**This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.**

**GOROWO MINUTES**

DAY 1 (Monday 8th May 2017)

9:00-9:30

The Erasmus+ students and teachers are welcomed by Bozena, the Polish coordinator, and by Dariusz Hawrylec, the headteacher of Gimnazjum Nr 1 Jana Pawła, who expresses his hope everyone will enjoy the Polish hospitality.

Two Polish students speak on behalf of the school and show a video presenting some activities that take place in their school, such as sport or science.

All the students are sorted into groups.

There is a short visit to the school for students and teachers.

10:30-11:00

Bozena, the Polish coordinator gathers the photos of plants from the different countries, which will be used for a display.

Students from all six schools give a short presentation on the Online Educational Resources they have found about art, music and multimedia; these presentations are put together on a USB drive to be shared with all the school.

11:15-14:00

While the students are working, the teachers are shown some of the highlights of Górowo-Iławeckie, including two churches and a local museum which deals mostly with World War II. Then they go back to school for lunch.

14:00-14:40

Bozena gives some final instructions concerning after-school activities and Tuesday’s visit to Olsztyn.

Students from all six schools present the liquidation plans of the school companies, detailing the problems they have come across and the differences with official companies.

DAY 2 (Tuesday 9th May 2017)

10:00-12:00

The participants visit Olsztyn Science and Technology Park (http://www.parktechnologiczny.olsztyn.eu). A spokesperson gives an introduction to the Park, saying it mainly works as an incubator for start-ups, there are some 70 companies which range from one to over one hundred employees. There are conferences here, guidance to entrepreneurs, offices at low rates, fully equipped labs…

Some videos are shown with information about the Park and the testimonial of some entrepreneurs who have relocated here from Taiwan, the USA, South Africa… Two more entrepreneurs explain their businesses and take questions from the participants.

There is a visit to the facilities in the Park, including labs.

Activities in interactive maths museum.

12:30-15:00

Visit to the old town and Olsztyn Castle, where Copernicus calculated the spring equinox. A guide explains Copernicus’ life and several points about the museum hosted in the castle.

Free time for lunch and shopping, return to Górowo.

DAY 3 (Wednesday 10th May 2017)

10:20-12:00

Visit to The Folk Architecture Museum and Ethnographic Park in Olsztynek (http://muzeumolsztynek.com.pl). It is an open-air museum with original 19th-century buildings or replicas of classic houses, a church, a windmill… This museum started as a reaction to the loss of cultural traits after the Industrial Revolution.

13:00-16:00

Art workshop in Garncarska Wioska (http://garncarskawioska.pl)

Painting of bells

Pottery

This workshop is funded by the European Union as a project to give jobs to unemployed people.

Lunch in Ptasie Radio tavern.

Announcement: due to the snow and bad weather, the campfire for Thursday will be replaced by a zumba session in the school, so students should wear comfortable clothes.

DAY 4 (Thursday 11th May 2017)

9:00

Bozena hands out some timetables with minor changes for the remainder of the visit. Instructions are given for the last two days.

Some Polish students return to the classes for a while, the rest paint the bookshelves with the colours of our national flags.

9:30-11:00 TEACHER MEETING

Following the requirements of the national agency in Madrid, the English and Italian school have brought copies of the assistance certificates for the mobilities they hosted; the Polish school also presents proofs for the certificates for this mobility to correct any possible mistakes.

Bozena gives some money back from yesterday’s lunch (5 zloty per student/teacher, down from 25 PLN to 20), as we have been given a discount as a compensation for slow service.

Teachers pay 90 PLN per person for the taxi service we have had throughout the week.

Times for departure on Saturday are checked.

Emilio, the Spanish coordinator, asks for the OERs of Finland, the liquidation of the German and Finnish companies and the flower display in Word format.

Emilio hands out copies of the list of the websites in the project (budget, report…). He also explains how to complete the final reports, and that this should be done by 30th October 2017; the report doesn’t need to be completed in one go, so coordinators can complete different parts of it through several sessions.

Emilio gave all the official platforms and social media links to the project and said what to be considered at the end of the project in the mobility tool of results and budget:

1) A project webpage should be created and Emilio committed to making it.

2) The contact details of each school should be checked and updated.

3) The results in this platform have to be important results in order to be used by other European schools, as it works as a project and partner search engine. The results have to be uploaded by the coordinator.

Simple photos or videos or minutes shouldn’t be considered results in the mobility tool of results. Next, Emilio listed all the project results can be uploaded to the mobility tool:

A) Improving the teaching-learning process

1) Open Educational Resources(OER) of humanities, mathematics, science, languages with Finnish learning language abroad presentation (hidden competences) and art. They can be used with QR codes in the rooms or with symbaloos in the school webpages.

2) Innovative teaching method dealt in Finland: Kagan collaborative learning and flipped classroom (I SHALL TRY TO CREATE A DOCUMENT WITH THE TEACHER WORKSHOP IN FINLAND).

3) Teaching guide to a school time bank in English and Spanish.

4) Teacher assessment rubric.

5) Ways of tackling with school diversity (CONTRIBUTIONS FROM EACH SCHOOL IN MALAGA).

6) Ideas to dynamise school libraries (CONTRIBUTIONS FROM EACH SCHOOL IN PALERMO). Talks by Carmela about library at Liceo Classico and by Leonora Cupane from a cultural organization “Invisible library”). I SHALL TRY TO CREATE A DOCUMENT WITH ALL THE INFORMATION).

7) School work relationships at Penair school.

B) Fostering entrepreneurial spirit

1) Theory of all the steps to create a school mini company, from choosing the company name or logo to the liquidation plan.

2) The practice of each step from each school mini company. (THE WAY WE HAVE WORKED THIS ACTIVITY CAN BE CONSIDERED ITSELF AN INNOVATIVE TEACHING METHOD, “PROJECT BASED LEARNING”, PBL)

3) Visits to : 1) Proakatemia unit for entrepreneurial studies at Tampere University of applied sciences, 2) Promalaga Urban Lab which is a centre focused on urban innovation and the development of ideas and advanced technology projects, 3) science and technology park at Olsztyn. Individual experiences at Tampere: 1) Emilia Vanni, researcher in Virology and Emma Davies, “how I became an entrepreneur?” at Tampere. (I WILL TRY TO MAKE A DOCUMENT WITH ALL THE INFORMATION)

C) Recycling and energy efficiency

1) Documents made by each school to identify the real school/home recycling system in order to design and implement a greener school/home recycling scheme. The visit to the food recycling centre in Achim, which gives unsold food in supermarkets to poor people, can be introduced to the final result (This was worked in each school and presented in Germany. THE WAY WE HAVE WORKED THIS ACTIVITY CAN BE CONSIDERED ITSELF AN INNOVATIVE TEACHING METHOD, “PROJECT BASED LEARNING”, PBL).

2) Documents made by each school to identify the real school/home energy efficiency system in order to design and implement a greener scheme to save in energy and energy-related costs, as well as to reduce the carbon footprint (Done in each school and Tampere).

3) Hydroelectric power plant teaching document (Malaga)

4) Wind power farm teaching document (Malaga)

5) Business on sustainable tourism in Truro (THE WAY WE HAVE WORKED THIS ACTIVITY CAN BE CONSIDERED ITSELF AN INNOVATIVE TEACHING METHOD, “PROJECT BASED LEARNING”, PBL).

6) Spring flowers and plants document in Gorowo.

7) Document with all the talks about tackling climate change in Truro (Manda Brookman from COAST “ sustainable tourism”) and Palermo (Gianluca Sará, professor of Ecology at Palermo university “Tappi di plastic”; Antonio Mazzon, civil engineer, “Smart city commune di Palermo”, )I WILL TRY TO MAKE A DOCUMENT WITH ALL THE INFORMATION.

4) As for the budget mobility tool Emilio explained the difference between the granted/unit budget item cost and the real cost. When it is introduced the participants and the distance range the programmed calculates the unit cost, at the end will be 100%, although you haven’t spent all the money awarded (2 teachers, 4 students and 5 days), If a fifth student has travelled, it has to be included as non-founded; there is no problem if you don’t exceed the travel budget item. Emilio also said that a 20% of a budget item can be transferred from one item to another (except to the management/implementation item), without exceeding a 20% of the target budget item.

5) As for the final reports, Emilio said:

- The deadline to submit them is 31 October 2017, though it should be checked with each national agency.

-The final or complete report has to be submitted by the coordinator with the contributions of the partners. Emilio shall write it in Spanish and English to send it to each partner before submitting online. Besides, he may request information from the partners to be included it in each report section.

The progress or partial report has to be done and submitted by each partner. Emilio recommended to hand the final or complete report first, and afterwards the partial reports. Both reports have to be consistent, and for that reason we have to be in contact and contribute to all the reports.

-We should include in the reports: Erasmus+ and project logos, mentions of non-responsible from the European Commission and screenshots of Facebook, Twitter or YouTube instead of links needing usernames and passwords. The public eTwinning link can be included.

-The project accounting can be checked by 2 controls: request for documents supporting the expenses, and an audit by an external company. The expense documents should be kept and recorded at school secretaries during 5 years, counting since we receive the remaining 20 % of the budget.

6) Emilio listed a few project sustainability ideas:

- Possibility of applying for a new Erasmus+ project:

The teachers work on the viability of a new Erasmus+ project, as a part of the sustainability of this one. Some immediate problems or difficulties are:

The Polish school will become a Primary School next year, so the age difference with the other students might make it difficult to participate in mobilities.

The difficulty in predicting how Brexit might affect the participation of British schools in European projects.

Some coordinator will probably retire or may change schools before the end of the next Erasmus+, which may discontinue their work.

Seppo, the Finnish coordinator points out: 1) that in the next project there should be a greater task delegation to alleviate the workload for the general coordinator, 2) Some possible topics to consider for the next projects are immigration / integration / cultural competence/jobs of the future, and 3) a preparatory meeting can be applied for before 9th October 2017; this visit could last 1-5 days including travelling and would enable us to prepare the application for the next project.

Teachers agreed that 15 September 2017 would be the deadline for saying the new coordinator from each school.

Kristin said she will decide during the summer whether she will be the general coordinator of a new Erasmus+ project.

-To restart the school mini company or a new one. To buy an industrial orange juicer machine or blender,…

-To continue with the School Green Team (calculating the impact of new measures implemented at schools) and awareness campaign on recycling and energy efficiency at school.

-To hold a Paperless Day (17 May: world recycling day) and a No Electricity Day ( 5 March: world energy efficiency day) at school.

- To set up a school garden or vertical garden.

-Photography contest at school about good/bad recycling habits at school and city.

-To book paid teaching web pages by the school faculties, especially good ones.

-To install Led tubes at school, solar panels, biomass boiler,…

-To buy new recycling bins.

-To implement ideas or activities shared throughout the project in the different topics.

-To ask the local authorities for setting up a reverse vending machine in order to raise awareness on recycling.

11:15-13:00

In groups, the students give short presentations about the displays they have worked on, concerning the Erasmus+ project in these past two years (mobilities, in-school work, the projects they have visited such as the Eden project or the windmills in Spain, etc.).

They paint the eco-bottle chairs, using flower designs, Erasmus+ messages, their names...

DAY 5 (Friday 12th May 2017)

9:00-12:00

All the activities take place at Centrum Barka.

The Polish coordinator explains the timetable for the day: the students, in international groups, must evaluate the project in two ways:

Assessing how the project has affected them and the schools in positive or negative ways, and proposing changes where appropriate.

Drawing some images to summarize different parts of the mobility (in-school activities, afternoon activities, visit to Olsztyn, visit to the Ethnographic museum and workshops, zumba session…)

9:30-10:00 TEACHER MEETING

The teachers work on the viability of a new Erasmus+ project, as a part of the sustainability of this one. Some immediate problems or difficulties are:

The Polish school will become a Primary School next year, so the age difference with the other students might make it difficult to participate in mobilities.

The difficulty in predicting how Brexit might affect the participation of British schools in European projects.

Some coordinator will probably retire or may change schools before the end of the next Erasmus+, which may discontinue their work.

The Finnish coordinator points out that in the next project there should be a greater task delegation to alleviate the workload for the general coordinator.

Some possible topics to consider for the next projects are

immigration / integration / cultural competence

jobs of the future

A preparatory meeting can be applied for before 9th October 2017; this visit could last 1-5 days including travelling and would enable us to prepare the application for the next project.

We will have the invoices for the transport from and to airports tomorrow; the price has been fixed for all five schools at 900 zloty.

10:00-11:00 (ONLY TEACHERS)

There is a visit for the teachers to the centre where we are working today. It offers a variety of workshops (woodwork, pottery, painting, sewing, photography, etc.) for people with physical or mental disabilities or elderly people, who also receive help to work on their skills for daily life. The centre also offers career planning, and hosts radio and tv channels.

11:20-12:00

The students present the work they have done so that we have a complete perspective concerning both the mobility in Poland and the Erasmus+ project as a whole.

13:00-13:30

We meet with students and teachers from local schools and prizes are awarded for an art competition. Emilio gives a short presentation on the project, highlighting the main points, explaining what we have done and thanking teachers, students and families for the hospitality we have received. A short video about the previous mobilities is also played.

Participants are given assistance certificates.

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