**Euritage ID - project information summary**

1. **Project description:**

Project Euritage refers to the social and educational values of the European cultural heritage as the source of our identification (Europe+heritage+identification=Euritage ID). The main aim of the project is an exchange of good practices in the field of activities connected with education, concentrating around European cultural and artistic heritage. We are planning to support the development of key skills and competences of both pupils and adults and counteract social isolation. The overriding aim of the project concerns two spheres – individual and social. On the one hand – the participants will be discovering their regional heritage and identity, on the other hand by being in communication with representatives of faraway regions and their culture - they will learn the principles of tolerance and respect for people who are different. The third step will be to find the similarities in all cultures to find the common – above regional – cultural heritage, of which part we all, Europeans, are. We are concerned about disappearance of local traditions and elements of folk customs, slowly being taken over by mass culture which , as we know, has strong impact on young people. Our aim is to rescue our regional heritage, at the same time to stress its diversity, which should be shared. It should enrich us and bring us closer. While working on the project each school will be responsible for one of five main topics: culinary art (starting with growing food plants to the final effect of preparing regional dishes), traditional crafts and decorations, historical inheritance, regional music and dance, cultural landscape, including architecture.

Having worked on these topics pupils will prepare educational materials in the form of five books written in English, using methods of sketch noting, scrapbooking or other artistic techniques. Pupils will also prepare, for the guests coming from partnering schools, workshops or educational paths/quests connected with the topic assigned to them. They will keep the records of their progress by filming and taking pictures (also podcasts and tutorials) and will prepare films promoting various regions.During those workshops the knowledge delivered to students will go well beyond school curriculum and their key skills will improve. All tasks involving working on the project have been shared between schools according to everyone’s organisational conditions and competences of staff.

During the course of the project we predict five short exchanges of pupils of which the main aim will be preparing workshops and organising theme trips/ quests.Meetings will last for 5 days, with 24 students and 8 teachers participating- quests from the partner schools and similar group of students who will represent hosting school.The project is directed to students aged 12-15 years old. We assume the project will last for two years but the results will be used in schools long after completing the project. In some actions the whole schools will be involved (fairs, some meetings, lectures) this will be in favour of disseminating the ideas of the project and will allow to have the impact on a wider group than just people directly involved in it. Around 240 students will take part in workshops, and about 40 teachers which is about 25% of all people affected by the project. Among them there will be students with special educational needs and endangered with exclusion.The educational materials, created by students, such as booklets, touristic routes, will be used in schools well after the completion of project in the frame of regional and European education. Groups of experts (both teachers and students) will be passing on their experiences to the future generations of students by means of the scheme “older pupils teaching the younger ones”. All the results of our work will be made public and available to be used by other schools and institutions interested in the topic.

The final conference of the project will be dedicated to popularising the idea of the project and discussion over European and regional attitudes of members of the world of science (university students and lecturers). Our project will contribute to awakening of greater interest in art, culture, history and languages of countries involved in our project. The predicted advantage of this programme is going to be consolidation and extension of cooperation between the partner schools and improving the quality of their work.

**B. Partners school**

908612484 Spoleczna Szkola Podstawowa nr 3 "Debinka", Poznań Poland

930490834 IES Costa del Sol, Torremolinos, Spain

946665487 Istituto Comprensivo Assisi 3, Assisi, Italy

945157816 Istituto Comprensivo Assisi 2, Assisi, Italy

949410684 Colegiul Agricol si de Industrie Alimentara Vasile Adamachi, Iasi, Romania

Students from 12 to 15 years old and teachers of partner schools will participate in the project. Parents and representatives of local communities will be also involved in some activities.

Students - as recipients and animators / experts - will participate in workshops, as creators - will conduct workshops, implement projects, create information for websites, photo and film documentation, podcasts, activities on eTwinning, actively participate in the conference summarizing the project. Teachers - as recipients - will gain new qualifications through participation in workshops and lectures, moderating the work of student teams, learn examples of good practices implemented in other schools. Teachers - as creators, bringing their knowledge and experience to the project - will co-create workshops, participate in the conference, co-create websites. Invited experts, people of culture, music and art, craftsmen (including representatives of the so-called disappearing professions), including parents of students, representatives of universities, students, including school graduates - they will participate in the project as leaders, moderators of workshops and meetings, co-organizers of the conference summarizing the project. Primary and secondary schools were invited to the project. This will introduce the method of teaching younger students by their older colleagues.

**C. Tasks**

**P1** Introducing students to the subject of the project. Each of the schools will prepare meetings for the entire student community, during which they will present the project assumptions and its objectives to students and teachers. Similar meetings will be held with parents. To encourage students to participate in the project, schools will organize a competition for the project's logo. The Spanish school will coordinate the competition. From among the entries allowed to participate in the finals, one project will be selected via online voting with students and teachers, using the Padlet program and the eTwinning platform. In parallel, the project website on eTwinning will be updated, becoming the basic communication channel in the project. The Polish school is responsible for this. The action will be implemented from September to October 2019

**P2** The project coordinators' meeting in Italy will take place at the end of October 2019. The purpose of the meeting is to discuss organizational issues related to the implementation of the project and clarify previous arrangements (e.g. correlating project activities with school calendars - exams, holidays, etc., determining the principles for implementing tasks). The meeting will take place in Italy due to the relatively low costs involved and the central location of Assisi halfway between partner countries. The duration of the meeting is 3 days. School coordinators of the project and, if possible, one teacher who can replace the coordinator in his work will participate. The participation of an additional teacher is decided by the schools themselves within their budget. Schools from Poland and Italy (ICA2) are responsible for the substantive preparation of the meeting. The costs of the meeting will be covered by the schools from the project management budget.

**P3** Schools will prepare tabs on their websites, the purpose of which will be to inform about the progress of the project and to share good practices. This will be one of the basic information channels addressed to the local community, including students and parents not directly involved in the project. Materials published in this way will be prepared by student teams supervised by cooperating teachers of partner schools. Teams will contact each other and exchange materials using eTwinning tools. The Polish school in cooperation with the Romanian school is responsible for coordinating the task. At the same time, a website will be launched on the FB platform, the purpose of which will be to disseminate the results of the project and to inform about further activities undertaken by us. The task will be implemented from October 2019 until the end of the project.

**P4** In November, task groups will be created in schools, which will start preparations for thematic workshops. The teams will collect information in 5 selected countries, share information between countries via Facebook and eTwinning, prepare for conducting and participating in workshops organized during individual partner visits. Team 1 will study traditional regional ornamentation, as well as applied arts, design and crafts, including the so-called obsolete professions. The work is coordinated by ICA2. Team 2 will study regional cuisine from the origin of traditional products to the way food is served. The work is coordinated by ICA3. Band 3 will take care of folk music, songs and dances. The work is coordinated by IES Costa del Sol. Team 4 will take care of the historical heritage and its work is coordinated by the Romanian school. Team 5 will examine the construction and architecture characteristic of the region's school operations and the cultural landscape. The work is coordinated by SSP3.

**P5** A team of students and teachers will be created in each school to prepare a one-day educational trip / quest route. The purpose of questing is to develop a sense of identity with a given region, looking for interesting places that stand out due to their landscape, nature or cultural heritage. The trip will be completed during the visit of partner schools and will be related to the main topic of the meeting. Its route will be used in school teaching as one of the elements of the program referring to regional and European heritage.

Schools should benefit from cooperation with local institutions. The idea for the route and related activities should be disseminated among other schools in the region. Participants will write reports on each trip containing reflections and suggestions for changes. After such evaluation, the routes will be improved and made available in this form. The task will be implemented from December 2019 to the end of the project. Coordinates SSP3.

**P6** Students will prepare tutorials in the form of short films and podcasts, which will be placed on the project's subpages. They will concern the preparation for workshops accompanying subsequent meetings (culinary workshops, dance workshops, construction, etc.). Each school will create at least one film for each topic. The films will be made available on the institutions' websites as examples of good practices, but also teaching material for the future. The Italian school (ICA2) is responsible for coordinating the task. The task will be implemented from March 2020 to May 2021.

**P7** School teams will be created to prepare films devoted to the region in which schools operate. The effects of the work will be presented during a meeting in Spain. The purpose of the films is to create materials promoting the region for a few minutes, showing the natural heritage, landscape and music characteristic of the region in which the school operates. During the task, students will improve their skills in working with the camera, light and sound, processing and editing film materials, and will use the skills obtained during previous meetings. The Spanish school is responsible for setting the framework and coordinating the task. The task will be implemented from September 2020 to March 2021. The effects of the work will be presented during a meeting in Spain.

**P8** Each school will prepare a set of sound or film materials in the form of podcasts using modern RSS technology. The technical and editorial framework for the podcasts will be determined by the ICA3 school. We initially assume that they may have the character of a blog, radio program or internet course. They will concern selected issues raised in the project, e.g. regional artists (interviews with authors, presentation of works). The purpose of creating podcasts is to disseminate the idea of the project in an online environment. Ready materials will be published on the Internet, among others on the school's design subpages. As a result of the task, students will learn new technology and the basics of journalism. The task will be carried out between December 2020 and May 2021.

**P9** Preparation for August 2021 5 thematic books as the final result of the project. The books will be created in English and will contain all materials produced as part of the project by partner schools on specific topics: Crafts and ornamentation - ICA2 completes the material. Culinary - ICA3. Music and dance - IES. Historical heritage - CAIAVA Iaassyi. Cultural landscape - SSP3. Books made by hand by students will be presented during exhibitions organized as a summary of the project in individual schools in June 2021. Film and photo materials illustrating the work on the project on specific topics and tutorials will be attached to the books. Each book will be scanned and prepared as a PDF document to be placed on the schools' websites. Each school will place a full set of books. A material explaining the purpose and methods of undertaken actions will be developed for the materials in PDF. The task is coordinated by IES.

**D. Resposibilities:**

SSP3 will act as a coordinator. Organize a C5 meeting during which a conference summarizing the project will be organized. SSP3 will also supervise the implementation of other tasks. During this meeting there will also be a festival / festival of the regions during which the project effects will be presented. Participants of the meeting will be invited to the educational path thematically related to the cultural landscape of Greater Poland, prepared by students of the Polish school. The Polish school will also organize workshops related to folk architecture. ICA3 will prepare a C1 meeting during which folk craft workshops will be organized - the school will provide space, materials and define the organizational framework. In addition, the school will be responsible for organizing the educational trip / quest related to arts and crafts and local folklore. ICA2 will prepare a C2 meeting. The school will also be responsible for organizing culinary workshops - the workshops will be conducted by students from the host school and guests from other schools. In addition, the school will organize a didactic trip / quest related to local culinary customs. CAIAVA will prepare a C3 meeting devoted to historical heritage and literature, including a discussion panel, literature workshops and a quest related to historical monuments. IES will prepare a C4 meeting with dance workshops and book creation classes (decorating, binding - IES will prepare space, materials and define the organizational framework of the classes). In addition, she will be responsible for organizing a festival of films showing the musical heritage and uniqueness of the environment. The school will create festival rules, rules and frameworks to create films. In addition, the school will organize a field trip / quest related to music or regional dances.

Project management: in schools, principals and coordinators will be responsible for ongoing expenditure control and ensuring their optimization. Before the first meeting, the coordinators will determine the rules for mutual settlements between schools in relation to the planned meetings.

The international coordinator and school coordinators will be responsible for implementing the adopted work schedule. This will be monitored during meetings and video conferences.

The cooperation will be based on the search for a consensus between partners in solving emerging problems. All key decisions will be made in consultation with partners. This is facilitated by the fact that schools have worked together before. The project language will be English. Communication in the project will be based on the eTwinning portal (cooperation at school level, e.g. using video conferencing or student activities), exchange of e-mail messages (direct contact between coordinators and other teachers involved in the project). We also intend to use the Facebook page and messengers, e.g. WhatsApp.

**E. Meetings**

Each partner school will organize one short-term exchange of student groups. Teams of 6 students normally accompanied by 2 teachers will take part in the exchanges. The exception is the C5 meeting, where we assume the participation of 3 teachers from each school. In addition to the participation of teachers who take care of pupils and who are experts, we want to discuss the results of the project with school coordinators. We plan that the participants of the meetings will be students involved in individual project activities and teachers supervising these activities. In the case of a larger number of candidates than the number of places, schools will decide on the selection of students taking into account the following criteria: involvement in the project, including eTwinning, social and economic situation (preventing exclusion), gender (trying to maintain parity), knowledge of English, educational achievements, behavior. The accommodation of students, and if possible also teachers, will take place with the families indicated by the school organizing the meeting, who will be selected from among those who cooperate with schools on a permanent basis. The families will be interviewed to ensure optimal accommodation conditions and safety by best matching host families and guests, including their nutritional, health and other needs.

The interview will also eliminate the risk of putting children under the care of people who cannot ensure appropriate conditions and safety (e.g. due to pathological situations). In order to provide a good atmosphere for the meeting and support, the host school will ensure that the entire school community is informed in advance about the planned visit, its objectives and program, and appropriate behavior towards the guests. Schools delegating students and teachers will take care of their preparation, including familiarizing themselves with the conditions prevailing at the meeting place. Parents of outgoing students will also be informed of all arrangements. The duration of visits was set at 5 days and 2 days for travel.

The program of each meeting will be agreed between the partners and approved by the coordinator. Each of the host schools will provide, at least one month in advance, an estimate of the visit including real costs adjusted to the maximum amounts resulting from the lump sum granted by the NA. Each school will cover the costs of participation of students and teachers delegated by it. The principles of mutual settlements will be determined during the coordinators' meeting. All participants will be covered by insurance covering travel and stay in a partner country (accidents, medical costs, lost luggage). Schools will be obliged to inform each other about local threats (natural disasters, threat of war or acts of terror) and to monitor the websites of the Ministry of Foreign Affairs in this respect. Trips will not be organized to danger zones or their dates will be changed accordingly.

**C1 in Italy „Art is everywhere. Andalusia - Moldova - Umbria - Greater Poland"**

The theme of the meeting will be applied arts, crafts and design using techniques and ornamentation characteristic of the regions where the schools participating in the project come from. We assume that the meeting will last 5 days. We devote the first day to the opening ceremony of the project with the participation of the local community, and visiting Assisi with particular emphasis on the processing of natural landscape by man and the reception of cultural landscape. In this way, activities related to the planned production of films promoting regions in which partner schools operate will be initiated. The second and third days are dedicated to workshops related to traditional crafts, including the first book creation workshop (sketchnoting, writing and illustrating methods). Warning! The workshops will be divided into thematic panels led by international teams. Students will exchange information and skills demonstrating to each other prepared materials and techniques for their use. One panel of the workshop will focus on the technique of creating a film: camera, light and sound operation, material editing, script creation. The goal is to prepare students to create tutorials and film documentation. The fourth day is intended for the exhibition of pupils' works created during the meeting. Fifth day we devote to the didactic trip / quest prepared for guests by ICA3 students as part of the Umbrian cultural landscape presentation.

The trip will be associated with dying traditional crafts and professions. Activities carried out during the visit will be documented and can be used as part of the tutorials that will be created by students (regarding e.g. making traditional decorations, everyday objects, etc.). In this way, participants will not only learn how specific objects and their decorations were created, but also prepare for the dissemination of this knowledge in their schools in the future. Teachers will take part in the discussion on examples of good work practices using traditional crafts and decorations, e.g. in technique / art / art lessons, early childhood education, history etc. Children will prepare for conducting workshops during the lessons held in their schools since September. In this way, a larger group of students will benefit from them than just participants in international meetings. Similarly, we assume that after returning from the meeting, students and teachers will present the results of their work to other members of the student community.

As part of the eTwinning platform, students will design the trip (task P5). The groups responsible for this task will learn the rules for organizing the quest, and then exchange information about the progress of work, successively publishing information and task templates. This will allow the dissemination of information on the methods of preparing this type of trips and will allow to prepare project groups that will organize …..such classes next time. A Polish school will be responsible for coordinating work in this area. This will have a positive impact on the quality of prepared activities. We will encourage communication between outgoing students and their hosts. This will pre-integrate participants and should prevent possible problems arising from cultural differences. Since all communication on the platform will take place in English, the activity of students and teachers will have a positive impact on the development of their language competence.

Students participating in the meeting will gain new skills related to the use of artistic techniques, creating and decorating everyday objects. Children will be able to develop linguistically due to the need to use English in practical situations. The opportunity to meet peers and observe / participate in the lives of host families will help the participants' social development. Teachers will acquire new competences, e.g. by exchanging experiences. They will improve communication skills in English. During the meeting, they will discuss problems related to the integration of ethnic and religious groups coming from outside Europe, including methods of shaping tolerance and openness among newcomers and the local community, while preserving their own heritage. The partner school community will benefit from the meeting preparation process and participants' experience by incorporating new elements related to regionalism into the curriculum. This will contribute to strengthening the awareness of local separateness, but will also teach tolerance and openness (thanks to contact with the culture of partner countries, searching for coherent elements in the art and folklore of regions). We assume that in the long-term process it will increase the natural curiosity of the world. The local community of Assisi will be informed about the subject of the project. We assume that the regional heritage against the background of European heritage will be of interest to a group of people who will thus be able to be involved in the activities of the ICA3 school as project experts or allies.

**C2 in Italy "Culinary. Andalusia - Moldova - Umbria - Greater Poland”** - talk about moving to April

The theme of the meeting will be regional culinary traditions, but we assume that students will not only learn about the preparation of dishes characteristic of partner countries, but also learn about the origin and methods of production of basic ingredients of dishes. We will pay attention to healthy eating and building proper culinary habits. The meeting will last 5 days. We devote the first day to the ceremony of greeting the meeting participants by the host school community. Then, there will be a tour of the Assisi area with particular emphasis on the landscape of the Umbrian village. In this way, meeting participants will be able to learn about the region's typical crops and see typical farms. Day two and three is dedicated to workshops related to the production of semi-finished products, e.g. olive oil and cheese, and the preparation of regional dishes. As before, the workshops will be divided into thematic panels, which will be led by international teams. Students will exchange information and skills demonstrating to each other ways to prepare traditional dishes from ingredients available in all partner countries (e.g. flour) or / and specific only for a given country. The workshops will end with a "festival of flavors" where you can try local specialties. The fourth day is dedicated to workshop classes using 3D techniques. Classes will be held as part of the presentation of good practices and will concern, among others, designing building models. We devote the fifth day to the didactic trip / quest prepared for guests by ICA3 students as part of the Umbrian cultural landscape presentation. The trip will be associated with the process of production and distribution of the food product selected by the hosts. Activities carried out during the visit will be documented and can be used as part of the tutorials that students will create. In this way, students will not only learn how individual dishes were made, but also prepare for the dissemination of this knowledge in their schools in the future.

Teachers will take part in the discussion on examples of good work practices using knowledge of local traditions, e.g. in lessons of technology, geography, history, national languages ​​etc. Children will prepare for conducting workshops during the lessons held in their schools since September. In this way, a larger group of students will benefit from them than just participants in international meetings. Similarly, we assume that after returning from the meeting, students and teachers will present the results of their work to other members of the student community.

Before the meeting, students will exchange information on regional recipes, including agreeing on what ingredients (products) are necessary to conduct culinary workshops in Italy. As in the case of the previous meeting, information about the planned quest will also appear on the platform. This will have a positive impact on the quality of prepared activities. We will encourage communication between outgoing students and their hosts. This will pre-integrate participants and should prevent possible problems arising from cultural differences. Since all communication on the platform will take place in English, the activity of students and teachers will have a positive impact on the development of their language competence.

Thanks to this, students participating in the meeting will gain new skills. They will be able to develop linguistically due to the need to use English in practical situations. The opportunity to meet peers and observe / participate in the life of host families will contribute to the social development of students. Teachers will acquire new competences, e.g. by exchanging experiences. They will improve communication skills in English.

They will discuss the technical assumptions of the films implemented as part of task P7. They will exchange good practices in working with students at risk of social exclusion due to dysfunctions, environmental problems or material situation. The partner school community will benefit from the meeting preparation process and participants' experience by incorporating new elements related to regionalism into the curriculum. It will contribute to strengthening the awareness of local separateness, but will also teach tolerance and openness thanks to contact with the culture of partner countries, searching for elements coherent in culinary traditions. We assume that in the long-term process it will increase the natural curiosity of the world. Another group of the local community of Assisi will be informed about the subject of the project. We assume that the regional culinary heritage against the background of European heritage will be of interest to a group of people who will thus be able to involve the ICA3 school as experts or project allies.

**C3 in Romania "Literature and historical heritage. Andalusia - Moldova - Umbria - Greater Poland"**

During a short-term exchange of student groups in Romania, participants will exchange knowledge, develop cultural awareness and expand their knowledge about the participating countries. They will also develop language skills related to English communication. Teachers will focus on analyzing the activities undertaken in the first year of the project and plan the next ones. They will exchange experiences and become familiar with various educational systems and policies. The results of the work will be published on social media, special platform, school magazines, project blog, website and eTwinning platform.

The meeting will last 5 days. We will devote the first day to the welcome ceremony and integration of meeting participants with the host school community. During the meeting, students will be familiarized with at least with the history of the school, local community and the region with particular emphasis on places attractive for tourists in the Iasi region and in the historical region of Moldova. On the second day there will be a city tour combined with a visit to the most important buildings, including the Palace of Culture in Jassach. The building served as the Administrative Palace and Justice until 1955, when its function was changed, allocating it to the seat of four museums now united under the name of the National Museum of Moldova. The building also houses the Center for Conservation and Restoration of Cultural Heritage, which hosts various exhibitions and other events.

On the third day, a panel discussion was planned with experts from a local university on the importance of cultural heritage and legislation in the field of heritage protection. On this day, workshops on storytelling as a method of creating historical narrative will also be conducted. On the fourth day of the meeting there will be a quest during which we will visit …..Cucuteni Museum, with items from more than 3,000 years ago, the Vasile Alecsandri National Theater, the oldest theater in Romania, the library "Gheorghe Asachi", which is on the list of the most beautiful libraries in the world, the palace "A.I. Cuza "from Ruginoas, one of the most important architectural gems built in the neo-Gothic style in the Moldavian region.

The fifth day is intended for summarizing the meeting and for workshops related to the development of a project book containing the personal perspectives of each country participating in the meeting.

The meeting will be scheduled during the FILIT festival - International Literature and Translation Festival.

Project activities will be correlated with the festival program to allow exchange participants to participate in selected proposals

festival.

In the period preceding the meeting, students will communicate preparing the quest and workshop classes that will take place during the meeting. This will have a positive impact on the quality of prepared activities. We will encourage communication between outgoing students and their hosts. This will pre-integrate participants and should prevent possible problems arising from cultural differences. Since all communication on the platform will be in English, the activity of students and teachers will definitely have a positive effect on the development of their language competence.

Students participating in the meeting will gain new skills through participation in workshops and discussions. They will be able to develop linguistically due to the need to use English in practical situations. The opportunity to meet peers and observe / participate in the life of host families will contribute to the social development of students.

Teachers will acquire new competences, e.g. by exchanging experiences. They will improve communication skills in English.

They will discuss the technical assumptions of the films / podcasts / recordings that will be created as part of the P8 task. They will exchange good practices in working with students at risk of social exclusion due to dysfunctions, environmental problems or material situation on the example of the specific situation of the Romanian school.

The partner school community will benefit from the meeting preparation process and participants' experience by incorporating new elements related to regionalism into the curriculum. It will contribute to strengthening the awareness of local separateness, but will also teach tolerance and openness thanks to contact with the culture of partner countries, searching for elements coherent in culinary traditions. We assume that in the long-term process it will increase the natural curiosity of the world.

The local community of Iasi will be informed about the subject of the project. We assume that the historical heritage of Romania shown against the background of European heritage will be of interest to a group of people who will thus be able to be involved in the activities of the CAIAVA school as project experts or allies. We hope that the participants of the meeting will understand the message saying that a nation without history and values ​​has no present or future.

**C4 in Spain "Rhythms of the regions. Andalusia - Moldova - Umbria - Greater Poland"**

The theme of the meeting will be the regional, often dying out, world of traditional dance, music and songs. We assume that the meeting will last 5 days. We devote the first day to the ceremony of greeting the meeting participants by the host school community. Next, we will visit Malaga with particular emphasis on places important for the local culture, and there will be workshops that will help students learn how to create a hand-made book. Classes related to making paper, decorating the book and binding it will be organized. The second and third days are dedicated to workshops related to regional dances, learning traditional local songs and traditional musical instruments and melodies. As before, the workshops will be divided into thematic panels, which will be led by international teams. Students will exchange information and skills demonstrating to each other prepared dances, songs, musical instruments and methods of their application. Support will be provided by professionals from the Local Educational and Cultural Council of Torremolinos, Regional Educational Authorities "Junta de Andalucia", Museo Picasso of Málaga, Andalusian Tourism Board, "One thousand Periplos Artisan Hand Made Book Association", "Musicademia" School of Music ". The fourth day is intended for an international cultural festival with representatives of the local community. During the festival, short films will be shown presenting the regions in which the participating schools operate, and dance and music groups with regional repertoire will perform. An exhibition of books prepared by students during the workshops will be organized. We devote the fifth day to the field trip / quest prepared for guests by IES Costa del Sol students as part of the presentation of the Andalusian cultural landscape, referring to the main topic of the meeting and local heritage. Activities carried out during the visit will be documented and can be used as part of the tutorials that students will create. In this way, students not only learn about regional dances, music and instruments, but also prepare for the dissemination of this knowledge in their schools in the future. Teachers will take part in the discussion on examples of good work practices using knowledge of local traditions, e.g. in music, geography, history, national language classes etc. Children will prepare for conducting workshops during lessons organized in their schools from September. In this way, a larger group of students will benefit from them than just participants in international meetings. Similarly, we assume that after returning from the meeting, students and teachers will present the results of their work to other members of the student community. The resulting expert groups will in the following years pass on the acquired knowledge to the subsequent groups of students.

In the period preceding the meeting, students will communicate preparing the quest and workshop classes that will take place during the meeting. This will have a positive impact on the quality of prepared activities. We will encourage communication between outgoing students and their hosts. This will pre-integrate participants and should prevent possible problems arising from cultural differences. As all communication on the platform will take place in English, the activity of students and teachers will have a positive impact on the development of their language competence.

Students participating in the meeting will acquire new skills related to music and dance. They will be able to develop their language competence due to the need for practical use of English. The opportunity to meet peers and observe / participate in the life of host families will contribute to the social development of students. Teachers will acquire new competences, e.g. by exchanging experiences. They will improve communication skills in English. They will discuss the principles of implementing tasks P8, P9 and P10. They will exchange examples of good practices in the use of regional topics to work with gifted students who require support due to dysfunctions. The partner school community will benefit from the meeting preparation process and participants' experience by incorporating new elements related to regionalism into the curriculum. (music, dance, singing). This will contribute to consolidating the awareness of local separateness, but will also teach tolerance and openness through contact with the culture of partner countries and the search for coherent elements in the musical traditions of the regions.

We assume that in the long-term process it will increase the natural curiosity of the world. Book creation workshops will help to complete the final task - thematic books. The participants' experience will be used in the further work of the schools. The local community of Torremolinos and Malaga will be informed about the subject of the project. We assume that the regional heritage against the background of European heritage will be of interest to a group of people who will thus be able to be involved in the activities of the IES Costa del Sol school as experts or project allies.

**C5 in Poland "Space of tradition - space tradition. Andalusia - Moldova - Umbria - Greater Poland"** - check the possibility of moving it to the beginning of June (from June 7)

The theme of the meeting will be the cultural landscape. We assume that the meeting will last 5 days. We devote the first day to the ceremony of greeting the meeting participants by the host school community. Then, sightseeing of Poznań will take place, with particular emphasis on places important for the local culture. Day two and three is dedicated to workshops related to regional construction. As before, the workshops will be divided into thematic panels, which will be led by international teams.

Students will exchange information and skills demonstrating each other techniques, regional construction methods and examples of traditional buildings, while looking for similarities, differences, reasons for using such and not other materials in different regions. We devote the fourth day to an educational trip / quest prepared for guests by SSP3 students as part of the presentation of the cultural landscape of Greater Poland. The fifth day is intended for the conference "A common and separate heritage in European school education", during which materials produced during the project will be presented, including thematic books. The conference will be accompanied by an exhibition of project documentation (photos, documentaries, tutorials) and a family festival with the participation of the school and local community. We’re going to invite specialists from the Didactics Department of the Institute of History , …. Adam Mickiewicz University in Poznań to participate in the conference. Activities carried out during the visit will be documented and can be used as part of the tutorials that students will create. In this way, students will not only learn how individual types of buildings were created, but also prepare for the dissemination of this knowledge in their schools in the future. Teachers will take part in the discussion on examples of good work practices using knowledge of local traditions.

They will also summarize project activities and plan a project summary in partner countries. Children will prepare for conducting workshops during the lessons held in their schools since September. In this way, a larger group of students will benefit from them than just participants in international meetings. Similarly, we assume that after returning from the meeting, students and teachers will present the results of their work to other members of the student community. The resulting expert groups will in the following years pass on the acquired knowledge to the subsequent groups of students.

In the period preceding the meeting, students will communicate preparing the quest and workshop classes that will take place during the meeting. This will have a positive impact on the quality of prepared activities. We will encourage communication between outgoing students and their hosts. This will pre-integrate participants and should prevent possible problems arising from cultural differences. Since all communication on the platform will take place in English, the activity of students and teachers will have a positive impact on the development of their language competence.

Students participating in the meeting will benefit from participating in the meeting and acquire new skills. They will be able to develop linguistically due to the need to use English in practice. The opportunity to meet peers and observe / participate in the life of host families will contribute to the social development of students. Teachers will acquire new competences, e.g. by exchanging experiences.

Examples of good practice will apply to teaching European heritage in partner schools. Teachers will improve their communication skills in English. The partner school community will benefit from the meeting preparation process and participants' experience by incorporating new elements related to regionalism into the curriculum. This will contribute to consolidating the awareness of local separateness, but will also teach tolerance and openness through contact with the culture of partner countries, seeking coherent elements in the traditions of folk architecture in individual regions. We assume that in the long-term process it will increase the natural curiosity of the world.

The local community of Poznań will be informed about the subject of the project. We assume that the regional heritage against the background of European heritage will be of interest to a group of people who will thus be able to involve the SSP3 school as experts or project allies.

**F: Priorities and topics**

HORIZONTAL: The social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion

Project topics:

* Cultural heritage
* Key competences (including mathematics and literacy) - basic skills
* Creativity and culture

**G: Objectives and results:**

Objectives and results related to the priority "Social and educational value of European cultural heritage":

1. Objectives related to the topic "Cultural heritage":

- defining, building and strengthening a sense of regional and European identity by raising issues in the area of regionalism and common European heritage through the interest of project recipients (pupils, parents and teachers and representatives of the local environment) by means of local traditions, music, architecture, regional cuisine of the countries participating in the project;

- promoting regional tourism as a teaching and upbringing tool by schools establishing cooperation with local culture and tourism institutions, NGOs and enthusiasts.

results:

- introducing to the partner schools’ curricula topics related to regional studies and the common European heritage in the form of teaching materials, e.g. 5 books

thematic, podcasts and tutorials;

- creation of didactic paths and themed tours routes, which in the following years will be used to learn regional studies, e.g. in the form of quests.

2. Objectives and results related to the topic "Key competences"

- developing soft competences (communication skills, teamwork, creativity, creative thinking, building motivation);

- encouraging active forms of teaching, assuming greater participation of students in planning and organizing classes;

- developing language competences of students and teachers.

results:

-students will obtain competences going beyond the core curricula of the countries participating in the project, e.g. film and photo documentation will be created showing the work in the project, a website will be built, a YouTube channel, a page on FB, the eTwinning page will be developed;

-students and teachers will develop communication skills (teamwork, communication in a foreign language, including reporting, newsletter relations and websites).

3. Objectives and results related to the subject "Creativity and culture":

- developing creativity and upbringing based on the cultural heritage of regions and Europe.

results:

- a film about landscape and regional music will be made in each school;

- a series of film and photo tutorials will be created, which can be used for technical, music, art, history, native language and other classes, which will be thematically related to crafts, ornamentation, folk art, regional cuisine, etc.

**I: Continuation**

We assume that each activity in the project will be monitored and evaluated both during implementation and after work. This will allow you to collect the material that will be used to assess the level of task completion and achievement of the planned goals. After the workshops and meetings taking place in the partner schools, the school coordinators will report on the implementation of the subsequent tasks. The effects of work in the form of photographic and film documentation (tutorials, podcasts, etc.) will be placed on the project's subpages. After each of the international meetings, partial evaluation will take place, thanks to which we will find out to what extent the project's objectives were achieved during the away workshops. Twice - at the beginning and end of the project - we will conduct a survey to examine the participation of boys and girls in project activities and determine the number of students with various educational and developmental dysfunctions or from families with fewer opportunities due to economic or social situation . This will allow you to assess whether (and to what extent) students with various difficulties were involved in the project that may be the reason for their exclusion. We will conduct surveys and interviews at schools that will allow us to assess the effectiveness of dissemination. We will investigate how many people visit school websites with project information. An important element in assessing the level of implementation of project goals will be the conference accompanying the C5 meeting, which will demonstrate almost all the results of project activities. Assessment of their quality will also be able to be made by external experts, including academic staff, students of Adam Mickiewicz University and invited guests representing the world of culture. In relation to students, the achievement of goals will be evidenced by their active and frequent participation in the planned activities. An indicator of success will be an increase in communication skills in English expressed in the better results of different forms of assessments in this subject. An increase in interest for the national languages ​​of the project partners is also expected to appear (measurable both in the assessments and in the appearance of a new educational offer for students of partner schools). The objectives will be achieved if the materials produced will be used in subsequent years after the end of the project and other culture and tourism-related schools and institutions find interest in them. This will also prove the effectiveness of the used dissemination activities.

We expect the impact of this project to be felt in our communities in a wider time perspective and bring positive and long-term effects to all participants: students, families, schools, teachers, institutions, involved organizations and local communities. We expect to provide a significant exchange of knowledge, innovation, cultural values, and actively motivate the teams involved in the project. We intend to improve the learning outcomes in the field of culture and soft competences and to increase the attractiveness of the teaching process. The acquired skills will be used by students and teachers in the future. Project implementation will support a well-developing partnership of the schools involved. We want to use the materials and knowledge resources created as a result of the project for further regular school work, e.g. thematic excursions related to the cultural landscape will become a permanent element supporting didactics. Similarly manufactured books (their electronic version) will make additional material used in learning foreign languages, natural sciences, history and native languages. We also intend to implement and use a method of co-creating the book by students as a form of summarizing project activities. Expert groups, created during international workshops and consisting of students and teachers, will transfer their knowledge and skills as part of the "older - younger" activities to other members of the student community. In this way, the experience gained by children will be used to learn about cooking and learn techniques, music, dance and singing.

Teachers will use the acquired qualifications and inspirations resulting from the exchange of examples of good practices for further work, e.g. planning further international projects, modifying the workshop and expanding the subject matter. We assume that during the implementation of the project, schools will be looking for allies and external experts who will support its implementation. It will allow to establish cooperation with local tourist and cultural institutions. This cooperation will be continued after the end of the project, e.g. as part of schools' participation in programs offered by these institutions or inviting experts to school during subsequent educational activities.

We assume the further functioning of the bookmarks on the school websites, from where it will be possible to download project-related materials as inspirations or ready-to-work tools. This does not involve any additional costs because schools constantly maintain their domains and websites. Schools will expand their educational offer in the field of activities related to culture but also - learning foreign languages. The situation of students in need of support who are involved in project activities will be able to better integrate and become more active in school communities. Continued partnership will contribute to the development of our schools in the long term.

The first information channel will be the subpages of the project set up on school websites. Materials placed there will be prepared in the national languages ​​of the project partners. During the implementation of existing projects, we have found that this solution provides the most response from the school community, which uses school websites on a daily basis, but also ensures easy finding of information about the project in the case of people not directly related to the participating schools. The specially prepared tabs will contain reports on actions taken, but also all the most important materials produced during the project. A fanpage on one of the social networks will be the second information channel used to disseminate the results. Its less formal character will attract recipients such as students and their peers. We assume that it will be led by a joint international editorial team. The third channel will be the tools available on the eTwining portal. They allow the dissemination of project results mainly among teachers registered there. Materials published in this place can be freely downloaded and processed by people interested in similar topics. The School Education Gateway platform will perform a similar task. Inside the partner organizations, dissemination will take place through permanent information channels used by schools to communicate with parents, e.g. an information bulletin. We will promote the project among students and parents by means of regular meetings summarizing its subsequent stages (e.g. after each of the activities, a public presentation of the project results obtained will take place in schools). The main target group are students of partner schools aged 12-15, participating in the project, as well as other students of those schools who may profit from from the implementation of the project by schools. This group also includes teachers from partner schools, directly involved in the project and those whose results will be indirectly influenced by the project - they will be able to use its effects. The second target group will be students and teachers of other schools with which we maintain contacts within our cities. We will inform them about the actions taken and invite you to view the results obtained by us, e.g. as part of festivals accompanying international meetings or a conference summarizing the project. The third target group will also be the local community in the areas where partner schools and institutions related to education, universities, culture and art institutions operating there are located. They will be invited to participate in some project activities (meetings and workshops, a conference summarizing the project, festivities).