sup> 09.30~ 12.00

We had discussions about:

- ★ Proposals on social exclusion and poverty
- ★ Proposals on migration and immigration

### Proposal about poverty and social exclusion



#### 1 | Working on the Icelandic 5-step model and the point hobbies especially

First, we read this problem and we all agreed at immediately that this is a big problem all around the world, not only in Europe.

We started to speak about <<working on the Icelandic 5-step model and the point of hobbies>> proposal. Some of us did not agree with this

proposal – they said that almost everywhere in Latvia we can take first introduction lessons for free and this coupon system wouldn't work. We agreed that connecting bus lines/pick up services to make these hobbies available for everyone is a great idea and it needs to be fulfilled.

## 2 | Real life simulation

Most of us said that they know at least five students who are not ready to independent living also, youngsters are confused that they have to move out from parents houses.

Also one student mentioned that alcohol for students/pupils/youngsters

should be more restricted. We liked that idea about VR glasses where it could be simulated what would happen if you were addicted to drugs or alcohol. In addition, people who were drug addicted/alcoholic and went through rehab could come to schools and give lectures about their addiction.

## 3 | Education paths and the traps one might fall into

Bertil said that we could make apps that could give information where help could be found in society. One student was surprised that there are countries in which are these support numbers and he

thinks that the main problem in his city is that people do not know number or place where they can find this number to search for help.

Everyone agreed that this is proposal, which should be spoken in all schools.

After debates we decide to choose <<real life simulation>>proposal.

# We decided to give 19 budget points to this proposal!

## **Proposal about migration and immigration**

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### 1 | Integration for foreign students into the school system

We all agreed to one of the suggestions that was about- the introduction of special educational curriculum for the integration of foreign students adjusted to their needs, Camilla (from Italy) said that it is hard to find job if you don't know language. Ričards agreed with her, because in his opinion, everything starts with language and it is much easier if you know the language. Also Latvian students agreed with that and

they said that if these immigrants want to stay in the country then they need to know the language or at least try to learn it.

Some people from our group said that the inhabitants of the country (not only Croatia but also all around Europe) immigrants live are not enthusiastic about that- they do not want immigrants to live in their country.

## 2 | Minimum standard accommodation and wage for the working members of the family

We discussed that this is a good proposal but the money that is used to give these immigrants is taken from taxes-

our taxes that we pay and some people would not like that.

## 3 | Easier mobility

Lucija said that in Croatia it is harder to find a job for people who have higher education, because people with higher education need to pay more taxes. She advised to cancel this tax.

In addition, Latvian students added that people are afraid of difficulties and when they face with these difficulties, they just do nothing.

From all three proposals we chose to highlight- 'Easier mobility'.

# We decided to give 19 budget points to this proposal!

Group 4. May 9<sup>th</sup> 09.30~ 12.00

We had discussions about:

- ★ Proposals on sustainability
- ★ Proposals on employment

## **Proposal on sustainability**

### 1 | Increase all the student and staff awareness about what can be done to foster school sustainability establishing a fixed timetable for doping research and investigation on the topic of << Applied environmental Protection >>.

In some countries, there is a problem that students and teacher do not know how to copy on both sides.

Therefore, there should be some lectures about proper use of resource because it is

### 2 | Reduce use of energy for transportation purposes fostering vehicles sharing

The first option was to create a car-sharing app for students, teachers and families only, and the second one 'Asking for more bus rides and additional bus

stops to meet each students and members of staff needs'. These two options liked to the pupils because they have problems in their countries with that.





### 3 | Reduce the production waste material in the first place and learn reuse whenever possible.

We liked idea about introducing water dispenser in every school.

We all agreed that it is true that there are many countries where the biggest problem in school system is that it is too expensive to buy new books every year (for students), because books are changing so fast.

Latvian students told others about school system in Latvia, about how we use our books (more than once and then give to other students) in Latvia and that we do not have to pay for books. We also were

We chose to highlight- Increase all the student and staff awareness about what can be done to foster school sustainability establishing a fixed

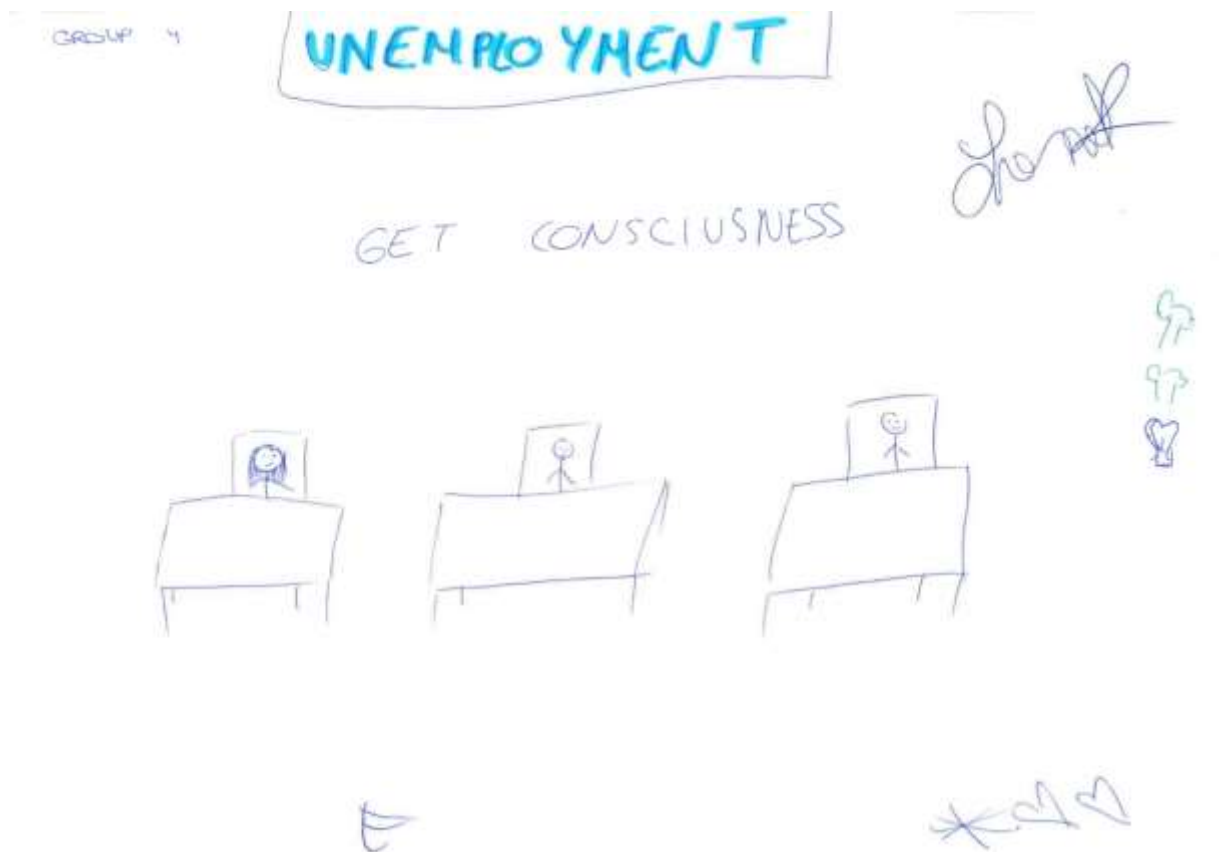
talking about the introduction of electronic books in schools.

Everyone highlight that all schools in all around Europe have to think about these a second-hand bookshops in each school in order to reduce the number of new school books to be printed. In addition, they thought that great idea could be to introduce students to <<How to reuse resources labs>> with the cooperation of artists and experts.

timetable for doping research and investigation on the topic of << Applied environmental Protection >>.

We decided to give 52 budget points to this proposal!

### Proposal on employment



#### 1 | To get consciousness through education chats given by experts, business people or organizations

It was Spanish pupil theme, so she highlighted that people should have more information and advices for what to do and where they can do that. In addition, she agreed with given proposal, that it is necessary to raise awareness within students so that they can learn about the importance of effort and work in order to get objectives.

We agreed that young are too fastidious- they want to find job, but when they are offered a low salary job or not a high-grade job, and then they prefer not to work at all. They have too high expectations.

- 2 | The also ask for academic and career guidance from early years of compulsory secondary education. The guidance department could pay more attention to the career guidance especially to those pupils who are on the verge of dropping out of school. The students would also like to do voluntary work in order to learn by experience what a job is.

All participants said that there are so many students who don't know what to do after they graduate school and the main problem is that all schools have pupils who do not know the elementary thing, basic things how to live life easier and etc. So all the discussion participants consider that students have to ask for academic and career guidance from early

years of compulsory secondary education. Pupils think that the guidance department could pay more attention to the career guidance especially to those pupils who are on the verge of dropping out of school. And, everyone considered that the great idea could be that the students would also like to do voluntary work in order to learn by experience what a job is.

- 3 | In the website of the school, students think it is interesting to have a link to job offers in our city.

This is a good idea but we do not think that it is necessary because almost in every country there is a website where you can look up for job offers.



Pupils spoke about all three proposals and at the end; they decided that the second proposal should be given the highest attention.

We chose to highlight - "The also ask for academic and career guidance from early years of compulsory secondary education. The guidance department could pay more attention to the career guidance especially to those pupils who are on the verge of dropping out of school. The students would also like to do voluntary work in order to learn by experience what a job is.

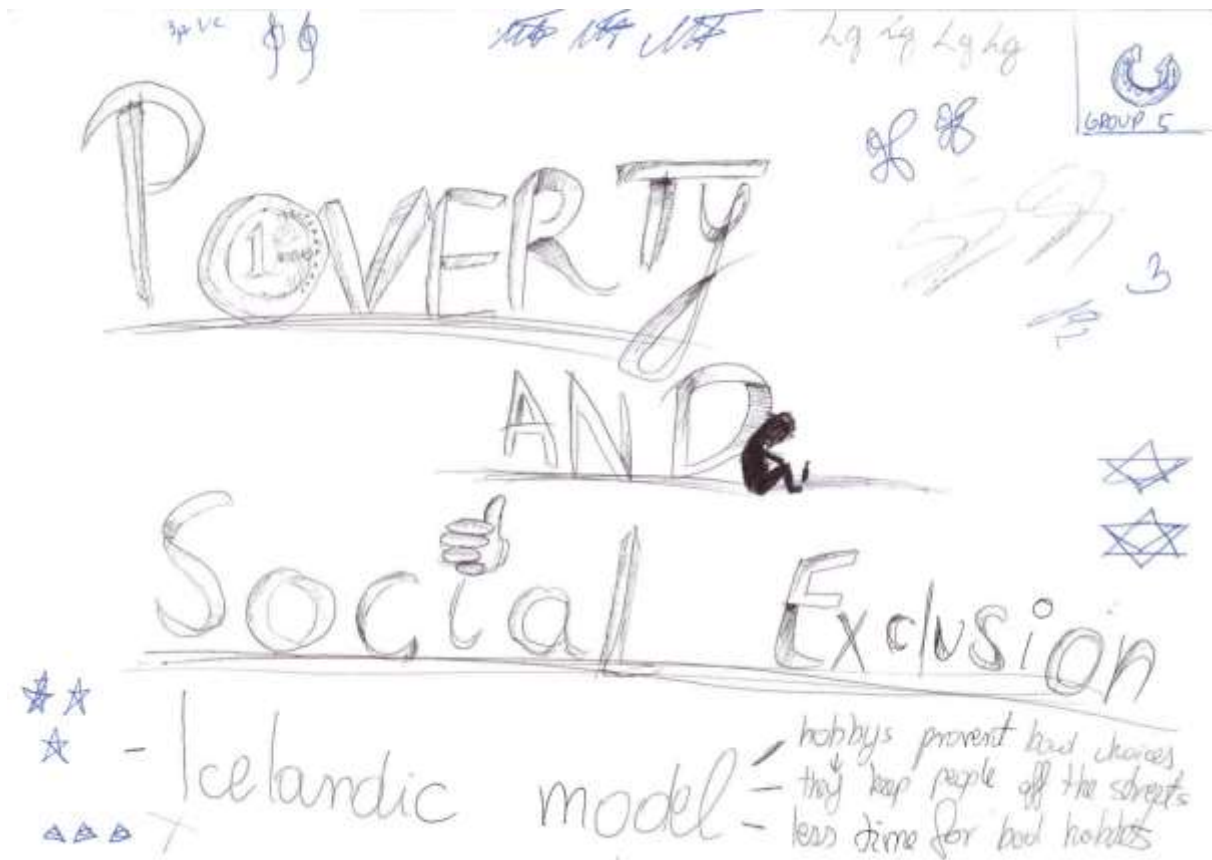
## We decided to give 10 budget points to this proposal!

Group 5. May 8<sup>th</sup> 9.30 – 12.00

We had discussions about

-  Migration and immigration
-  Poverty and social exclusion

## Poverty and social exclusion



Out of all the topics, we discussed this one the most. Everyone had an opinion on it, especially on social exclusion. We shared similar thoughts on ways to combat social exclusion and all of us understood what it's like.

The first proposal Finland mentioned was *real life simulation*. It presented students with opportunities to live out life and give them a look into the future. Not many were fans of this particular proposal, only a couple of people were interested, because they thought it might make some people change their mind about life choices and give them experience.

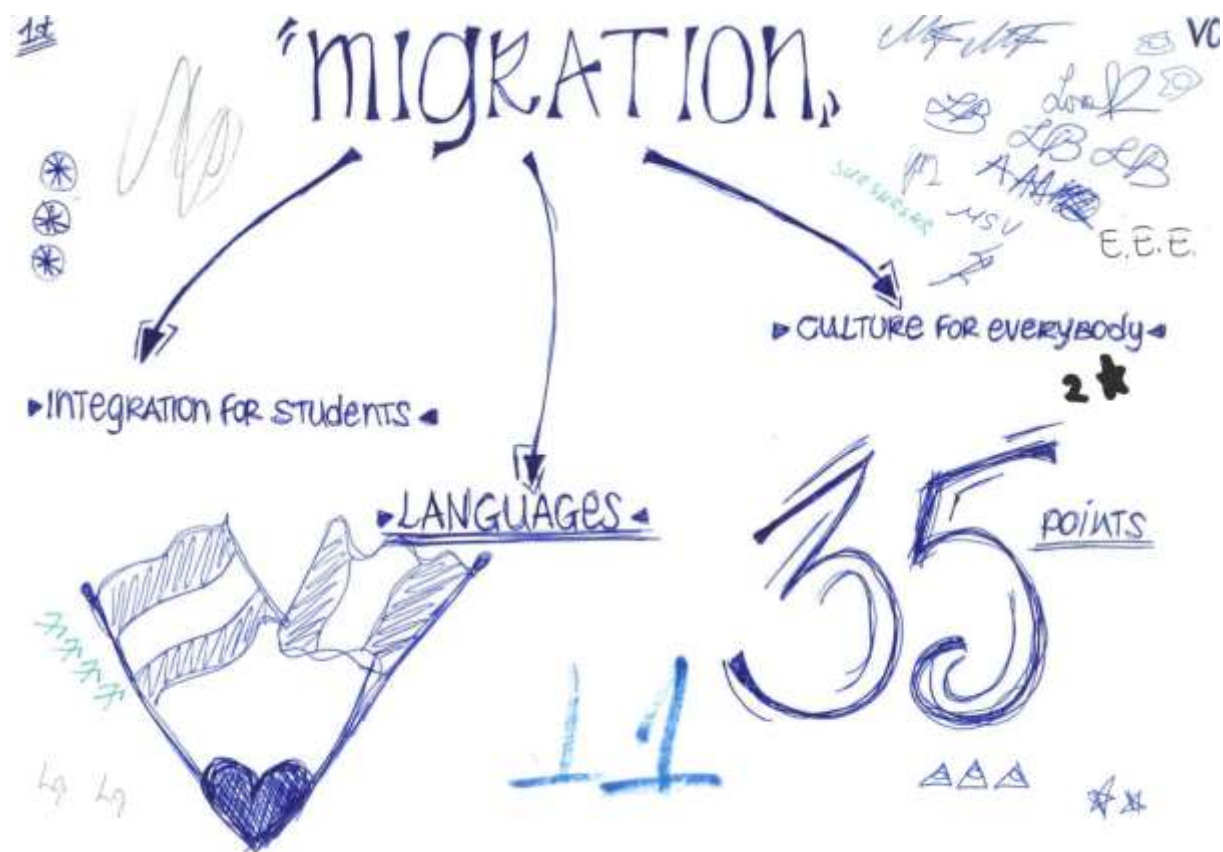
Next, Finland proposed the *Icelandic 5 – step model*. It featured a rundown of ways to get kids interested in things and more active. The idea was to make hobbies and getting to them more accessible to children and youngsters, especially teenagers, since social exclusion is most common at that age. Most of us really liked the idea of more transport and coupons for hobbies so that they're affordable. This one was especially favoured because it seemed most effective, though some students had a fair point about it being hard to implement in a bigger society.

Lastly, the *education paths* proposal was mentioned. It was very simple and felt too bare to be on its own. It was about informing the youth on possible risks and how to expand your options when in need of help, who to contact and where. Useful, but too plain, so most of us didn't vote for it.

It was very clear that all of us liked the *Icelandic 5 – step model*, so we decided to choose that one, it seemed the most effective one, and as the students mentioned – it would keep kids off the streets.

## We gave this proposal 25 points!

### Migration and Immigration



This topic was presented by Croatia. They first proposed *integration of foreign students*. The main issue with new students was them not knowing the language, culture and surrounding area.

The idea was to introduce a special curriculum to integrate new students. They would have a special set of classes to make up for their lack of knowledge. A year of adjustment would be part of the



proposal as well. Another idea was to modernize the equipment, in hopes of raising interest in countries and establish a status of a quality education.

This proposal seemed very well thought out, but it wasn't considerate at all to adults. It only would work for students. It'd be a bit unrealistic too if the person transferring is studying in their last year of high school, so the year of adjustment would be ineffective.

After the *integration of foreign students* proposal, *minimum standard accommodation and wage* proposal was next. It featured ways to help a new family integrate, like providing jobs and housing, as well as offering opportunities for

growth and integration into the society, creating friends and good relationships. Some of us thought about how this proposal might be abused, and people might refuse integration, but that's rare.



The last proposal was *easier mobility*. Another simpler proposal that offered ways to make entry into the labour market easier for young people. The focus would be the EU and mobility between the EU countries, to make migration easier for EU citizens.

After hearing out the proposals, we all unanimously voted for the first proposal, since it was the most relatable to us as young people.

## We gave this proposal 20 points!

Group 5. May 9<sup>th</sup> 9.30 – 12.00

We had discussions about

-  Sustainability
-  Employment

### Sustainability

Italy spoke about sustainability. *Raising awareness* was the first proposal and included ways to enforce sustainability at school. The ways included: learning how to save paper when copying, commercializing recycling better at school, more precise usage of

water and electricity, writing about such solutions in local papers to enthuse other young people. Some of the Latvian students agreed, they also have encountered many people that don't throw away their trash.



*Reduce use of energy* was the second proposal. The proposal featured ways to save energy and fuel for transportation purposes, like creating a car sharing app and using busses instead of cars. The app seemed too farfetched and regular busses were already a thing in most EU countries, so not many were interested in this.

The last proposal, *waste reduction*, had some interesting ideas, ways to save and preserve resources and not let them

go to waste. One of the ideas was water dispensers in school, so everyone at school bring a re-usable container to drink from and uses the school's water supplies. A different one was second hand bookshops, to reduce the usage of paper, and a course with experts on how to save and sustain.

Out of all the discussions, this one had a tie between the 1<sup>st</sup> and 3<sup>rd</sup> proposals, but we voted again and we decided on the 1<sup>st</sup> proposal.

## We gave this proposal 20 points!

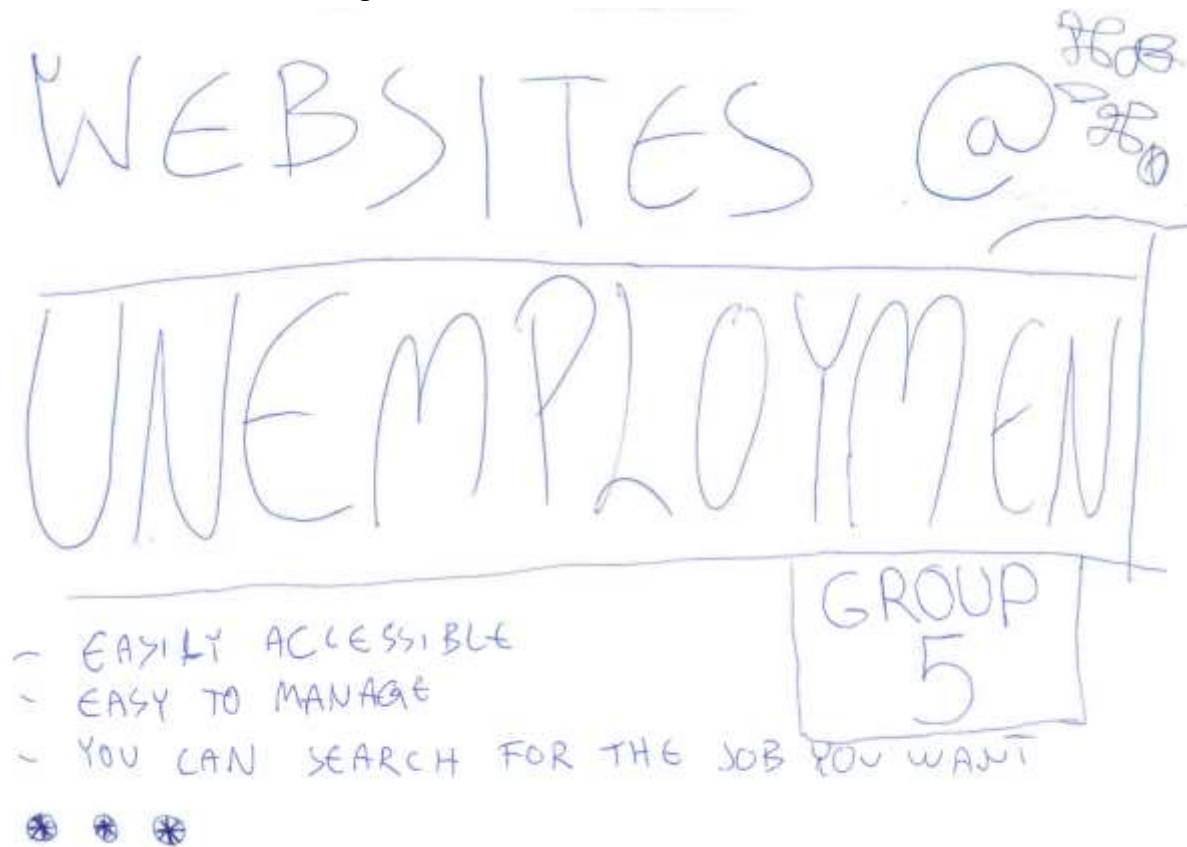
### Employment

Spain had the topic of employment, or, to be more exact, the lack of it. Firstly, they proposed

*consultations and charts from experts* about career choices. Mostly business people give you an insight into their

career, etc. Such a proposal was a little too simple for all our liking, so no one cared much for it, but it is good to have

someone who's doing the same type of work to give you advice.



The second proposal was about *secondary student guidance*. Having teachers and the school provide enough information for a student to be safe about their career choice is very good, especially for students that have a risk of getting expelled or dropping out. Some of the students mentioned how drop outs often don't have anywhere to work after school.

And, to end all the discussions, we had a proposal about a *website for job offers*. Local websites with jobs near you that you can easily apply to. It's very accessible and great for teenagers, but we

looked at some cons, like how most of those jobs would probably be part - time, and, if you're already done with school, you might want a full-time job.

All of us really felt like unemployment is a big issue in all of our countries, especially for people our age, so this topic was very important to us and a priority.

Just like for all the previous ones, we did a vote and the 3<sup>rd</sup> proposal came out on top.

**We gave this proposal 35 points!**

Proposals	Topic	Proposals
	Poverty and social exclusion	<ul style="list-style-type: none"> <li>• Icelandic 5-step model</li> <li>• Real-life simulation</li> <li>• Information apps</li> </ul>
	Migration and immigration	<ul style="list-style-type: none"> <li>• Integration of foreign students into the school system</li> <li>• Minimum standart accomodation and wage for working members of the family</li> </ul>
	Sustainability	<ul style="list-style-type: none"> <li>• Increase awareness about sustainability; fixed timetable and research</li> <li>• Reduce production waste material and learn to reuse</li> <li>• Car sharing</li> </ul>
	Employment	<ul style="list-style-type: none"> <li>• Academic and career guidance in secondary education</li> <li>• Job offers in school websites</li> </ul>

Budget	Topic	Group 1	Group 2	Group 3	Group 4	Group 5
	Poverty and social exclusion	30%	21%	20%	19%	25%
	Migration and immigration	40%	18%	30%	19%	20%
	Sustainability	20%	31%	40%	52%	20%
	Employment	20%	30%	10%	11%	35%

## Final Debate

Andris Gobins, President of the European Movement, was the person in charge of moderating and controlling the final debate. He made the students think about the importance and impact that the proposals on the different topics would have in our European society. Indeed,

some of the percentages changed as the session was advancing and some students heard the reasons given by the participants. This is the meeting minute recorded by Henrik Holmsten during the session:

*We started with a plenary session in the Main Hall of the school. The Latvian students presented the results of what each group had voted. Each group was given the assignment to give percentages of how a budget would be divided among the different topics in the final proposals. The four different groups voted very differently on all the topics and the results were very interesting to be observed. Although the Sustainability proposals got most of the votes, the figures varied a lot among the groups.*

*Then all the students were divided into smaller groups of three-four people that had not talked before, to discuss how they were feeling and what their expectations were about this morning work. Some groups expressed how tired they were since it has been early mornings and lots of work; others expressed how they were a bit nervous about the upcoming presentations and unsure about how the presentations would go. Some were even nervous about next week and going back to their home countries and continuing with regular school work. Most, however, expressed how they were excited*



*about the final result and how the whole week had been an exhilarating experience to work together with students from different countries. They were happy even to see how diverse the opinions were depending on which country each student came from and how the different proposals got different results. Some proposals were more popular with some groups while the same proposal might not even have got through the first voting process with other groups.*

*The teachers in turn expressed how they were excited about seeing the results of the groups and consensus agreement of the entire group, but also about seeing how the different groups had had diverse conclusions and how various the voting results were among the groups.*

*The students gathered up into a large circle, with each student close to their original group. and had a chance to*

*present their own ideas about the projects and how they evolved.*

*Group number 2 expressed how the most important thing in the whole erasmus project is about recycling. Keeping the environment clean gives way to tourism and creates an overall better quality of living. The second proposal in this group was about employment, And the third about poverty and social*



exclusion and how introducing hobby activities enables opportunities for all citizen, no matter the economical background. The proposal with least

amount of votes was migration and immigration, which most students in the group felt wasn't a problem at the moment, at least for the students.

The third group felt sustainability was the most important since it gives way to more jobs and creates a better environment to work in. The fourth group also chose sustainability with 52% of the budget, since they felt it wasn't a priority topic for the EU. They felt too much focus is on migration and immigration, employment and poverty. The base for living a good life is a clean environment. Fifth group, however, chose employment as the most important one, and chose the website proposal as the most crucial one, since it gives a better opportunity to look for jobs with more options to choose from.

others, whereas some weren't discussed at all. The first group presented why they thought sustainability weren't the most important topic since they felt that the money should be directed towards the people instead of nature. If you start with educating the people then they will in turn take care of nature. Another group presented how sustainability needs the bigger budget right now, since too much focus has been on migration and employment. They expressed how most teenagers weren't even aware of how to create a green environment. If you put more focus on sustainability then it creates a flourishing environment for solving other problems.

Some topics seemed to make the agenda of the main discussion more than

The two groups that voted more for the sustainability topic, 40% and 52%, were understandably the strongest voices of why sustainability was the significant one. Three groups put most of their budget into sustainability, 31%, 40% and 52%, which clearly gave a sort of unity with these students. Group one weren't against developing sustainability, but felt that the solution to also solve sustainability was to first focus on lowering the poverty percentage and to give everyone enough education. People would then know how to start taking care of nature. Furthermore they felt that it's easier, cheaper and faster to first solve this problem. As a

counterpoint one student pointed out that quicker and easier isn't always better, that focus should be on the long run. Sustainability isn't an easy problem to solve but it is the more important part to focus on, since this solves problems at the root. A focus on poverty and migration is also something that only focuses on a few in society whereas sustainability is something that could benefit everyone in society. Group one countered that focusing on sustainability also only focuses on just a few in society. The sustainability proposals only benefit those in society who have a good economy, whereas those who are excluded in society and those who are

poor do not have the possibility to be part of the issue. The groups for sustainability noted that the topic of employment should be a focus of different companies and NGOs, instead of being the EU's dilemma.

The EU's task should however be to support these different companies and enforce them to help solve the employment issue.

After a while some students, while hearing the opinions of more students, started to change their mind about their voting and wanted rearrange the budget. Some also questioned other groups decision to put so much of their budget into a topic that they weren't discussing so much. The students were asked to show if they were ready to change their opinions or if they still thought the the budget proposal should be the way it was. The

ones who were strongly of the opinion to keep their budget thus had a chance to present why they thought this way. Most of the students were fairly ready to do a revote, ergo, a few minutes were given to the groups to discuss the budget again. They could now present their ideas about the topics and what would be the most important message that they would like to convey to the larger group.

After a short coffee break, the groups now had a chance to present their new budget proposal. All the groups had changed their budget percentage. Some made minor changes, other made bigger ones. The groups that in the beginning had the more radical budget ideas were perhaps the ones that made more changes toward a common middle ground with a more balanced distribution of the budget.

group. This enabled to observe which proposals got the most attention and to see what each group believed was the biggest problems in Europe and what could be the solution. Some proposals made the presentation many times, which show that a lot of people thought they were good ideas. Next up was a voting round where each student could give their personal vote to the proposals that in their opinion was most significant. This was to try to see which proposals would be most important through a more personal voting system instead of smaller group voting.

After the initial discussion each student from each group presented the proposal that got most votes in their

This voting process was introduced to see how the results may vary depending on which method of presentation is used. during our time, we first have a larger voting opportunity to see a general idea. This is followed by a period where the

people that made the proposal might present their ideas about why they made the proposal in the first place, in an effort to sway the minds of everyone. This is succeeded by a secondary voting process to see if the voting percentage have

*changed, which it usually does. During our voting process we could also clearly see how the budget percentages had changed*

*and some proposals were given much more attention than they had in the initial process.*

*We finished up by forming two larger circles where each person had someone in front of them. This way they could discuss about their current ideas and thoughts about the whole process. Students expressed how they understand how all issues are important but how the significance alter from country to country. The students then switched seats so they could discuss if they could change one thing instantly inside EU, what would that be? One student expressed how peace*

*would be the greatest thing to strive after, how a calm and friendly environment enables for humanity to prosper. The last thing they discussed was what would be one key idea that has developed during this mobility. They expressed how this whole event was creating important connections throughout Europe, which will benefit further development and prosperity. A perfect remark to finish the exercise.*



Now, after all the work done in the **European Active Citizenship** project, we can say that our European teenagers not only have an opinion about the Europe 2020 strategy issues but also that they are eager to discuss, give solutions and ideas to improve the future of Europe. After seeing their capacity to argue and their responsible opinions on these topics who knows if a future MEP (Member of the European Parliament) is among us.

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